

Exploring and Expanding Teaching Practices through the *ACRL Framework*

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Experiences with the *Framework*

Turn to a neighbor, and talk about your:

- Level of familiarity
- Approaches for instruction
- Successes / what you like
- Current challenges

What is the *Framework*?

→ **Google:**

“ACRL Framework for Information Literacy”



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Framework for Information Literacy for Higher Education

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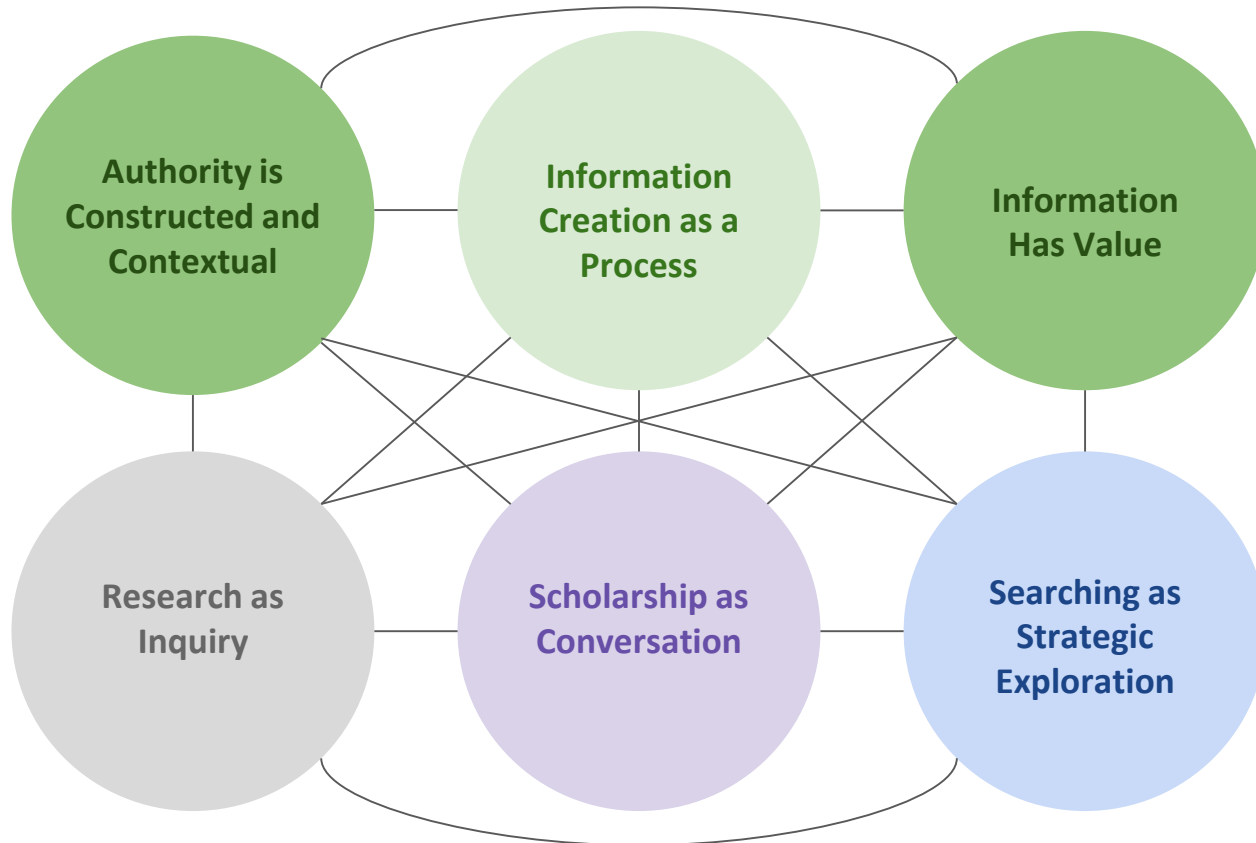
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ACRL's *Framework for Information Literacy*

Information literacy is:

- the set of integrated abilities encompassing the *reflective discovery of information*,
- the understanding of *how information is produced and valued*,
- and the use of information in *creating new knowledge* and *participating ethically in communities of learning*.

ACRL's *Framework for Information Literacy*



ACRL's *Framework for Information Literacy*

Frame Definition



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.

Description



Experts understand that authority is a type of influence recognized or exerted within a community. Experts view authority with an attitude of informed skepticism and an openness to new perspectives, additional voices, and changes in schools of thought. Experts understand the need to determine the validity of the information created by different authorities and to acknowledge biases that privilege some sources of authority over others, especially in terms of others' worldviews, gender, sexual orientation, and cultural orientations. An understanding of this concept enables novice learners to critically examine all evidence—be it a short blog post or a peer-reviewed conference proceeding—and to ask relevant questions about origins, context, and suitability for the current information need. Thus, novice learners come to respect the expertise that authority represents while remaining skeptical of the systems that have elevated that authority and the information created by it. Experts know how to seek authoritative voices but also recognize that unlikely voices can be authoritative, depending on need. Novice learners may need to rely on basic indicators of authority, such as type of publication or author credentials, where experts recognize schools of thought or discipline-specific paradigms.

Knowledge Practices



Knowledge Practices

Learners who are developing their information literate abilities

- 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," and yet, even in those situations, some scholars would challenge the authority of those sources;
- recognize that authoritative content may be packaged formally or informally and may include sources of all media types;
- acknowledge they are developing their own authoritative voices in a particular area and recognize the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice;
- understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time.

Dispositions




Dispositions

Learners who are developing their information literate abilities

- develop and maintain an open mind when encountering varied and sometimes conflicting perspectives;
- motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways;
- develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldviews;
- question traditional notions of granting authority and recognize the value of diverse ideas and worldviews;
- are conscious that maintaining these attitudes and actions requires frequent self-evaluation.

ACRL's *Framework for Information Literacy*



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**.

ACRL's *Framework for Information Literacy*



Information
Creation as a
Process

Information in any format is:

- produced to **convey a message**, and
- is **shared** via a **selected delivery method**.

The **iterative processes** of researching, creating, revising, and disseminating information **vary**, and the resulting **product reflects these differences**.

ACRL's *Framework for Information Literacy*




Information Has
Value

Information possesses several dimensions of value, including:

- as a **commodity**,
- as a means of **education**,
- as a means to **influence**, and
- as a means of **negotiating and understanding** the world.

Legal and socioeconomic **interests influence** information **production** and **dissemination**.

ACRL's *Framework for Information Literacy*



Research
as Inquiry

Research is:

- **iterative** and
- depends upon **asking increasingly complex or new questions** whose answers in turn develop additional questions or lines of inquiry in any field.

ACRL's *Framework for Information Literacy*



Scholarship
as Conversation

Communities of scholars, researchers, or professionals engage in **sustained discourse** with new insights and discoveries occurring **over time** as a result of **varied perspectives and interpretations**.

ACRL's *Framework for Information Literacy*



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.

Why the *Framework*?

