A Framework
Tasting

Trying Out a New Vintage in Info Lit

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"wine, cheers, red, lounge, restaurant,” by Skitterphoto, CC0, via Pixabay

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Post-Presentation Follow-Up

Slides, handouts, and TILC group discussion summary available at http://tinyurl.com/TILCFrameworkTasting

- TILC Group Discussion Summary: also recorded below on slides 15-17.
Information Literacy Competency Standards for Higher Education

These standards were reviewed by the ACRL Standards Committee and approved by the Board of Directors of the Association of College and Research Libraries (ACRL) on January 18, 2000, at the Midwinter Meeting of the American Library Association in San Antonio, Texas. These standards were also endorsed by the American Association for Higher Education (October 1999) and the Council of Independent Colleges (February 2004). A PDF of this document is available.

ACRL has a constellation of documents on information literacy; you may also find the Framework for Information Literacy in Higher Education of interest.

Print copies may be purchased from the Association of College and Research Libraries for $25.00 for a package of 25, including standard postage. Expedited shipping is available for an additional charge. Orders (along with check or money order made payable to Association of College and Research Libraries) should be sent to:

Association of College and Research Libraries
Attn: Standards Fulfillment
50 East Huron Street
Chicago, IL 60611

To order, call 312-280-2523, or email acrl@ala.org.

http://www.ala.org/acrl/standards/informationliteracycompetenc
A new approach

“It is time for a fresh look at information literacy, especially in light of changes in higher education, coupled with increasingly complex information ecosystems.”

~Framework for Information Literacy Appendices, Appendix 1, Creating a Framework
Framework for Information Literacy for Higher Education

Filed by the ACRL Board February 2, 2015, as one of the constellation of information literacy documents from the association.

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Authority Is Constructed and Contextual
Information Creation as a Process
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Research as Inquiry
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Searching as Strategic Exploration

Appendix 1: Implementing the Framework

Suggestions on How to Use the Framework for Information Literacy for Higher Education
Introduction for Faculty and Administrators
For Faculty: How to Use the Framework
For Administrators: How to Support the Framework

http://www.ala.org/acrl/standards/ilframework
Threshold concepts

“Threshold concepts\(^2\) are those ideas in any discipline that are passageways or portals to enlarged understanding or ways of thinking and practicing within that discipline.”

Metaliteracy

“...this Framework draws significantly upon the concept of metaliteracy,\(^7\) which offers a renewed vision of information literacy as an overarching set of abilities in which students are consumers and creators of information who can participate successfully in collaborative spaces.”

~ACRL Framework for Information Literacy for Higher Education, Introduction


7 Thomas P. Mackey and Trudi E. Jacobson. Metaliteracy: Reinventing Information Literacy to Empower Learners. (Chicago: Neal-Schuman, 2014)
Frames

“The Framework is developed around a set of “frames,” which are those gateway or portal concepts through which students must pass to develop genuine expertise within a discipline, profession, or knowledge domain.”

~Framework for Information Literacy Appendices, Appendix 1, Creating a Framework
6 Frames

1. Authority Is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as Conversation
6. Searching as Strategic Exploration
Knowledge Practices

“Each frame includes a knowledge practices section used to demonstrate how the mastery of the concept leads to application in new situations and knowledge generation.”

Dispositions

“Each frame also includes a set of dispositions that address the affective areas of learning”

~Framework for Information Literacy Appendices, Appendix 1, Creating a Framework
NEW FRAMEWORK FOR INFORMATION LITERACY DISCUSSION LIST, WEBINAR ARCHIVE

March 20, 2015 | Sharon Mader

http://www.acrl.ala.org/acrlinsider/archives/category/information-literacy
How will we use the Framework?

1. Authority Is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as Conversation
6. Searching as Strategic Exploration
THE RECORD

Tiny Music Royalties Add Up, Unexpectedly

All Things Considered
May 11, 2015 | See Full Story

http://www.npr.org/blogs/therecord/2015/05/11/404485444/tiny-music-royalties-add-up-unexpectedly
Images: all images used in this presentation are: in the public domain, or are screenshots taken by Virginia Pannabecker with the Mac Grab utility application.

These slides and accompanying discussion group handouts available at: http://tinyurl.com/TILCFrameworkTasting

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Thomas P. Mackey and Trudi E. Jacobson. Metaliteracy: Reinventing Information Literacy to Empower Learners. (Chicago: Neal-Schuman, 2014)


Discussion

Small Groups - 1 frame each

Report Back & Full Group

Wrap-Up
How will we use the Framework?

