ACRL's Framework for Information Literacy for Higher Education

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Agenda for the Day

- Student Experience of Research

- The Information Literacy Framework

- Implications/Applications of the Framework

- Break

- Experiments/Works in Progress (Participants)

- Lunch

- Workshop

Students' experience of research

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.

Other Findings

- Students use library databases but start with Google

- "Discovery" is not a problem: evaluation and contextual understanding are the challenges

- Students are overconfident in their searching

Other Findings

- Students confuse library-sponsored resources with the "open web"

- "Good enough" results: satisfaction with one or two screens of search results

- Students ask for help from friends, parents, and teachers rather than librarians (and may use Facebook in doing so)

- Source: Emily Singly, "How College Students Really Do Research: Findings from Recent Studies," American Libraries, November 22, 2014. Available at: http://emilysingley.net/how-college-students-really-do-research-findings-from-recent-studies/

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)

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.

The Framework

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

The 6 Frames

Each contains:

- Threshold/Core Concept with description

- Knowledge Practices

- Dispositions

Structure of Framework

**Threshold Concepts:
"Conceptual Understandings"**

Knowledge Practices:
Behaviors that
demonstrate
understanding and
integration of concepts
with skills

Dispositions:
Habits of mind, attitudes,
the affective dimension

Another, similar, Model . . .
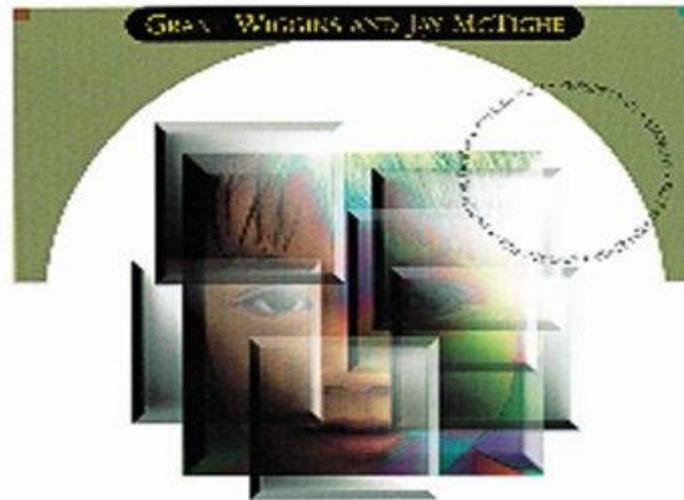
Backward Design (Wiggins & McTighe)

3 Stages of ("Backward") Design

1. Identify desired results

2. Determine acceptable evidence

3. Plan learning experiences & instruction

Worth being familiar with

Important to know and do

Enduring understanding
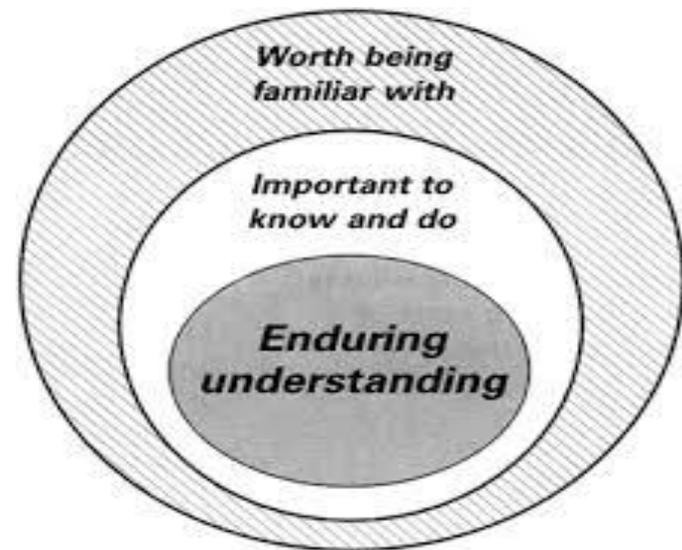
Threshold
Concepts

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 Lu

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

Threshold Concepts in Disciplines

- *Biology:* photosynthesis

- *Geology:* the scale of geologic time

- *Economics:* opportunity cost

- *Accounting:* depreciation

- *History:* no unitary account of the past

- *Writing/rhetoric studies:* audience, purpose, situated practice, genre

Threshold Concepts for IL

- Authority is Constructed and Contextual

- Information Creation as a Process

- Information Has Value

- Research as Inquiry

- Scholarship as Conversation

- Searching as Strategic Exploration

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 took some of them in new directions

Frame: AUTHORITY IS CONSTRUCTED and CONTEXTUAL

Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

AUTHORITY IS CONSTRUCTED and CONTEXTUAL

Knowledge Practices

Learners who are developing their information literate abilities do the following:

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

- Use research tools and indicators 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". Even in those situations, some scholars would challenge the authority of those sources.

AUTHORITY IS CONSTRUCTED and CONTEXTUAL

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.

Potential of the Framework

Curriculum Design Considerations

- Look for areas of overloaded content

- Design with your colleagues who teach

- Identify key areas (talk to students) that need mastery or that cause misunderstandings

- Align threshold concepts with learning outcomes (or create new learning outcomes)

Curriculum Design Considerations

- Design learning activities or lessons around threshold concepts

- Allow for confusion and uncertainty

- Revisit the concept more than once

- Revise learning outcomes if necessary

Adapted from: "Threshold Concepts: Strategies and Approaches." Office of Learning and Teaching, Southern Cross University. Available at: http://scu.edu.au/teachinglearning.index.php/92)

Activity: Developing Messages

15 minutes

- Develop a message for the stakeholder(s) your group is assigned:

> Faculty Members in one department
>
> VPAA or Provost
>
> Teaching Librarians (your colleagues)
>
> Library Director
>
> Student Governance Group

What Did You Develop?

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

Learning Outcomes

Write learning outcomes (ideally, locally)

Follow precepts of the Understanding by Design Model (Wiggins and McTighe, 2005), in which outcomes drive the design of pedagogy and assessment

Oakleaf's Roadmap

Ideas from the Roadmap

Oakleaf cites Meyer and Land (2010):

Need to avoid assessments that allow mimicry

Rather, declarative approach where students represent their

knowledge, such as concept

maps, portfolios, logs, blogs,

diaries

Putting it all together

Wrapping up

Moving Forward

- Encourage conversations/educational efforts amongst librarians who teach

- Start conversations with faculty AND students

- Find key allies in administration

- Enlist support from teaching and learning centers

- Develop communities of practice

- Don't hesitate to try out what you've created/heard today

ACRL's Plans

- Sharon Mader, recently retired dean of libraries at University of New Orleans, appointed Visiting Program Officer to oversee these efforts for 2 years

- Multi-pronged educational approaches

- Website with Framework example of the week

- Creation of online sandbox--eventually

Lingering thoughts

or questions

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.

Meyer and Land. Threshold Concepts and Troublesome Knowledge (5): Dynamics of Assessment. In Meyer, Land, and Baillie, *Threshold Concepts and Transformational Learning*. Rotterdam, Sense, 2010.

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