Information Ecosystem → Overwhelming



Google



EBSCO

GALE
CENGAGE Learning



LexisNexis®

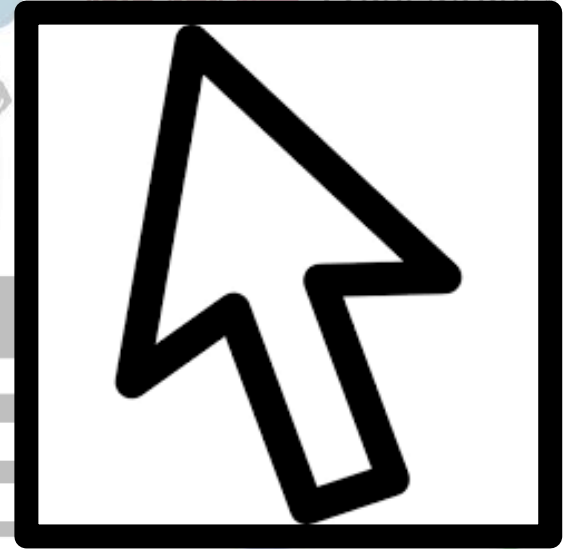
ProQuest



YouTube

Google
scholar

Information Ecosystem → Overwhelming



The *Framework*: A Tool for Teaching+Learning IL

Authority is
Constructed
and Contextual

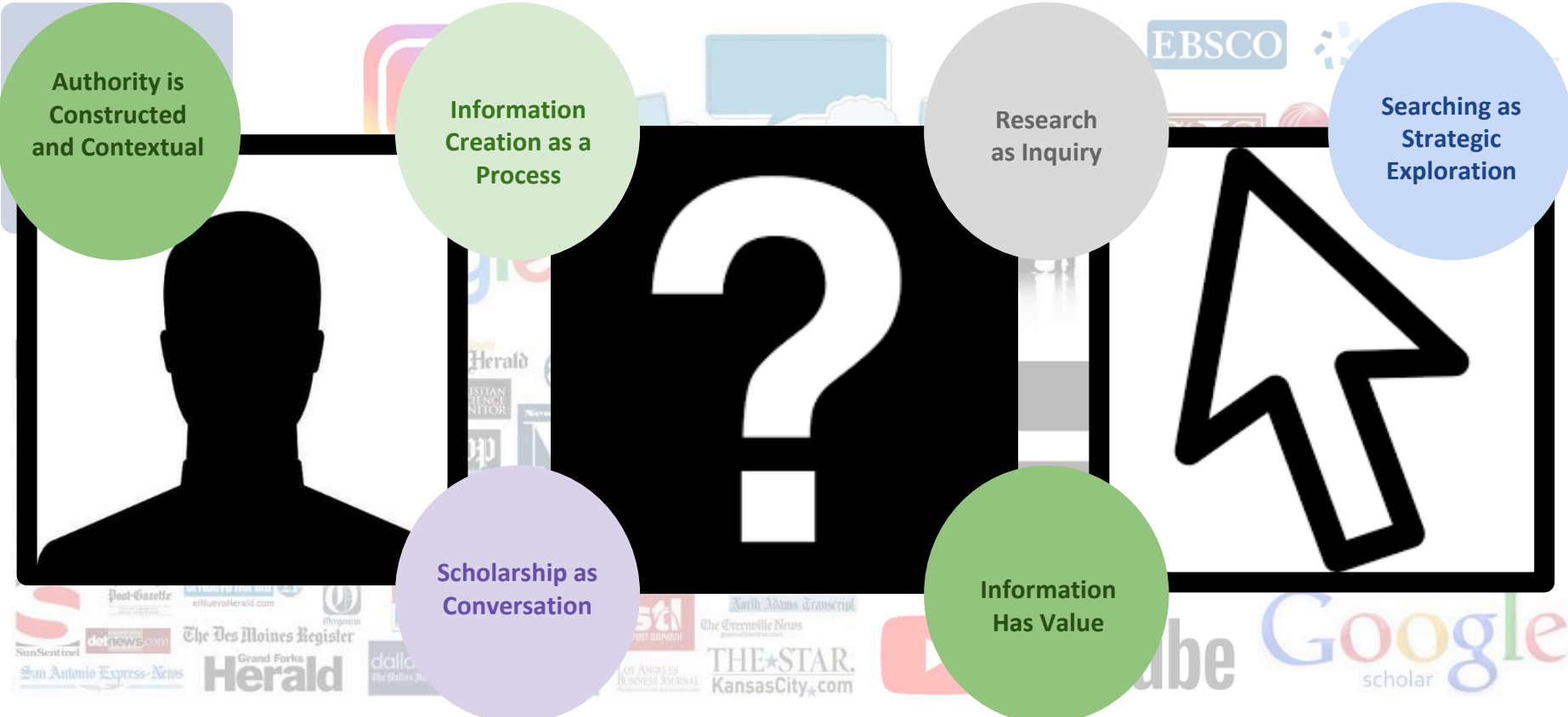
Information
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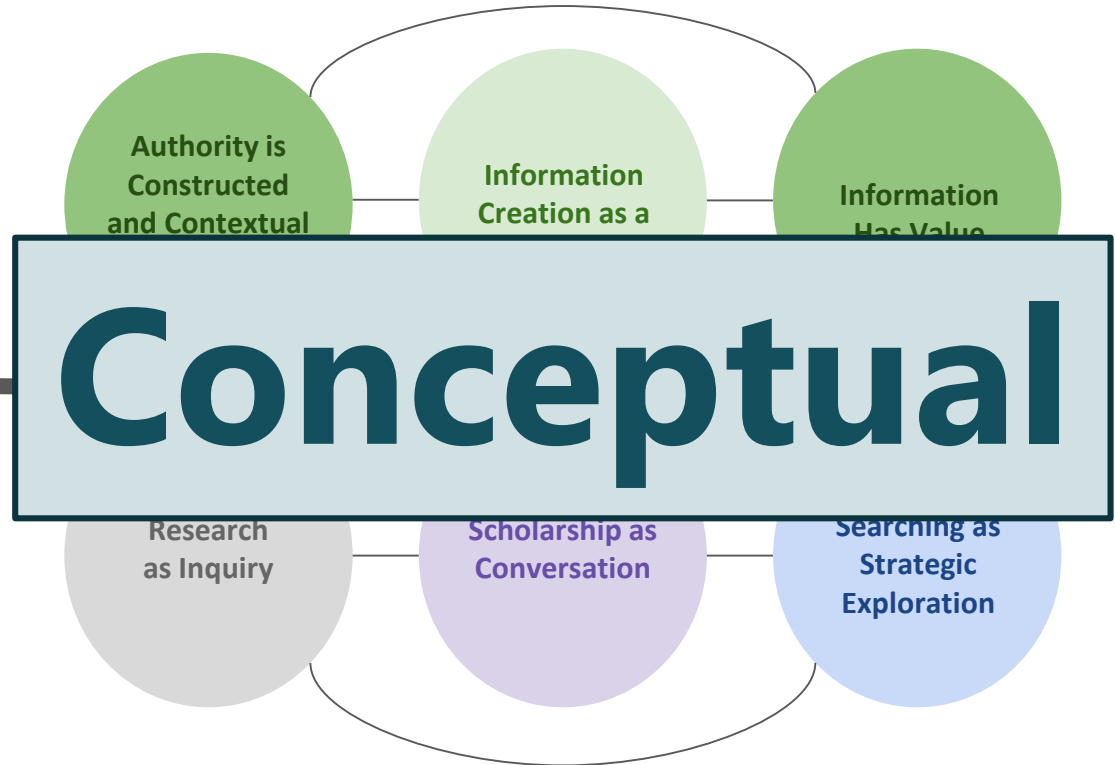
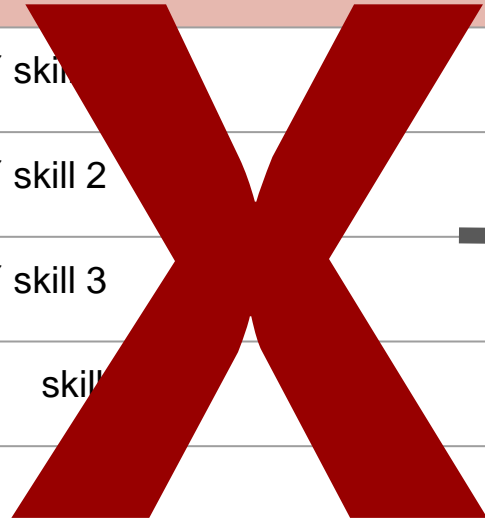
Scholarship as
Conversation

