

ACRL'S FRAMEWORK FOR INFORMATION LITERACY FOR HIGHER EDUCATION

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ACRL INFORMATION LITERACY STANDARDS
FOR HIGHER EDUCATION TASK FORCE

WITH THANKS TO CRAIG GIBSON FOR SELECTED
SLIDES

PRESENTATION OUTLINE

Student Research Behaviors

IL Framework Goals

Threshold Concepts

Major Elements of the Framework

Implications of the Framework



DESCRIBE STUDENTS' RESEARCH SKILLS IN ONE SENTENCE

(photo courtesy of UCD School of Medicine)



LEARNERS IN TODAY'S INFO ENVIRONMENT

Students are overwhelmed, uncertain about “starting points” for academic research

Students often do not understand the nature and scope of academic research assignments

Students report being confused about the “open-endedness” of the research process—how to know when to conclude an assignment without precise instructions?

Alison Head, “Project Information Literacy: What Can Be Learned about the Information-Seeking Behavior of Today's College Students?” Proceedings of the ACRL National Conference (2013), Indianapolis, IN, pp. 472-482.



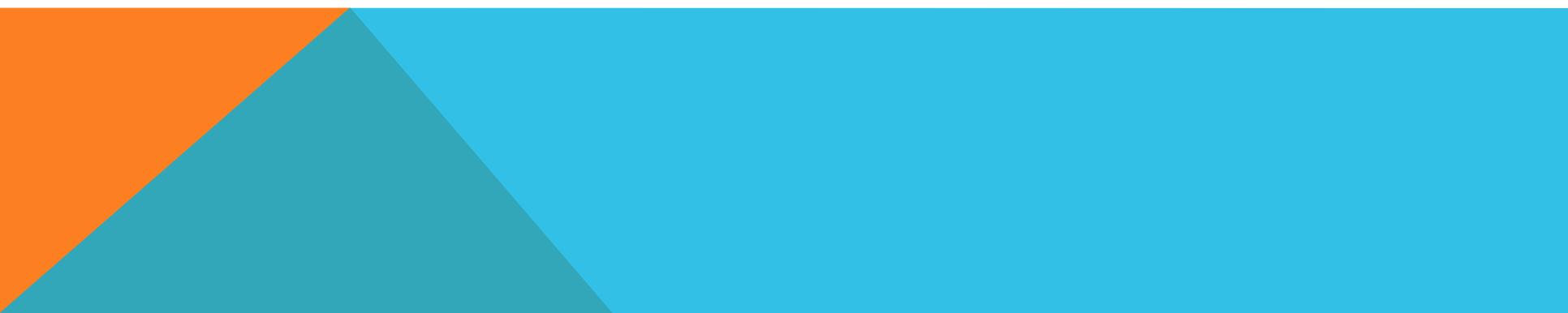
LEARNERS IN TODAY'S INFO ENVIRONMENT

Students use “tried and true” tools and resources (Google, Wikipedia, a small set of databases)

Students may not expand their repertoire because of familiar assignment types (standard research paper)

Students carry over to college many of their high school routines and practices for research

Alison Head, “Project Information Literacy: What Can Be Learned about the Information-Seeking Behavior of Today's College Students?” Proceedings of the ACRL National Conference (2013), Indianapolis, IN, pp. 472-482.



LEARNERS IN TODAY'S INFO ENVIRONMENT

Context

The single most important missing element for today's learners in becoming information literate

- The “Big Picture” (summary, background, overview)
- Information Gathering (finding and securing relevant sources)
- Language (understanding the meaning of words)
- Situational (knowing the expectations of assignments, the surrounding circumstances)

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THINKING ABOUT A NEW WAY OF FRAMING INFORMATION LITERACY

Focus on the information landscape

Help students to understand the “why”

Transcend particular skills and resources

Focus on the human processes of knowledge
creation, searching, reporting, writing,
presenting . . . instead of just the artifacts of these
processes



