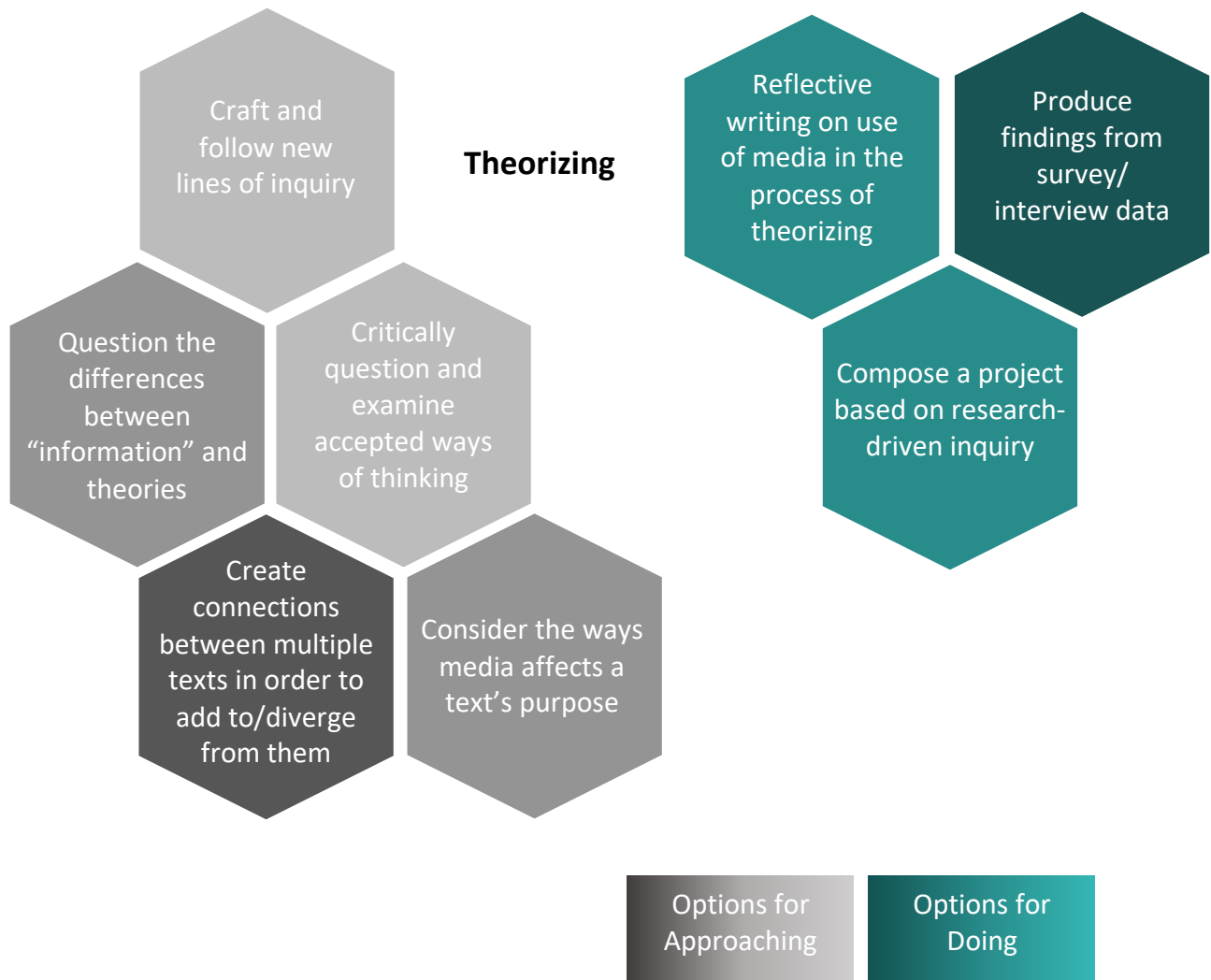


Theorizing



By theorizing, students produce new knowledge and contribute meaningfully to intellectual conversations. While research is often a first step, when students theorize, they are doing more than interpreting, summarizing, or applying others’ ideas. They are *creating* something that could be interpreted or applied by someone else. Of course, creating new knowledge doesn’t always mean providing answers; more often, it means crafting new questions and lines of inquiry, developing new terms, or crafting a critical vocabulary.

Information Literacy Threshold Concepts

- Research as inquiry

- Information creation as a process
- Authority is constructed and contextual

Habits of Mind

- Creativity
- Persistence
- Responsibility
- Metacognition

Examples

Assignment	Writing goals	Theorizing work
Blog	Critically question and examine accepted ways of thinking	Work through a problem and posing questions over time through a series of posts
Poster	Question the difference between information and theories	Present a visual heuristic for conceptualizing a problem
Conference-style presentation	Craft and follow new lines of inquiry	Present findings and implications of a brief study the student conducted
Article	Create connections between texts to add to/diverge from them - question differences between information and theories	Make a persuasive, data-driven argument

Resources

Scholarly Bibliography

Warnick, Chris. "Texts to Be Worked on and Worked with: Encouraging Students to See Their Writing as Theoretical." *Teaching with Student Texts: Essays Toward an Informed Practice*, edited by Joseph Harris et al., Utah State University Press, 2010, pp. 163-70.