From Dreams to Reality: Implementing ACRL’s Information Literacy Framework

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Shifts in higher education: increased student participation, technology, interdisciplinarity/context, affective domain

Information literacy expansion from skills to complex information ecosystems

Move to participatory metacognitive strategies and critical reflection (metalliteracy, self-assessments)

Core understandings, knowledge practices, dispositions
Threshold Concepts >>
Frames

- Authority is constructed and contextual
- Information creation as a process
- Information has value
- Research as inquiry
- Scholarship as conversation
- Searching as strategic exploration

http://www.ala.org/acrl/standards/ilframework
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.
Information in any format is produced intentionally 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.
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.
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.
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.
Searching for information is often nonlinear and iterative, requiring the evaluation of a broad range of information sources and the mental flexibility to pursue alternate avenues as new understanding is developed.
Information creation as a process

- The information creation process could result in a range of information formats and modes of delivery so experts look beyond format when selecting resources to use. The unique capabilities and constraints of each creation process as well as the specific information need determine how the product is used. Experts recognize that information creations are valued differently in different contexts, such as academia or the workplace. Elements that affect or reflect on the creation, such as a pre- or post-publication editing or reviewing process, may be indicators of quality. The dynamic nature of information creation and dissemination requires ongoing attention to understand evolving creation processes. Recognizing the nature of information creation, experts look to the underlying processes of creation as well as the final product to critically evaluate the usefulness of the information. Novice learners begin to recognize the significance of the creation process, leading them to increasingly sophisticated choices when matching information products with their information needs.
Knowledge Practices

Learners who are developing their information-literate abilities

- 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;
- articulate the traditional and emerging processes of information creation and dissemination in a particular discipline;
- recognize that information may be perceived differently based on the format in which it is packaged;
- recognize the implications of information formats that contain static or dynamic information;
- monitor the value that is placed upon different types of information products in varying contexts;
- transfer knowledge of capabilities and constraints to new types of information products; and
- develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys.
**Information creation is a process**

*Dispositions*

Learners who are developing their information-literate abilities

- are inclined to seek out characteristics of information products that indicate the underlying creation process;
- value the process of matching an information need with an appropriate product;
- accept that the creation of information may begin initially through communicating in a range of formats or modes;
- accept the ambiguity surrounding the potential value of information creation expressed in emerging formats or modes;
- resist the tendency to equate format with the underlying creation process; and
- understand that different methods of information dissemination with different purposes are available for their use.
Figure adapted from Metalliteracy model developed by Mackey, Jacobson, & Roger Lipera
Issues

- Challenge of change
- Comprehension and communication
- Framework versus standards
- Standardized versus localized
- Buy-in by stakeholders
- Self-contained versus collaboration
- Who “owns” the framework and curriculum?
- Time to develop and implement curriculum
- Assessment
- Need for research
Pre-Planning

- Read and reflect
- Identify what you’re doing now
- Build scenarios
- Discuss with other librarians
- Find out what’s happening in the field
- Identify structures and support
Ways to Start Incorporating Information Literacy

- Share curriculum and standards
- Share student work
- Share students’ information needs
- Identify learning modules: databases, primary sources, Internet searching, citation style, consuming research
- Share research-based practices and processes
- Collaborate with librarians
- Focus on student success
Examples

- Webinars: EBSS Current topics discussion
Sample Activities

- Student-created podcast “A moment in science”
- Twitter analysis of Tahrir Square uprisings
- Analyzing falsehoods around the world
- Draw the meaning of a concept in the context of information literacy (e.g., difference among popular, trade, scholarly journals)
- Data management for civil engineers
- Screencast research diary
- Information literacy case studies
Good Sources of Information

- ACRL: periodicals, website, events
  [http://lists.ala.org/sympa/info/acrlframe](http://lists.ala.org/sympa/info/acrlframe)
- State library associations (e.g., CA, GA, KY, MD, PA)
- Specialized library associations
- LOEX
- [http://information-literacy.blogspot.com](http://information-literacy.blogspot.com)
- [http://projectinfolit.org/](http://projectinfolit.org/) (Univ. of Washington) – and other library/information schools
Good Practices

- Training/professional development
- Webinars that are archived
- Database of learning activities
- Social media coordination
- Map framework with existing standards
- Action research
- Publications
- Developmental articulation
- Tie to assessment and accreditation
More samples

- https://laurenwallis.wordpress.com/2015/01/15/scholarly-conversation-maps/
- http://libguides.usu.edu/faculty
- http://www.ee.ucl.ac.uk/~mflanaga/thresholds.html