GOALS FOR THE FRAMEWORK

A flexible system of learning information literacy concepts that can be tailored to individual settings

Recognizes the participatory, collaborative information environment: learners as content/knowledge creators, not just consumers

(Mackey and Jacobson, "Reframing Information Literacy as a Metaliteracy," *C & RL*, 72 (1) 2011, pp. 62-78)



GOALS FOR THE FRAMEWORK

- Importance of metacognition (thinking about one's own thinking)
(Mackey and Jacobson, "Reframing Information Literacy as a Metaliteracy," *C & RL*, 72 (1) 2011, pp. 62-78)
- Recognition of affective factors



MAJOR ELEMENTS OF THE FRAMEWORK

<http://pixabay.com/en/puzzle-learning-arrangement-components-220785/>



EACH OF THE 6 FRAMES CONTAIN

- Threshold Concept with description
 - Knowledge Practices/Abilities
 - Dispositions
- 

ONLINE SANDBOX

Will contain a variety of implementation-related resources

Canadian wiki (Ryerson U, U of Toronto, York U) “for collecting, sharing and keeping the conversation going”

<http://try-2014-acrl-framework.wikispaces.com>

THRESHOLD CONCEPTS



THRESHOLD CONCEPTS

Early decision to use as the underpinning
of the new Framework

Based on work emanating from the United
Kingdom: Meyer and Land, economics

For information literacy, work by
Townsend, Hofer, Brunetti and Sylvia Lu
(who is speaking today)



THRESHOLD CONCEPTS

A passage through a portal or gateway:
gaining a new view of a subject landscape

Involve a “rite of passage” to a new level of
understanding: a crucial transition

Require movement through a “liminal” space
which is challenging, unsettling, disturbing
—where the student may become “stuck”



THRESHOLD CONCEPTS

Transformative

Integrative

Irreversible

Bounded

Troublesome

Hofer, Townsend, and Brunetti, 2012, 387-88, quoting Meyer and Land



IL THRESHOLD CONCEPTS

Scholarship is a Conversation

Research as Inquiry

Authority is Constructed and Contextual

Information Creation as a Process

Searching is Strategic

Information has Value

The concepts were identified through an ongoing Delphi study being conducted by L. Townsend, A. R. Hofer, S. Lu, and K. Brunetti, though the Task Force has taken some of them in new directions



FRAME: AUTHORITY IS CONTEXTUAL AND CONSTRUCTED

Authority of information resources is drawn from their creator's expertise and credibility based on the information need, and the context in which the information will be used. This authority is viewed with an attitude of informed skepticism and an openness to new perspectives, additional voices, and changes in schools of thought.



AUTHORITY IS CONTEXTUAL AND CONSTRUCTED

Knowledge Practices (Abilities)

Learners who are developing their information literate abilities:

Define different types of authority such as subject expertise (i.e. scholarship), society position (i.e. public office or title), or special experience (i.e. participating in a historic event).

Use research tools and markers of authority to determine the credibility of sources. understanding the elements that might temper this credibility.

Understand that many disciplines have acknowledged authorities in the sense of well known scholars and publications that are widely considered "standard," and yet even in those situations, some scholars would challenge the authority of those sources.



AUTHORITY IS CONTEXTUAL AND CONSTRUCTED

Dispositions

Learners who are developing their information literate abilities are:

- Inclined to develop and maintain an open mind when encountering varied and sometimes conflicting perspectives.
 - Motivated to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways.
 - Aware of the importance of assessing content with a skeptical stance with a self-awareness of their own biases and worldview.
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**WHAT IS THE POTENTIAL OF
THIS NEW FRAMEWORK?**

WHAT ARE THE CHALLENGES?

