

# **Creative Pedagogy in Information Literacy**

Zachary Newell

Simmons University, USA

zlnewell@gmail.com

## **ABSTRACT**

Creative pedagogy is not well defined and has not yet received much attention in the field of library and information science. This research employed constructivist grounded theory, through semi-structured interviews conducted with library information literacy instructors, to better understand the role of creative pedagogy in information literacy. The aim of the research was to synthesize findings into a theory to better understand how and to what extent creative pedagogy is being applied in the teaching of information literacy.

The findings show that although they do not necessarily use the language of creativity, many library instructors are integrating elements of creative pedagogy into their teaching. Perceived challenges, such as being a guide or guest in someone else's classroom and in connecting with students around information, as well as opportunities in both the physical and virtual classroom spaces, seem to require a shift in the way information literacy engagement takes place. Library instructors recognize the need for these shifts but many struggle to implement an alternative approach in the information classroom. At the same time, library instructors face several barriers, including a lack of preparation for their teaching role and the limitations of the one-shot instruction session.

## **ALISE RESEARCH TAXONOMY TOPICS**

Information literacy, Education, Academic libraries.

## **AUTHOR KEYWORDS**

Creative pedagogy; Information literacy; Constructivist grounded theory.

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