Perspectives on the ACRL Framework, Comparing Standards and Creating Learning Activities for Information Literacy

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Kathy Delker - Friends University - Wichita, KS
Noël Kopriva - University of Missouri - Columbia, MO
Kimberly Moeller - University of Missouri - Columbia, MO
In 2015, ACRL added a new star to its constellation of infolit resources...

(no, not her)

Framework for Information Literacy for Higher Education
● Overview

● Thinking critically about the Framework

● Alternatives to ACRL’s Standards (2000)

● Creating and modifying learning activities

From: http://science.nationalgeographic.com/science/space/universe/stars-article/
The Framework

- **Background**
  - Appendices

- **Frames**
  - Threshold Concepts
  - Knowledge Practices
  - Learning Outcomes
The Frames

- Authority is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as a Conversation
- Searching as Strategic Exploration
ACRL Standards vs. ACRL Framework

- Linear vs. Dynamic
- Instructional Design
  - Extrinsic vs. Intrinsic
  - Tools & Techniques vs. Concepts
- Meta-Literacy
- Problems

The Metaliterate Learner Figure by Tom Mackey, Trudi Jacobson, and Roger Lipera
Concerns Expressed about the Framework

- Comments made on the drafts of the framework
- January 2015 “Open Letter” from New Jersey academic librarians
- May 2015 Lane Wilkinson’s “critical appraisal” presentation at LOEX in Denver
Some of the Concerns

- Does not replace the 2000 Standards or even connect to them
- Is theoretical in nature -- threshold concepts
- Does not address the core concepts of information literacy
- Resists/inhibits assessment
AASL Standards for the 21st-Century Learner

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.
Coexistence & Flexibility

The framework even says “. . . each library and its partners on campus will need to deploy these frames to best fit their own situation, including designing learning outcomes.”

From http://pictures-of-cats.org/Tortie-Cat-and-Cuddly-Parrot.html
Searching as Strategic Exploration explained, or at least illustrated...

**Broad Topic:** Alternative Fuels

**Choose multidisciplinary database like Academic Search Complete if focus is not known**

Find an article on the alternative fuel biodiesel

And on and on as you continue your search...

Find an article that talks about how growing corn for ethanol is connected to lower production of corn for silage (animal feed) and lower production of wheat

Now you focus on connections articles about alternative energy production alternative energy use, and hunger (you might have to switch to the Scopus database to get more results)

Now you explore other articles or scholarly conversations on biodiesel in Academic Search Complete by using clickable links in the article record, finding other articles by the same author, or running completely new searches

Find an article that talks about a connection between production of alternative fuels (biodiesel) and shortages in global food supply
Research as Inquiry & Searching as Strategic Exploration with Guided Inquiry “worksheet”

<table>
<thead>
<tr>
<th>Keywords</th>
<th>Topic keywords</th>
<th>Topic keywords</th>
</tr>
</thead>
<tbody>
<tr>
<td>College students</td>
<td>Eating disorders</td>
<td></td>
</tr>
</tbody>
</table>

Turn your topic keywords into a question that can’t be answered with Yes or No (hint: use how, what, & why to begin your question):

How does stress impact eating disorders among college students?

**Background Sources:**

Search CQ Researcher or Gale Virtual Reference Library by putting in your topic keywords in the Quick Search Box. Circle the keywords above that worked best, or fill in new keywords if you had to make changes: ____________________________.

Email yourself and me (koprivna@missouri.edu) a copy of the report or article you found that looked most promising.

**Articles:**

Use the “Articles” tab to search databases using your topic keywords above that worked inspiration here: ____________________________.

Email yourself and me (koprivna@missouri.edu) a copy of the peer review that looked most promising.

If you had to answer the question above, what would that answer be—taking into account the information you’ve found?

**Books:**

Test the MERLIN Catalog by putting in your topic keywords or narrower topic in the Search Box. Underline the worked best, or fill in your keywords above that worked best, or fill in new keywords if you had to make changes: ____________________________.

Email yourself and me (koprivna@missouri.edu) a copy of the report or article you found that looked most promising.

Now revise your question reads it thinks they know again, is still not Yes or No.

**Spotlight Threshold Concept: Searching as Strategic Exploration**

Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.

**Learning Outcomes**

Students will be able to:

- Locate Search and Find, Academic Search Complete, and MERLIN on the MU Libraries website;
- Brainstorm and revise keywords based on a research topic and/or a research question;
- Run and revise their searches, including revising keywords and changing databases, as necessary;
- Manage and save search results as appropriate.

**Sample assignment, research topic, keywords, and synonyms**

**Assignments:**

- Research and write about how a given community is depicted in a television show or film that you choose, especially in terms of confirming or challenging stereotypes about that community.
- Last Tango in Halifax, an English television drama focusing on two high-school sweethearts who reunite and marry in their seventies, provides a challenge to our assumptions about the limitations of age.
- Last Tango in Halifax, television shows, BBC, television dramas
- People in their seventies, older people, old people, elderly
- Love, romance, marriage, relationships

**Suggested Resources: Search & Find, Academic Search Complete, MERLIN**

- Explain that these databases and catalog provide access to multidisciplinary resources.
- Focus on revising searches with new keywords, on revising/brainstorming keywords as you work.
- Demonstrate how to save/email/cite search results.
Research as Inquiry

Limit scope, formulate and revise research questions

Flipped content - background research

In Class - discussion, then group work

Information Creation as a Process

Group work examining multiple sources from the same author - discuss different aspects and audience

Discuss audience for their own work
Instruction Examples

Scholarship as a Conversation

- Example of Biergarten
  - Fences
  - Conversation with “key players”
  - Specialization
For more information:


Framework LibGuide hosted by MU Libraries - includes citations [http://libraryguides.missouri.edu/frameworkperspectives](http://libraryguides.missouri.edu/frameworkperspectives)

CARLI Toolkit for the Framework [http://www.carli.illinois.edu/products-services/pub-serv/instruction/ToolkitHomepage](http://www.carli.illinois.edu/products-services/pub-serv/instruction/ToolkitHomepage)

Program of the LOEX Fall Focus, which will be held November 13-14, 2015, in Ypsilanti, MI [http://loexconference.org/ff2015/program.html](http://loexconference.org/ff2015/program.html) (slides & handouts may be posted here after this conference)
Contacts:

Kathy Delker, Friends University, Wichita, KS
kdelker@friends.edu

Noel Kopriva, University of Missouri, Columbia, MO
koprvan@missouri.edu

Kimberly Moeller, University of Missouri, Columbia, MO
moellerkn@missouri.edu
Questions?