Getting to Know the Framework for Information Literacy:
An Introduction & Discussion

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Info. Lit. -- Where we've been

2000 ACRL Standards approved

2011 IL Standards Review TF

2012 TF recommendation

2013 TF to revise IL Standards

2014 2 drafts of *Framework*

2013 IL Standards Task Force charge:
"Update the Information literacy competency standards for higher education so that they reflect the current thinking on such things as the creation and dissemination of knowledge, the changing global higher education and learning environment, the shift from information literacy to information fluency, and the expanding definition of information literacy to include multiple literacies, e.g., transliteracy, media literacy, digital literacy, etc. " (Bell)

Info. Lit. -- Where We're Going

Framework for Info. Lit. in Higher Education includes:
- Threshold concepts
- *Affective* learning domain
- Alignment with AASL *Standards for the 21st Century Learner*
- Revised info. lit. definition

"Information literacy is a repertoire of understandings, practices, and dispositions focused on flexible engagement with the information ecosystem, underpinned by critical self-reflection. The repertoire involves finding, evaluating, interpreting, managing, and using information to answer questions and develop new ones; and creating new knowledge through ethical participation in communities of learning, scholarship, and practice." (ACRL, 2014)

What's a threshold concept?

"... can be considered as akin to a portal, opening up a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress."
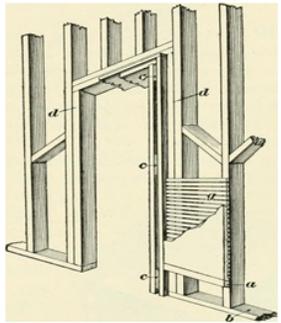
(Meyer & Land, 2003)

Characteristics of Threshold Concepts

Transformative — cause the learner to experience a shift in perspective;

Integrative — bring together separate concepts (often identified as learning objectives or competencies) into a unified whole;

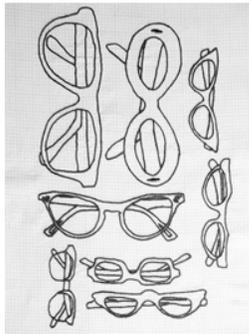**Irreversible** — once grasped, cannot be un-grasped;

Bounded — may help define the boundaries of a particular discipline, are perhaps unique to the discipline;

Troublesome — usually difficult or counterintuitive ideas that can cause students to hit a roadblock in their learning.

(Meyer & Land, 2003)

The 6 Frames

See articles by Townsend, Brunetti and Hofer for information about identifying threshold concepts for information literacy instruction.

Scholarship is a Conversation
Refers to the idea of sustained discourse within a community of scholars or thinkers, with new insights and discoveries occurring over time as a result of competing perspectives and interpretations.

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

Authority is Constructed and Contextual
Authority of information resources depends upon the resources' origins, 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.

Format as a Process
Format is the way tangible knowledge is disseminated. The essential characteristic of format is the underlying process of information creation, production, and dissemination, rather than how the content is delivered or experienced.

Searching as Exploration
Locating information requires a combination of inquiry, discovery, and serendipity. There is no one size fits all source to find the needed information. Information discovery is nonlinear and iterative, requiring the use of a broad range of information sources and flexibility to pursuit alternate avenues as new understanding is developed.

Information has Value
Information has Value acknowledges that the creation of information and products derived from information requires a commitment of time, original thought, and resources that need to be respected by those seeking to use these products, or create their own based on the work of others. In addition, information may be valued more or less highly based on its creator, its audience/consumer, or its message. (ACRL, 2014)

Room for Debate

- Responses to the Framework
- Threshold concepts
- Metaliteracy / Transliteracy / Multiple literacies

See:

Lane Wilkinson blog post and Rowbottom article for discussions of threshold concepts.

What does this mean in my classroom?

Using 3 of the 6 proposed frames, we'd like to start a conversation about how the framework might change the way we teach information literacy in subtle or not so subtle ways.

We'll start by giving you our thoughts on how this might shake out with the frame "Scholarship is a Conversation."

Scholarship is a Conversation

DISCUSS

Scholarship is a Conversation

Scholarship is a conversation refers to the idea of sustained discourse within a community of scholars or thinkers, with new insights and discoveries occurring over time as a result of competing perspectives and interpretations.

Adam and Jennifer will discuss potential changes in teaching IL concepts using this frame.

ACRL IL Standard 3
The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system. (ACRL, 2006)

A typical assignment to address the ACRL Standard would be to have students identify characteristics of scholarly articles and of popular articles with a discussion of what's appropriate for a college-level paper.

New IL Framework
Authority is Constructed and Contextual
Authority of information resources depends upon the resources' origins, 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. (ACRL, 2014)

Within the new frame, how might you change your approach to the traditional scholarly and popular IL exercise?

ACRL IL Standard 5
The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally. This standard recognizes that students must be taught the social, economic and political issues surrounding information, specifically the ethical and legal uses of information and its technology. (ACRL, 2006)

How do librarians typically address the issues for ACRL IL Standard 5?

Frame: Information has Value
Information has Value acknowledges that the creation of information and products derived from information requires a commitment of time, original thought, and resources that need to be respected by those seeking to use these products, or create their own based on the work of others. In addition, information may be valued more or less highly based on its creator, its audience/consumer, or its message. (ACRL, 2014)

How might you approach these issues with the new frame in mind?

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