ABSTRACT

The phenomenographic approach to learning is a concept that allows us to describe the learning process through the eyes of a learner, his/her perception of the world, as well as a variety of his/her past and present life experiences.

It originated from the empirical research in educational theory from Sweden in the 1970s, led by a team of Ference Marton. The major question of this team of researchers was “Why do students learn different things from reading the same text?” (Limberg, 2008). Later, in 1997, Christine Bruce applied the phenomenographic approach to IL.

The way of experiencing is a point of reference in phenomenographic research and demonstrates a dynamic relationship between a phenomena and a learner. The relational approach explores “the phenomenon of information literacy from the perspective of people who experience it” (Andretta, 2012, p. 13).

Four categories of IL, according to Andretta:
- Functional/Literacy [personal context of the user]
- Information Literacy as Provision [context of information provider]
- Information Literacy as Lifelong Learning [academic context]
- Information Literacy as Education [information education context]

Based on these categories, Andretta developed a “measuring factor” of the impact of IL experience for the learner as “transformation” and “transfer”.

METHODOLOGY & DESIGN

My methodology is based on S. Andretta’s theoretical framework entitled “Facilitating Information Literacy Education” (FILE). It uses a three-step strategy to apply relational approach in a classroom.

The relational approach is using a student-centered approach with a special focus on student’s perception of content. The focus is also placed on the identity of a learner and his/her self-discovery through transformation [qualitative change in way students conceptualize and practice IL] and transfer [application of acquired knowledge].