**Interview Questions - Understanding Information Literacy in the Disciplines Through Disciplinary Faculty Focus Groups**

**General Questions To Prompt Discipline Faculty to Discuss their Understanding of Information Literacy**

1. What are the most important kinds of information in your discipline?

2. “Information Literacy” is a library/librarian centered construct. What does your field call information seeking and use skills?

3. What does “information literacy” look like from the perspective of your discipline?

4. How do you define information literacy?

5. How do professionals in your field judge or evaluate the quality of information?

6. How did you learn to find and use information?

7. How does your disciplinary knowledge help you think critically about academia, the workplace, issues that arise in everyday life?

8. How do you use the web for engaging in research for publication? Do you use library resources? Online article repositories?

9. How do you use information in your everyday life? Do you use the web, mobile technologies, or other tools to solve problems that arise in the course of everyday life?

**Questions to Prompt Discipline Faculty to Discuss their Expectations for Student IL Performance within the Academic Sphere.**

1. What kind of experience with information seeking and use do students bring to your courses early in the program?

2. What do you expect students to be able to do with respect to information seeking and use by the end of your program?

3. In what situations do students need to locate, evaluate, and use information in the course of their progress through your major?

4. What assignments do your faculty use that require students to seek or develop sources of information?

5. What core information seeking and use skills are necessary for a graduate from your program to have if they are to succeed in their first years of graduate school?

6. What habits of mind/forms of critical thinking do you hope your students possess when it comes to thinking about information when they leave your program?

7. How does a knowledge of your discipline help students think critically about issues in the academic sphere?

**Questions to Prompt Discipline Faculty to Discuss their Expectations for Student IL Performance within the Workplace.**

1. What jobs or forms of employment do students graduating from your major generally go into?

2. What kinds of information seeking and use skills do your students need to successfully perform these jobs?

3. How does your program prepare students for seeking and using information in their future work lives?

4. In what work situations will your students need to locate, evaluate, and use information in the various fields they are entering?

5. How does a knowledge of your discipline help students think critically about issues in the workplace?

6. What information skills or habits of mind related to information use and evaluation do you think employers of your students are looking for in new employees?

7. What information skills will students need if they are to independently grow on the job?

**Questions to Prompt Discipline Faculty to Discuss their Expectations for Student IL Performance within Everyday Life.**

1. How does your discipline help students make sense of information needed for making decisions in everyday life?

2. What areas of everyday life does your discipline prepare students to grapple with? (e.g. voting, consumer choices, etc.)

3. What kind of information technologies do students use or study within your discipline?

4. How does the knowledge of these technologies come into play in students’ everyday life?

5. How does a knowledge of your discipline help students think critically about issues in everyday life?

6. What information skills will students need if they are to be lifelong learners in their lives outside the academy?

7. How does your discipline allow students to acquire these skills?