Information
Has Value



The *Framework*: A Tool for Teaching+Learning IL

| Skills |
|----------------------------------|
| ✓ skill 1 |
| ✓ skill 2 |
| ✓ skill 3 |
| <input type="checkbox"/> skill 4 |
| <input type="checkbox"/> skill 5 |



The *Framework*: A Tool for Teaching+Learning IL

Goal = Information Literate Students

- Develop **deeper understandings** of core concepts of IL
- Develop **metacognitive awareness** of consumption and production processes
- **Transfer** understandings **to a variety of contexts** where information is engaged with

The *Framework*

Conceptual Understandings
→ the Frames

Novice-to-Expert
→ Knowledge Practices and Dispositions

Flexibility for Implementation
→ Interdisciplinary
→ Taught in a way that makes sense for the local context



The *Framework*: A Tool for Teaching+Learning IL

The Framework

Conceptual Understandings

→ the Frames

Novice-to-Expert

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Theories Influencing the Framework

Understanding by Design (Backward Design)

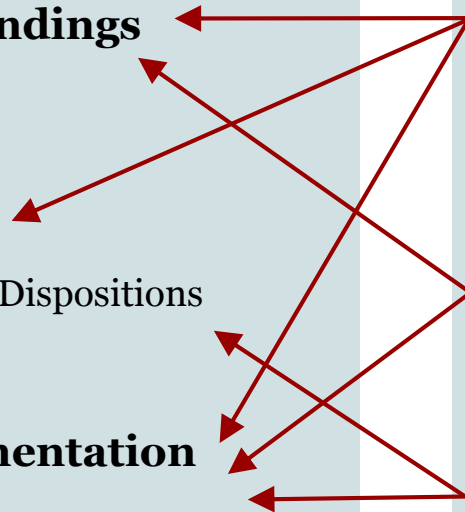
→ Big Ideas/Enduring Understandings guide the design process

Threshold Concepts

→ Specific concepts that are central to the mastery of a subject

Metaliteracy

→ The collaborative production and sharing of information in digital environments



Activity

Reflection and **Discussion**

Explore a Frame.

What resonates with you?
Why?

How can we use the *Framework*?

The *Framework*: A Tool for Teaching+Learning IL

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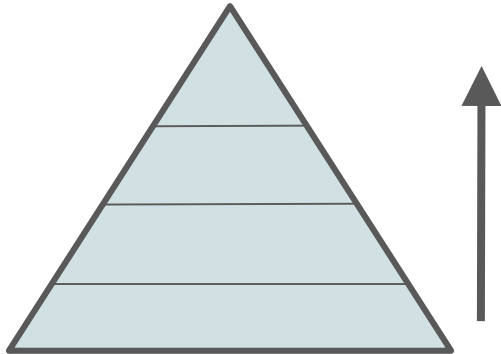
The *Framework*: Implications for Instruction



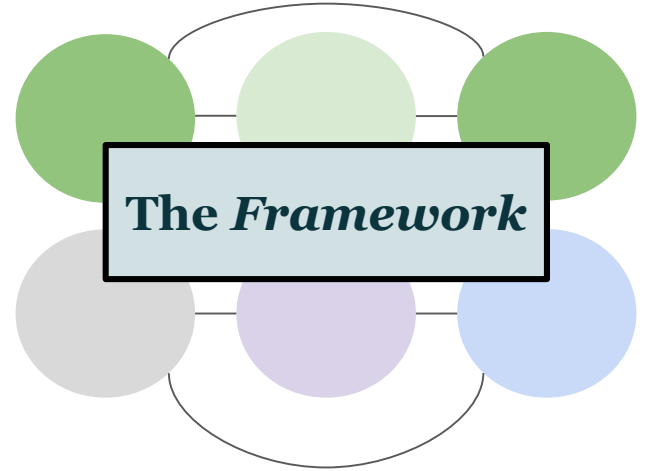
Single Session



Multiple Sessions
within a Course

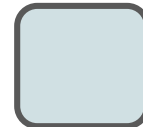


Vertical Curriculum
across Years



The *Framework*: Implications for Instruction

1. Consider your **goal** for the session.
1. Focus on a **knowledge practice**, or a group of similar/connected knowledge practices.
1. Consider how you can **connect** to the larger **conceptual understanding** of the Frame(s).



Single Session

Example: **Single Session** for Rhet. & Comp. I

1. Consider your **goal** for the session.

→ **Students will begin to explore the relationship between authority, format of the source, and audience/purpose.**

1. Focus on a **knowledge practice**, or a group of similar/connected knowledge practices.

→ **define different types of authority**

→ **recognize that authoritative content may be packaged formally or informally and may include sources of all media types**

1. Consider how you can **connect** to the larger **conceptual understanding** of the Frame(s).

→ **Authority is Constructed and Contextual**

Information Literacy Session

Rhetoric & Composition I

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Reflection

Define *authority*.

- What does it depend on?
- Where does it come from?
- Are there different kinds of authority?

Explore Three Sources

Students do not know who the author is when initially exploring the source.

Primary Work:

Crystal, David. *Txtng: the Gr8 Db8*. New York: Oxford, 2008. Ebook.

“Remixes”:

- Crystal, David. “2b or not 2b?”. *The Guardian*, Guardian News and Media Limited, 4 July 2008.
- Crystal, David. “On txtng”. *DCBlog*, Blogspot, 8 July 2008. david-crystal.blogspot.com
- “Texting is good for the English language”. *It’s Only a Theory*. BBC. 13 October 2009. (Accessed via YouTube.)

Explore Three Sources

For each source, answer the following questions:

- What is the product (or type of source)? What are key characteristics of this product type?
- What is the publication? Where is it published? What are key characteristics of this type of publication?
- What is the content?
- Who is the audience?
- What is the author's purpose?
- Where does this source fit within your definition of authority? Why?

Class Discussion

Which of these three texts is the most authoritative? Why?

What do we know about the author?

Class Discussion

We've established that David Crystal wrote all three of these pieces. So, ...

→ Do you think Crystal has authority to write on this topic? Why?

→ How, if at all, does his authority change?

Reflective Writing

What does it mean for authority to be constructed?

What does it mean for authority to be contextual?

The *Framework*: Implications for Instruction

1. Consider your **goal(s)** for the sessions.
1. Focus on a set of **knowledge practices**, or a group of similar/connected knowledge practices, that will serve as **building blocks** to the **conceptual understandings** of the Frame(s).
1. **Scaffold** instruction of these knowledge practices across the sessions.



Multiple Sessions
within a Course

Example: **Multiple Sessions** for Rhet. & Comp. II

1. Consider your **goal** for the sessions.

→ **Students will understand and apply strategies for completing their research projects.**

Example: **Multiple Sessions** for Rhet. & Comp. II

2. Focus on a set of **knowledge practices**, or a group of similar/connected knowledge practices, that will serve as **building blocks** to the **conceptual understandings** of the Frame(s).

- **recognize that a given scholarly work may not represent the only perspective on the issue**
- **contribute to scholarly conversation at an appropriate level**
- **match information needs / search strategies to appropriate search tools**
- **utilize divergent and convergent thinking when searching**
- **formulate questions for research based on information gaps**
- **articulate the capabilities and constraints of information developed through various creation processes**
- **assess the fit between an information product's creation process and a particular information need**

Example: **Multiple Sessions** for Rhet. & Comp. II

3. **Scaffold** instruction of these knowledge practices across the sessions.