STARTING TO THINK ABOUT ASSESSMENT

Megan Oakleaf

A Roadmap for Assessing Student Learning
Using the New Framework for Information
Literacy for Higher Education

<http://meganoakleaf.info/framework.pdf>



THE REVISION PROCESS

FOR DRAFT #3

FEEDBACK

- Feedback from the surveys, blogs, Tweets, direct emails
 - 493 items
 - Coded by a task force member using HyperResearch
 - Granular look at the components of the Framework
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REVISIONS

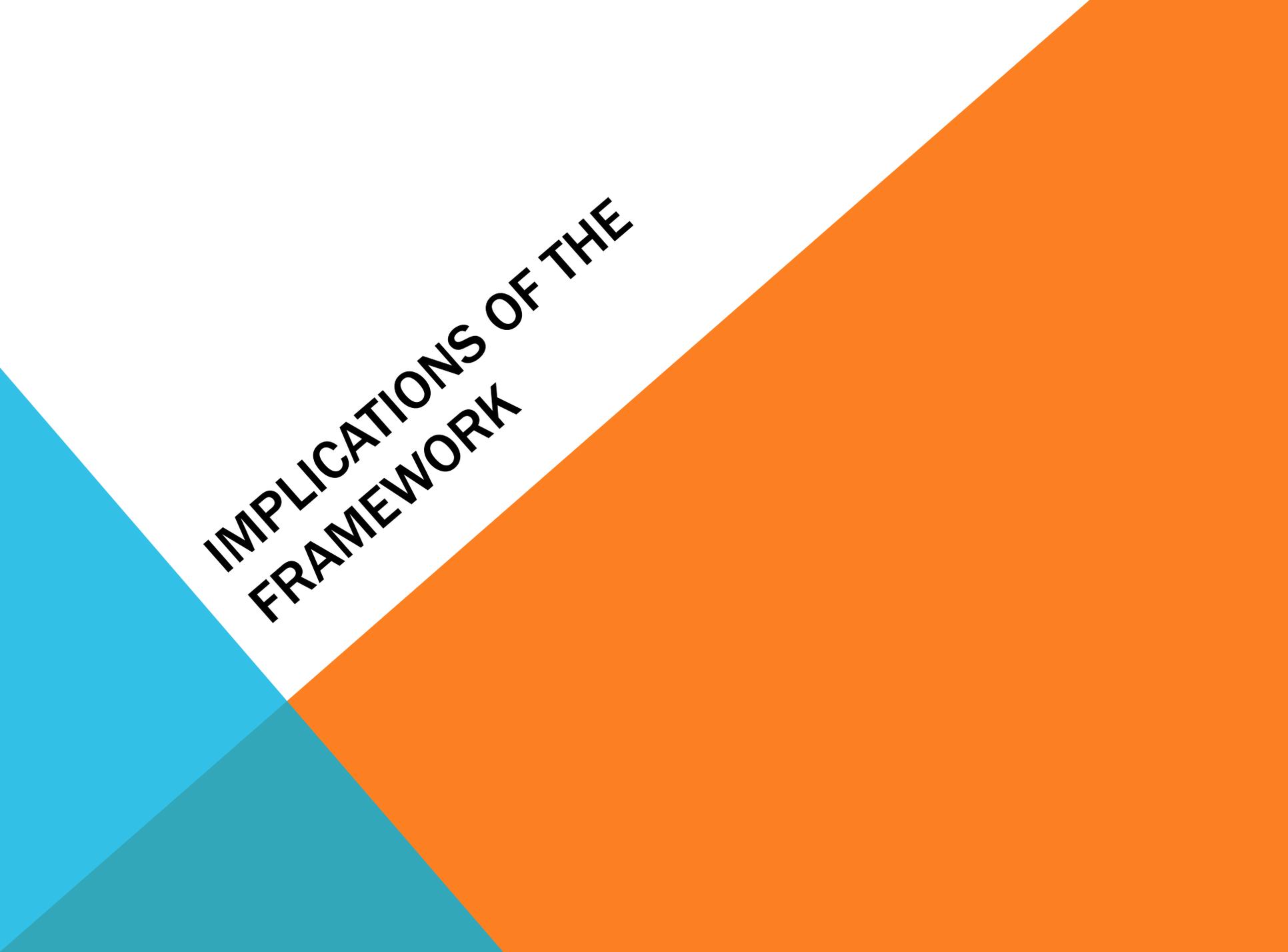
All 6 frames, from fairly minor to more extensive changes

