**Prompts to help you start developing questions**

“Information literacy” is a librarian’s term. What questions can you ask to get discipline faculty to reveal the terms and concepts they use to describe what we call “information literacy”?

What questions can you ask that establish trust and rapport with your disciplinary faculty colleagues?

What questions can you ask to make clear that you are attempting to locate information literacy in the context of the discipline? What questions can you ask that build trust with your disciplinary colleagues? What questions can you ask that shows your reposition “information literacy” within the context of the discipline and the situations students educated in the discipline will operate?

Generic skills are only generic once we’ve analyzed embodied practice and abstracted those “skills” from the overall activity of working in an academic, workplace, or everyday context. What can questions can you ask that get faculty to articulate those abstract skills?

If skilled information behavior is revealed in contexts, what questions can you ask disciplinary faculty such that they make clear what behaviors are characteristic of skilled information practice in the contexts in which they expect their graduates to perform?

Will faculty in the disciplines necessarily know what kinds of workplaces their students will enter? What questions can get at the obvious and not so obvious workplaces and the skills/fluencies/habits of mind students should possess to succeed in those workplaces?

What are the variety of ways disciplinary knowledge in this major can lead to critical thinking, awareness of socio-political or economic forces at play in academic, workplace, or everyday situations? What questions can you ask disciplinary faculty to get at those you can think of and those you can’t?

Look at pgs. 6-8 of Krueger's "Designing and Conducting Focus Group Interviews." What questions can you generate from his suggestions?

For our purposes, "why" questions might be very useful though Krueger suggests they might not be. What kinds of "why" questions could help disciplinary faculty articulate ideas that will lead to a complete picture of the information literacy student. Think about the different landscapes and windows.