→ **Scholarship as Conversation**

→ **Information Creation as a Process**

→ **Searching is Strategic Exploration**

Session 1: What is a(n) (academic) conversation?



Scholarship
as
Conversation

Session 1 | Objectives

- Students will build a **conceptual** understanding of Scholarship as Conversation.
- Students will develop strategies for **eavesdropping** on an ongoing conversation in order to determine its focus and varied perspectives.

Session 1 | Activities

- Students identify common threads, differences in three different video clips
- **Focus of Discussion:** *What does this idea of ‘Scholarship is a Conversation’ mean for you as student researchers?*

Session 2: Listening to (Academic) Conversations

Session 2 | Objectives

- Students will develop strategies for **listening** to the overarching conversation.
- Students will understand various ways in which **information is communicated** (i.e. types of sources).

Session 2 | Activities

- Review Reflections from Session 1
- Build visual model
- Identify characteristics of different types of sources
- Explore strategies for Presearch and Narrowing a Topic
- **Focus of Discussion:** *In what mediums do we communicate information?*



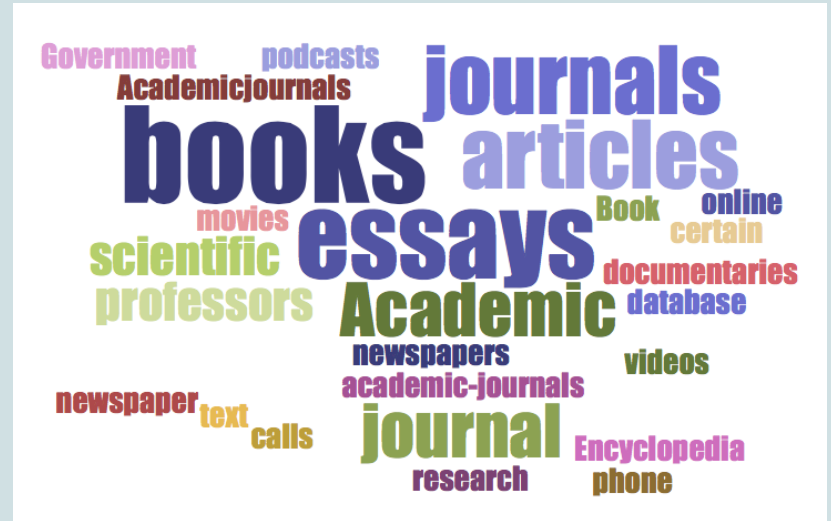
Scholarship
as
Conversation

listen

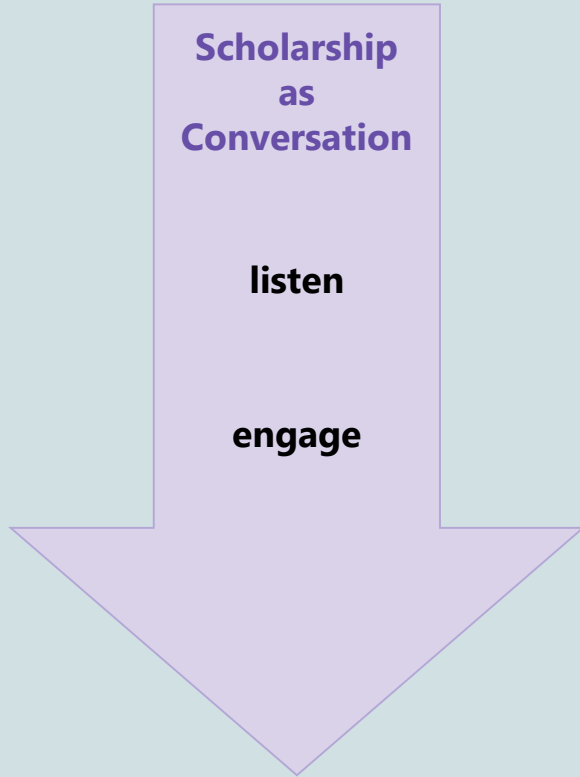
Sources for Presearch



Sources for Specific Search



Session 3: Engaging in (Academic) Conversations



Session 3 | Objectives

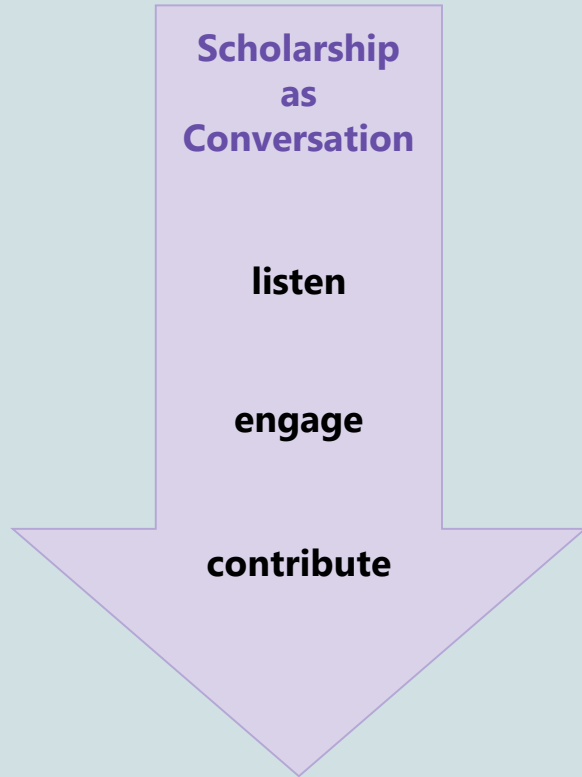
→ Students will develop strategies for **engaging** in the conversation.

→ Students will be able to search for relevant perspectives (sources) that pertain to their topic of inquiry (conversation).

Session 3 | Activities

- Concept Mapping: Consider the Conversation
- Reflect on Presearch Sources and Processes
- Strategies for Searching and Synthesis
- Workshop and Independent Research Time

Session 4: Contributing to (Academic) Conversations



Session 4 | Objectives

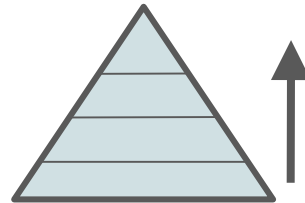
→ Students will understand ways in which they can **contribute** to the conversation.

Session 4 | Activities

- Strategies for remixing research, such as identify gaps and/or creating the product

The *Framework*: Implications for Instruction

1. Consider your **goal(s)** for the program/curriculum.
1. Focus on the **interconnectedness of the Frames**.
1. Determine what the **novice-to-expert spectrum** might look like in your context. **Map** relevant knowledge practices to years/courses.