“The Framework opens the way for librarians, faculty, and other institutional partners to:

redesign instruction sessions, assignments, courses, and even curricula;

connect information literacy with student success initiatives;

collaborate on pedagogical research and involve students themselves in that research; and

to create wider conversations about student learning, the scholarship of teaching and learning, and the assessment of learning on local campuses and beyond.”

~ACRL Framework for Information Literacy, Introduction
Discussion Summary - Engaging with the Framework

Questions considered:
What does this frame mean to you?
How do your current instructional practices support:
What else would you like to try to engage with and support:

Authority Is Constructed and Contextual
An example provided by the Frame 1 group to engage with the frame: A faculty from a Social Psychology course approached a librarian in the group about frame 1 as it related directly to what they were teaching in their course - examining construction of authority. As an activity, the instructor and librarian divided the class into groups. Each group (was given, or found?) a journal article about a topic in Social Psychology. They were asked to read the article. Then, they were asked to research the article’s author/s and prepare an introduction of the author/s as though they would be introducing the author/s as a speaker. They were asked to address the author’s / authors’ work, qualifications, and to use the following question to frame their intro: Why would this author be worth listening to?

Information Creation as a Process
The group saw this frame as promoting opportunities to investigate the process behind information one uses, and the processes one uses oneself. One example provided: ask students, “Where does information come from?”, then discuss responses. When encountering information sources, ask, “Where does this information come from?” - for example, whether looking at a Twitter, Facebook, or Instagram post, an article from an academic journal, a post on an organization’s website, etc. Follow up with a discussion on how else such information might be published/distributed.
Discussion Summary - Engaging with the Framework

Questions considered:
What does this frame mean to you?
How do your current instructional practices support:
What else would you like to try to engage with and support:

Information Has Value
The group saw this theme as tying into the theme Scholarship as Conversation. Their discussion considered options such as a year long or semester long class that would engage with both of these frames and address topics such as citation, information privilege, and a balance between flexibility and precision in methods for valuing information. They also noted that they would add discussions of consequence when addressing this frame - consequences of valuing information using standardized practices, and of not taking time/effort to do so (lack of attribution).

Research as Inquiry
The group saw this frame’s importance as emphasizing ways to support students in the full process of inquiry, and in facilitating activities, time, and spaces in which they are supported in inquiry as a true exploration, idea generation, and question formulation → both prior to, and mixed in with frame 6, which focuses on Searching as Strategic Exploration. One example from this group is a course where the librarian and instructor support students in exploring and acquiring many sources of information, so closer to 10 minimum, rather than a more standard 2-5 for intro research courses. The idea being to really explore the topic and then develop their questions and target their subsequent searches based on what they learn and think about after reading and evaluating the first large group of sources.
Discussion Summary - Engaging with the Framework

Questions considered:
What does this frame mean to you?
How do your current instructional practices support:
What else would you like to try to engage with and support:

Scholarship as Conversation
The group saw this frame as a way to encourage students to think of their role as a participant in the scholarly conversation. Some methods the group suggested were to encourage students to: build on others’ ideas, be open to new and different ideas, provide evidence from other works as part of their work to show that they are part of the larger conversation on a topic, and experience the conversation as ongoing without an endpoint. The group emphasized discussing different outputs for scholarship and the role they play in shaping the scholarly conversation. They also suggested assigning useful outputs, such as grant proposals rather than research papers to build similar skills and work with a useful experience for later scholarly work.

Searching as Strategic Exploration
This group saw this frame as a common role for librarians in supporting faculty teaching and student research. They suggested the following ways to engage with this frame: discussing uses of discovery tools versus/in addition to distinct resources; discussing ways to approach searching - as tactical, as question driven; work with students to break down the process of searching; and encourage students to consider first what they already know, and what methods they already use to gather information - encourage them to think through when, how, and why they use different methods to find different information. The group also promoted training for faculty on information literacy and forming partnerships to integrate this frame with course assignments, such as students receiving points for creating research logs.
Additional Questions
(if time allows)
Connecting with Colleagues

How would you introduce the framework to colleagues in your institution or community outside of the library?
Disciplinary Adaptations

The previous standards have been adapted to discipline-specific contexts by librarians specializing in related subject areas.

Do you specialize in a subject area and/or use any of the disciplinary standards?

How will you use the new Framework with your discipline - will it need disciplinary adaptations?
Critical Librarianship

Are you familiar with the emerging term ‘Critical Librarianship’?

Will using the new Framework support changing approaches to librarianship and library instruction?