- Titles
- Descriptions
- Knowledge Practices
- Dispositions

Definition

Appendix 1 (original introduction)





**IMPLICATIONS OF THE
FRAMEWORK**

IMPLICATIONS

Increased collaboration between librarians and course instructors

More explicit demarcation between research skills/tools instruction (often one shots) and information literacy (sustained or integrated learning experiences)

More focus on formative assessment: identifying gaps in learning through specifically designed activities



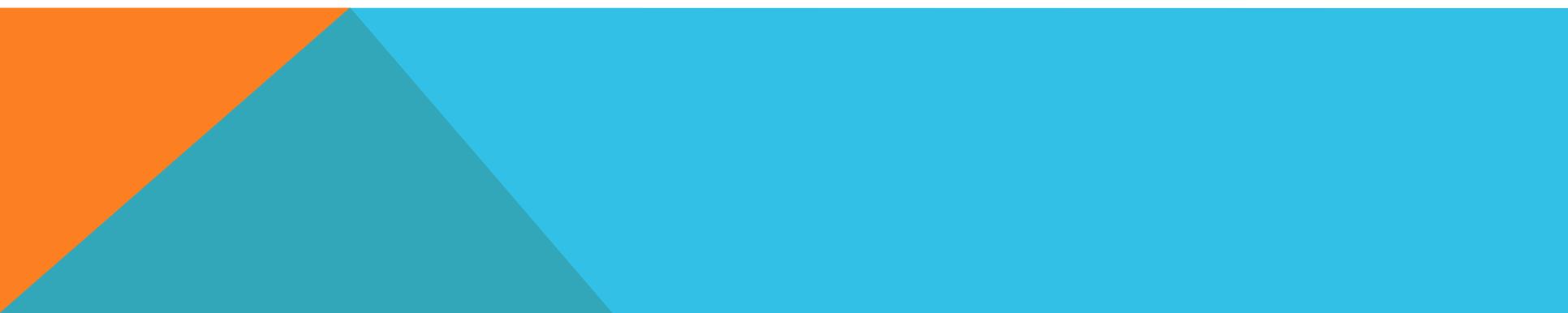
IMPLICATIONS

Curriculum revision/coordinated curriculum

Institution- or program-specific learning outcomes to be developed locally

Potential to use students as partners in action research

What other implications do you anticipate?



PERSONAL IMPLICATIONS

Revision of credit-bearing information literacy course.

Various skills and conceptual learning components integrated under a threshold concept



THRESHOLD CONCEPT INTEGRATION

Example:

Scholarship is a Conversation structures

Database searching

References and citations

Issues of format and mode



SCHOLARSHIP IS CONVERSATION TEACHING MODULE (TEAM SLYTHERIN)

people should know about the government in order to form their own opinion.

<http://www.theguardian.com/world/video/2013/jun/09/nsa-whistleblower-edward-snowden-interview-video>

2. Changes in Scholarly Perspective

Men and Women are able to constantly add to the subject, therefore changes in discussion direction is ongoing. The evolution of the topic expands every time a person adds to the conversation.

<http://www.reddit.com/r/NSALeaks/wiki/Timeline>

3. In-Class Exercise

The Internet Governance Forum (IGF) is a source for open policy dialogue on issues of internet governance. Any public or private stakeholders in the cyber-governance debate are welcome and present in the process.

The IGF website has a link on their webpage to "View Submitted Proposals." Using the link below, choose 2 of these proposals and explain why it may have a direct impact on you and/or your classmates.