Vertical Curriculum
across Years

Example: **Vertical Curriculum**

1. Consider your **goal(s)** for the program/curriculum.

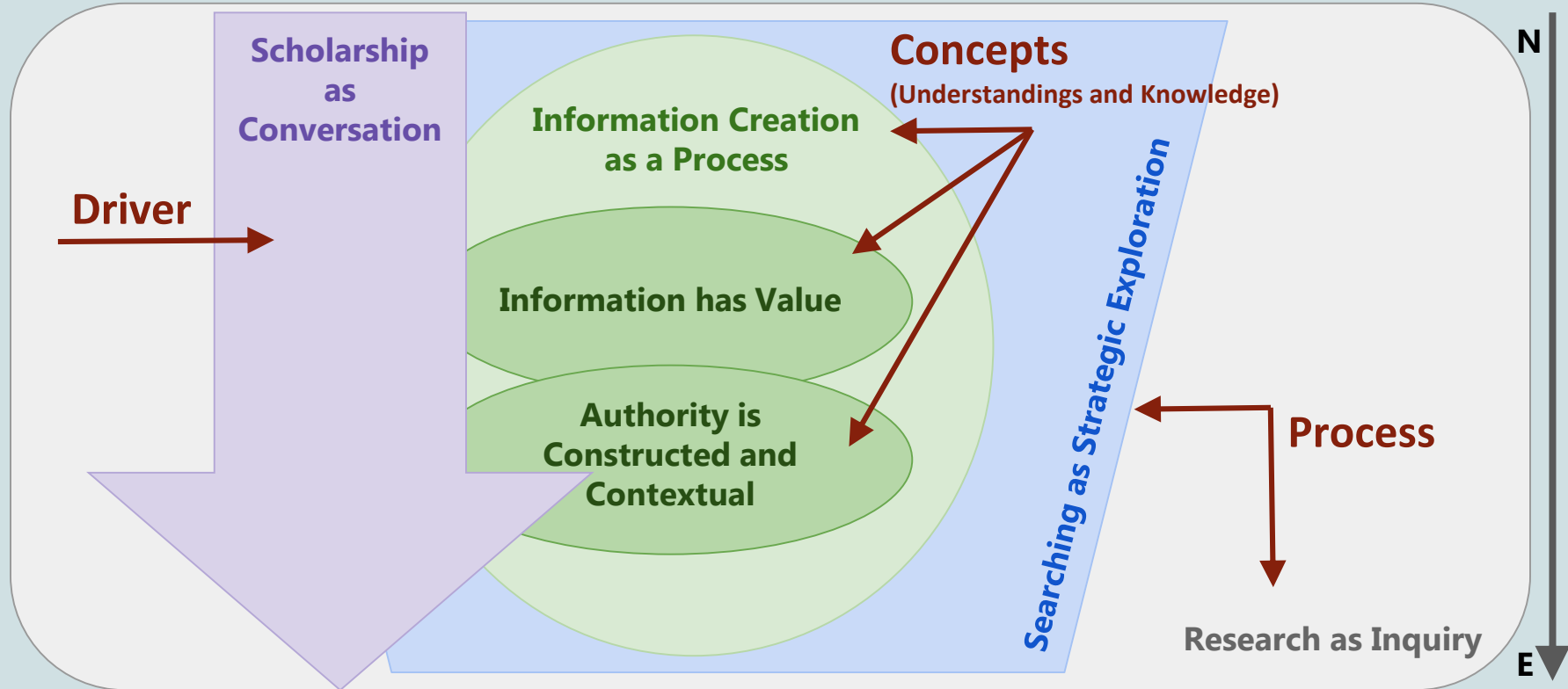
→ **Guide students from novice-to-expert on the ‘information literacy’ spectrum.**

→ **Integrate information literacy concepts across courses and over students’ four-year tenure at St. Edward’s.**

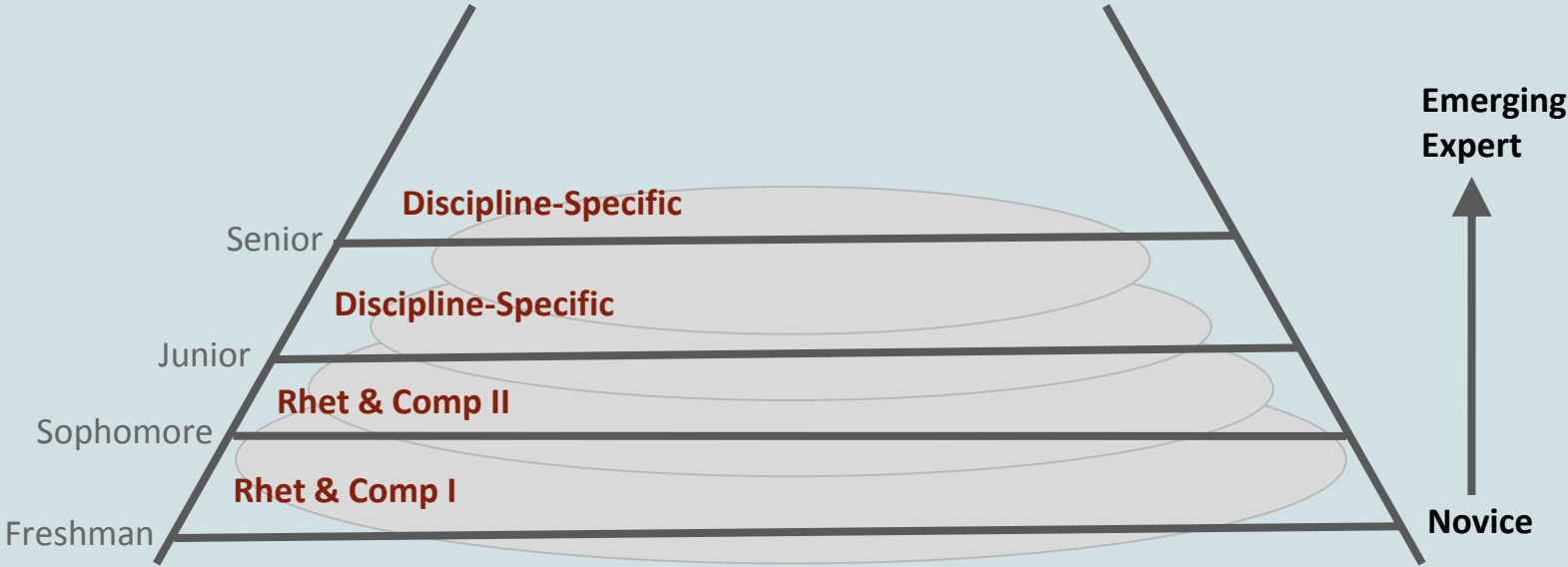
1. Focus on the **interconnectedness of the Frames.**

1. Determine what the **novice-to-expert spectrum** might look like in your context. **Map** relevant knowledge practices to years/courses.

Interconnectedness of the Frames (as we see them)



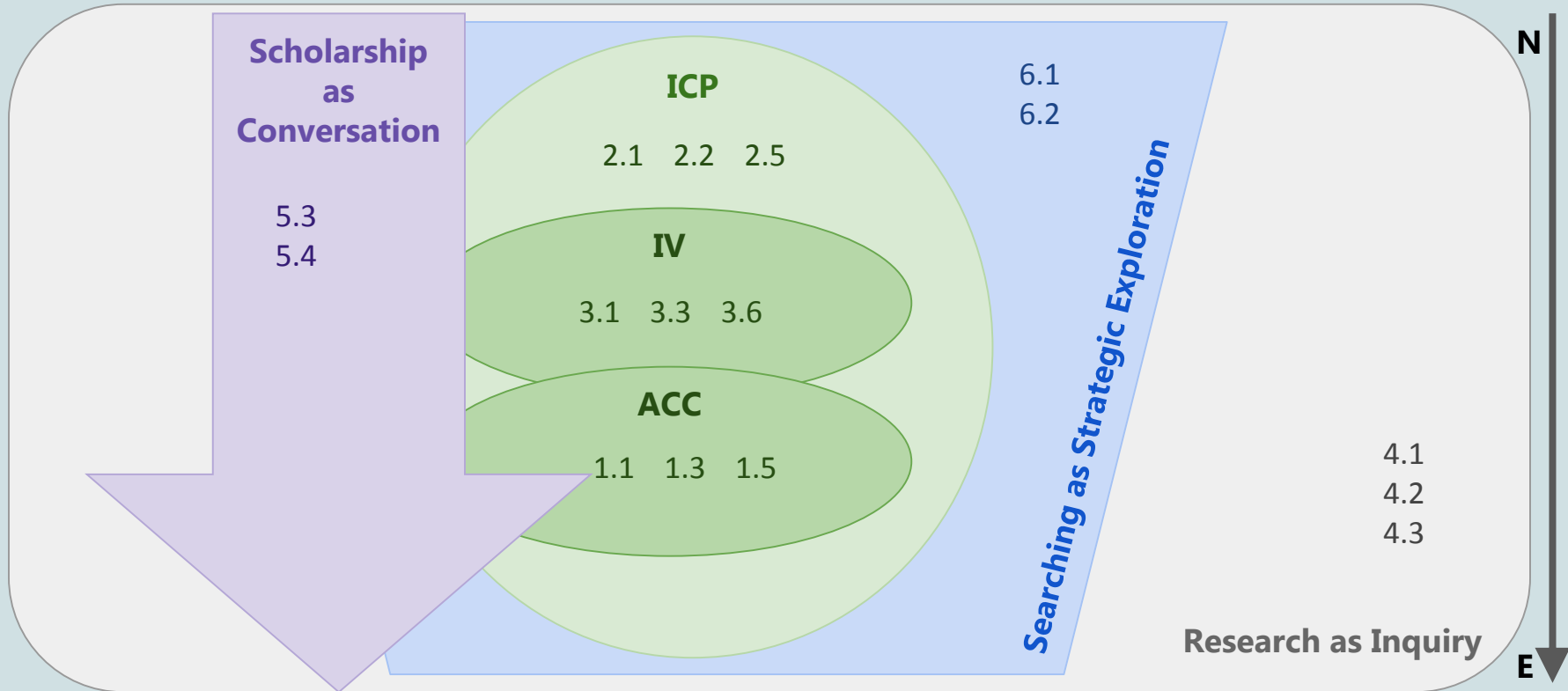
Scaffolding of our Vertical Curriculum



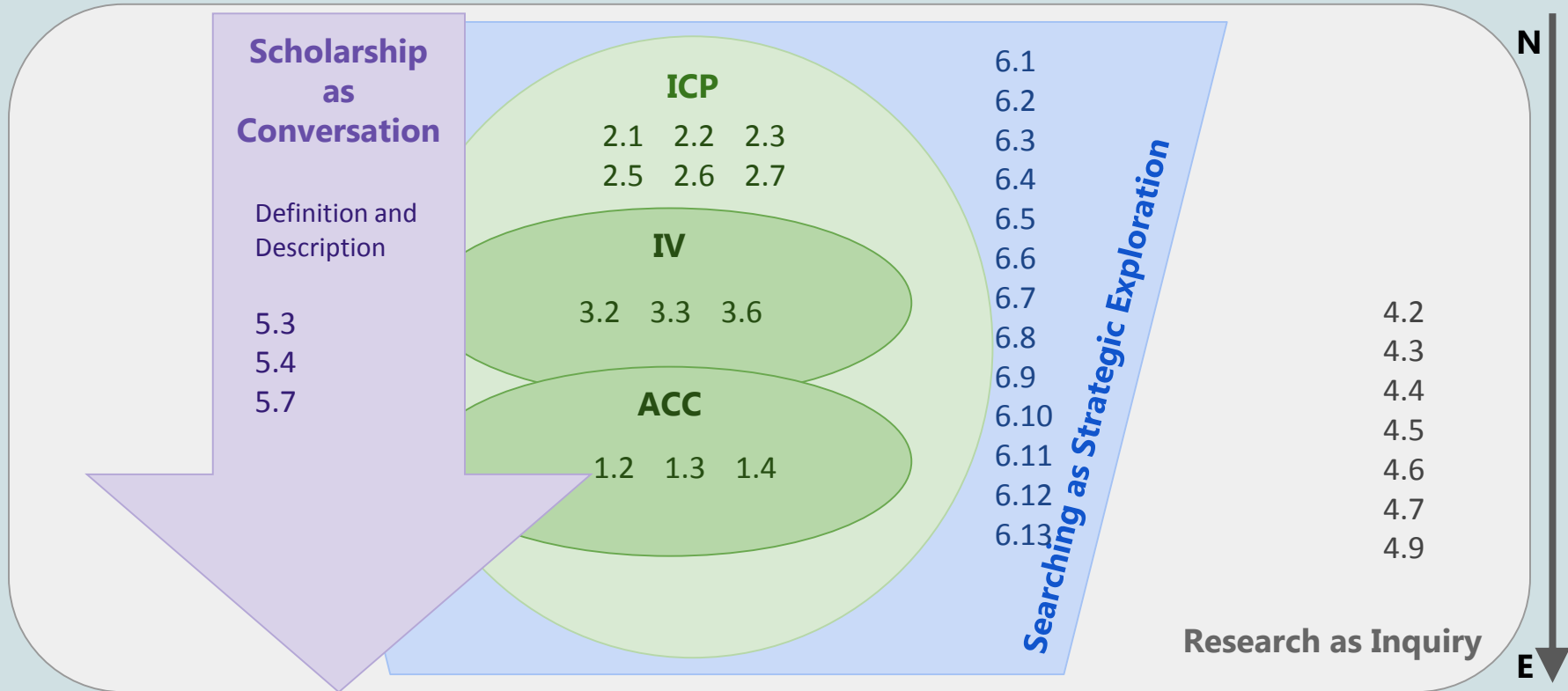
| Threshold Concept | Knowledge Practice (Students will...) | | Course | | | | |
|--|---------------------------------------|--|--------|----|---|-----|-----|
| Authority is Constructed and Contextual <i>Information resources reflect their creators' expertise and credibility, and are evaluated based 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.</i> | 1.1 | 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). | R1 | | | | |
| | 1.2 | use research tools and indicators of authority to determine the credibility of sources. | | R2 | A | | |
| | 1.3 | recognize that authoritative content may be packaged formally or informally and may include sources of all media types. | R1 | R2 | A | | |
| | 1.4 | understand the elements that might temper the credibility of sources. | R1 | R2 | A | | C |
| | 1.5 | 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 {arguments?} of those sources. | | | | D | C |
| | 1.6 | acknowledge that they are developing their own authoritative voices in a particular area and recognize the responsibilities that this entails, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice. | | | | D | C |
| | 1.7 | understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time. | | | | D | |
| | | | | | | | |
| Information Creation as a Process <i>Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.</i> | 2.1 | recognize that information may be perceived differently based on the format in which it is packaged | R1 | R2 | | | |
| | 2.2 | recognize the implications of information formats that contain static or dynamic information | R1 | R2 | A | (D) | |
| | 2.3 | realize that sources of information vary greatly in content and format and have varying relevance and value, depending on the needs and nature of the search | | R2 | A | (D) | (C) |
| | 2.4 | recognize that the value that is placed upon different types of information in varying contexts can change over time | | | | D | C |
| | 2.5 | articulate the capabilities and constraints of information developed through various creation processes | R1 | R2 | | | |
| | 2.6 | transfer knowledge of capabilities and constraints to new types of information products | | R2 | | D | |
| | 2.7 | articulate the traditional and emerging processes of information creation and dissemination in a particular discipline | | R2 | | D | |