[View Submitted Proposals:

<http://www.intgovforum.org/cms/wks2014/index.php/en>

work. Many manuscripts seek to instigate additional views and insights from a broad audience, and then the views synergize with different ones to create even more vantage points

<http://www.ibtimes.com/surprising-truth-about-internet-censorship-middle-east-845933>

5. The Conversation is ongoing

New issues are constantly being added and new knowledge discovered.

Examples

<http://www.nytimes.com/2014/06/01/us/nsa-collecting-millions-of-faces-from-web-images.html>
N.S.A. Collecting Millions of Faces From Web Images- May 31st 2014

This is a newer report on a previously identified problem. The government collecting information that citizens have not given them permission to have.

Earlier Worries On this Concept- The Patriot Act

THRESHOLD CONCEPT INTEGRATION

Example:

Searching is Strategic allows for new
vistas

Research as iterative process

Value of serendipity

Database searching



PERSONAL IMPLICATIONS

- Enhanced conversations with faculty members
- Potential player in our forthcoming upper level IL requirement (in the major)
- Potential extension of our metaliteracy badging system to include threshold concepts (metaliteracy.learningtimes.net)

ACRL'S PLANS (ASSUMING APPROVAL)

Multi-pronged educational approaches

Creation of online sandbox

Appointment of a librarian to oversee these efforts

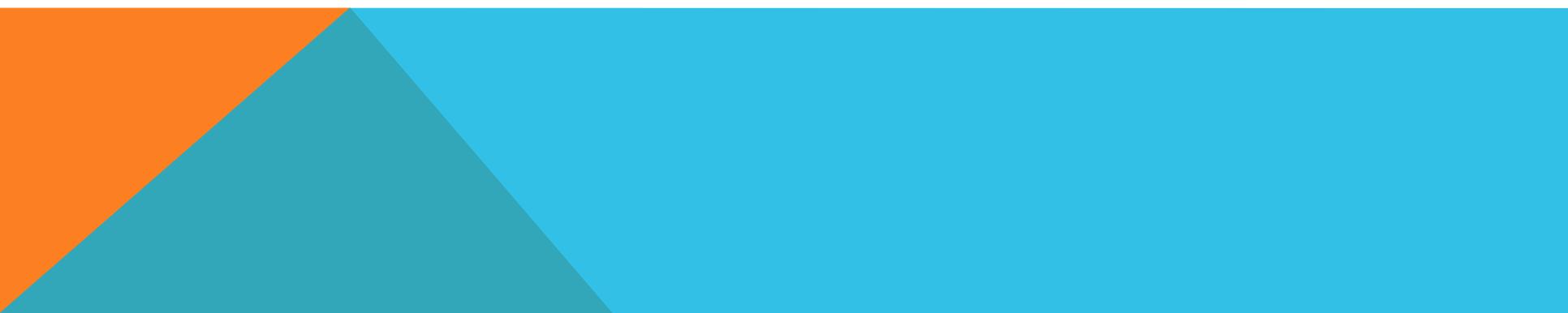
Appointment of small, nimble implementation task force

ACTIVITY

Work in small groups

Take 10 minutes to come up with a possible class activity or assignment that addresses an element of Research as Inquiry (DRAFT!):

Research as Inquiry refers to an understanding that research is iterative and depends upon asking increasingly complex or new questions whose answers develop additional questions or lines of inquiry in any field.



WHAT DID YOU DEVELOP?

RESOURCES NOT ALREADY CITED

ACRL Framework website <http://acrl.ala.org/ilstandards/>

Hofer, Amy R., Lori Townsend, and Korey Brunetti. "Troublesome Concepts and Information Literacy: Investigating Threshold Concepts for IL Instruction." *portal: Libraries and the Academy*, 12, no. 4 (2012): 387-405.

Townsend, Lori, Korey Brunetti, and Amy R. Hofer. "Threshold Concepts and Information Literacy." *portal: Libraries and the Academy*, 11, no. 3 (2011): 853- 69.