Scaffolding across Years

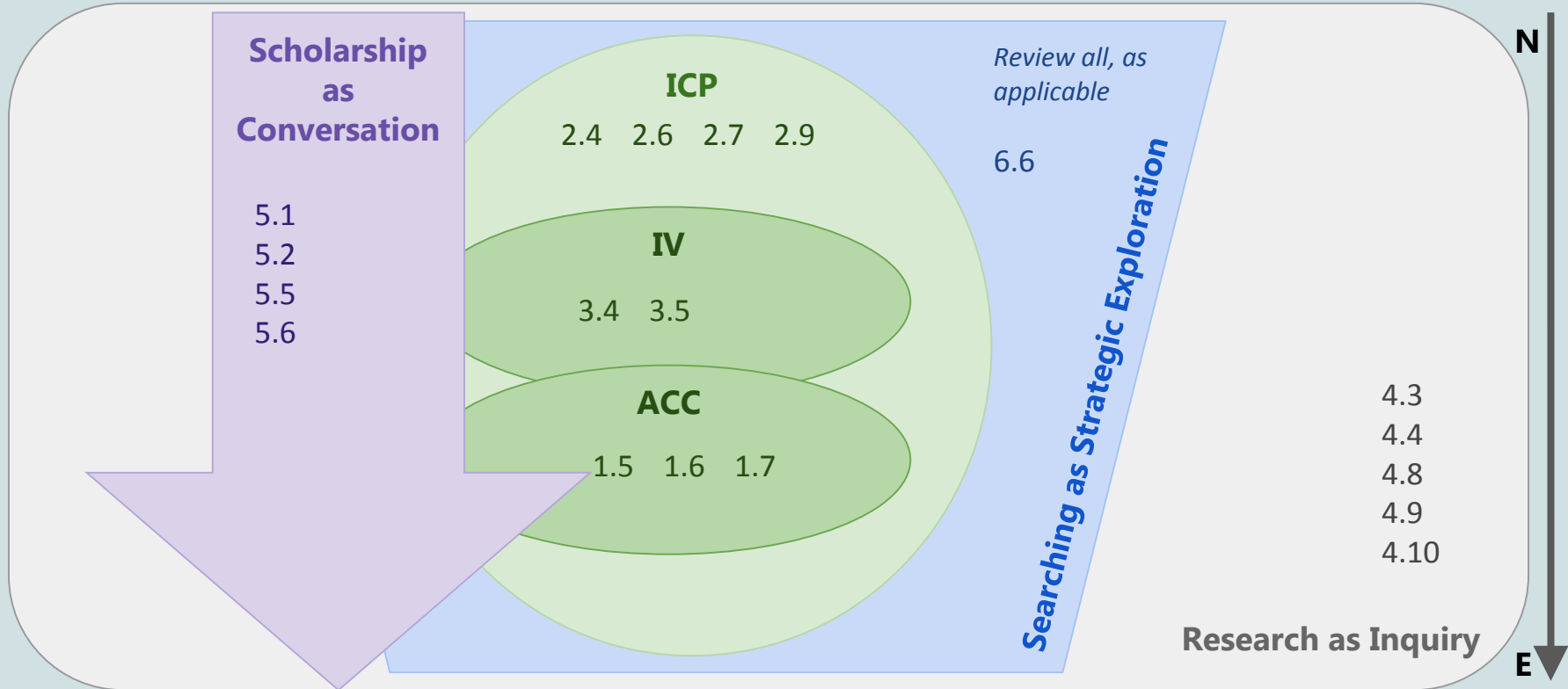
Rhetoric & Composition I



Rhetoric & Composition II

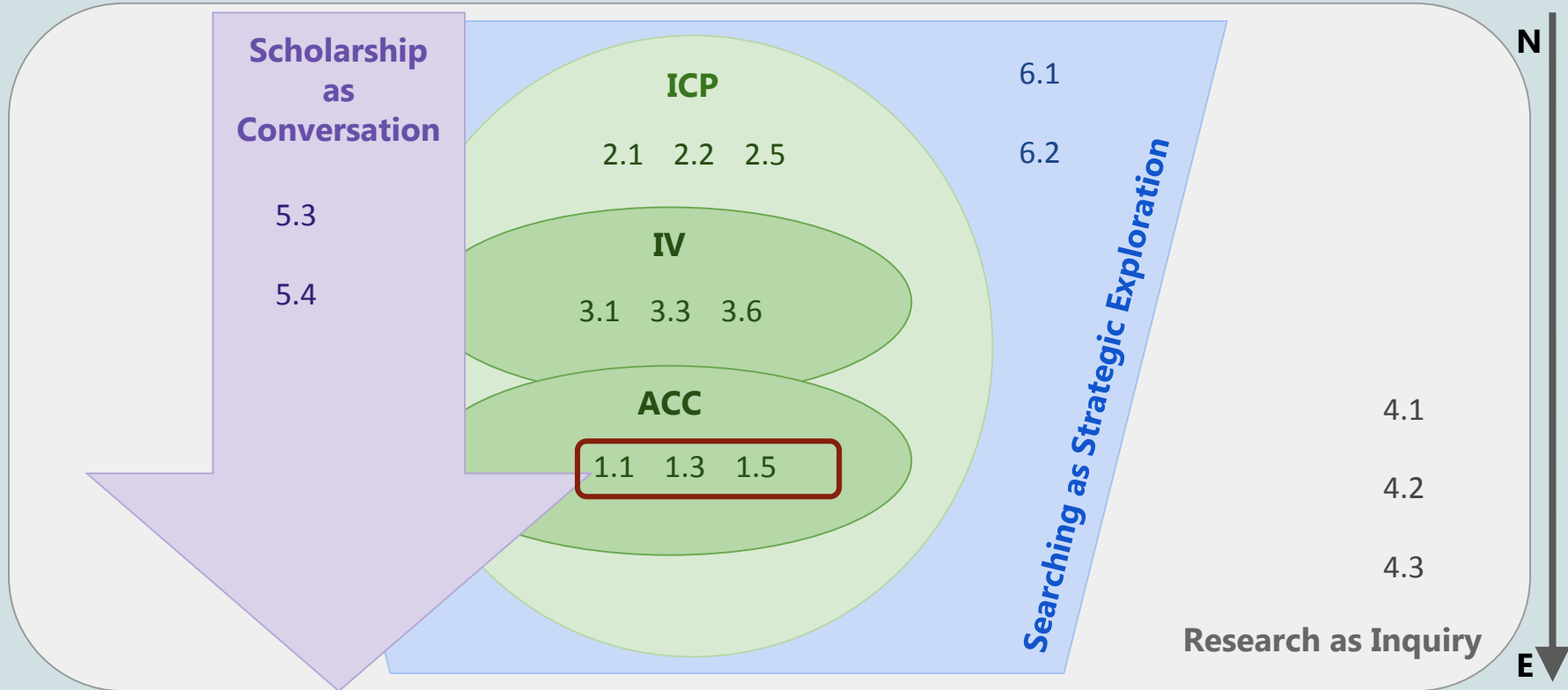


Discipline-Specific

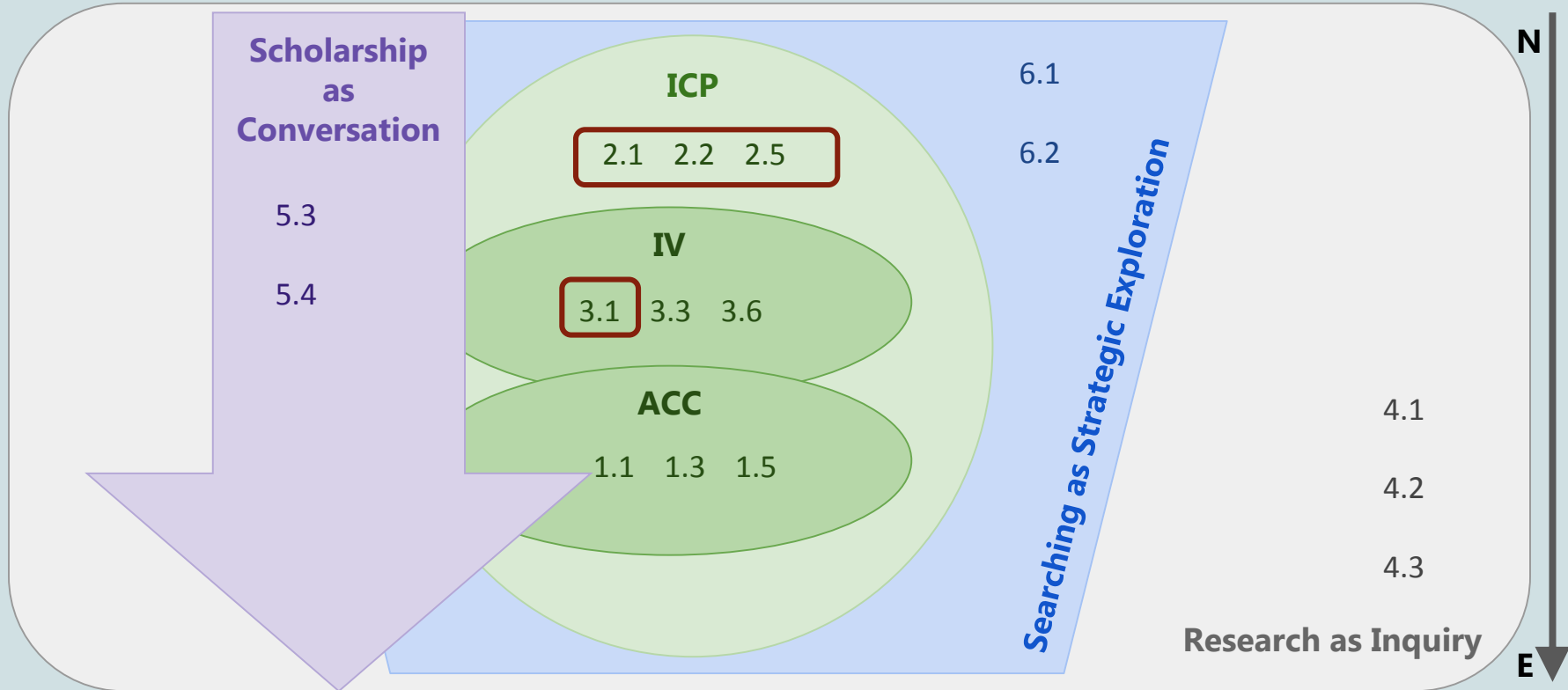


Scaffolding within Courses

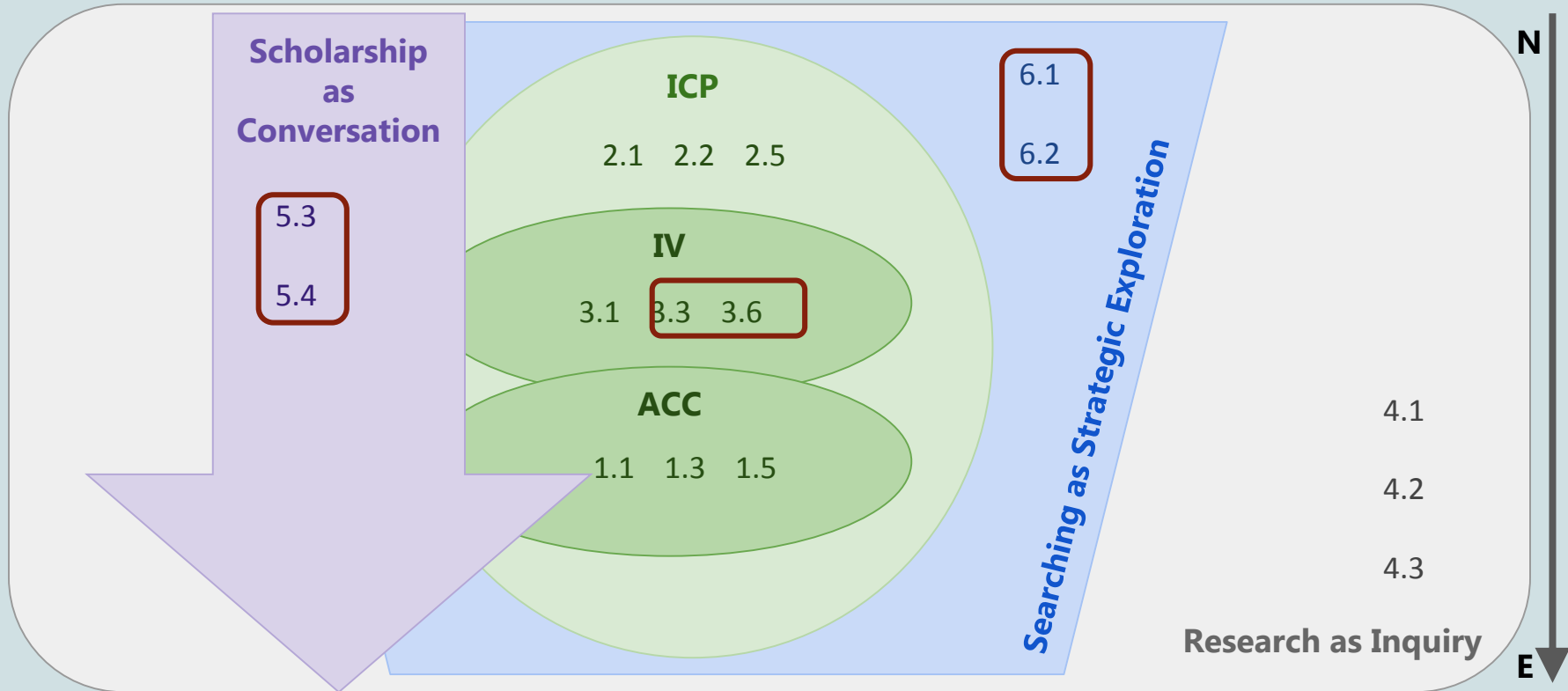
Rhetoric & Composition I | Session 1



Rhetoric & Composition I | Session 2



Rhetoric & Composition I | Session 3



Activity

Reflection and **Discussion**

Explore the *Framework*.

Where do you see connections to what you already teach?

What piece of a Frame might you focus a single session on?

What Frame (or pieces of multiple Frames) might you focus multiple sessions on?

The *Framework*: Implications for Collaboration

Collaboration...

- offers multiple entry points for students to engage with and develop understandings in information literacy
- enables students to transfer their learning to different contexts

The *Framework*: Implications for Collaboration

To foster dialogue with potential partners:

1. Consider the different contexts in which information literacy is apparent in your context. In what disciplines, or courses, are these concepts also discussed or is there overlap?

→ **writing, research methods courses, etc.**

1. Think about where the *Framework* naturally lends itself to interdisciplinarity and begin conversations there.

→ **Scholarship as Conversation or Authority is Constructed and Contextual can be examined in different disciplinary perspectives**

Activity

Reflection and **Discussion**

Explore the *Framework*.

Where do you see connections to other disciplines?

What other departments on campus might be interested in collaborating to teach the Frame(s)?

Questions?

Thank You!

This presentation can be accessed at:

<http://bit.ly/2Am1VGG>