

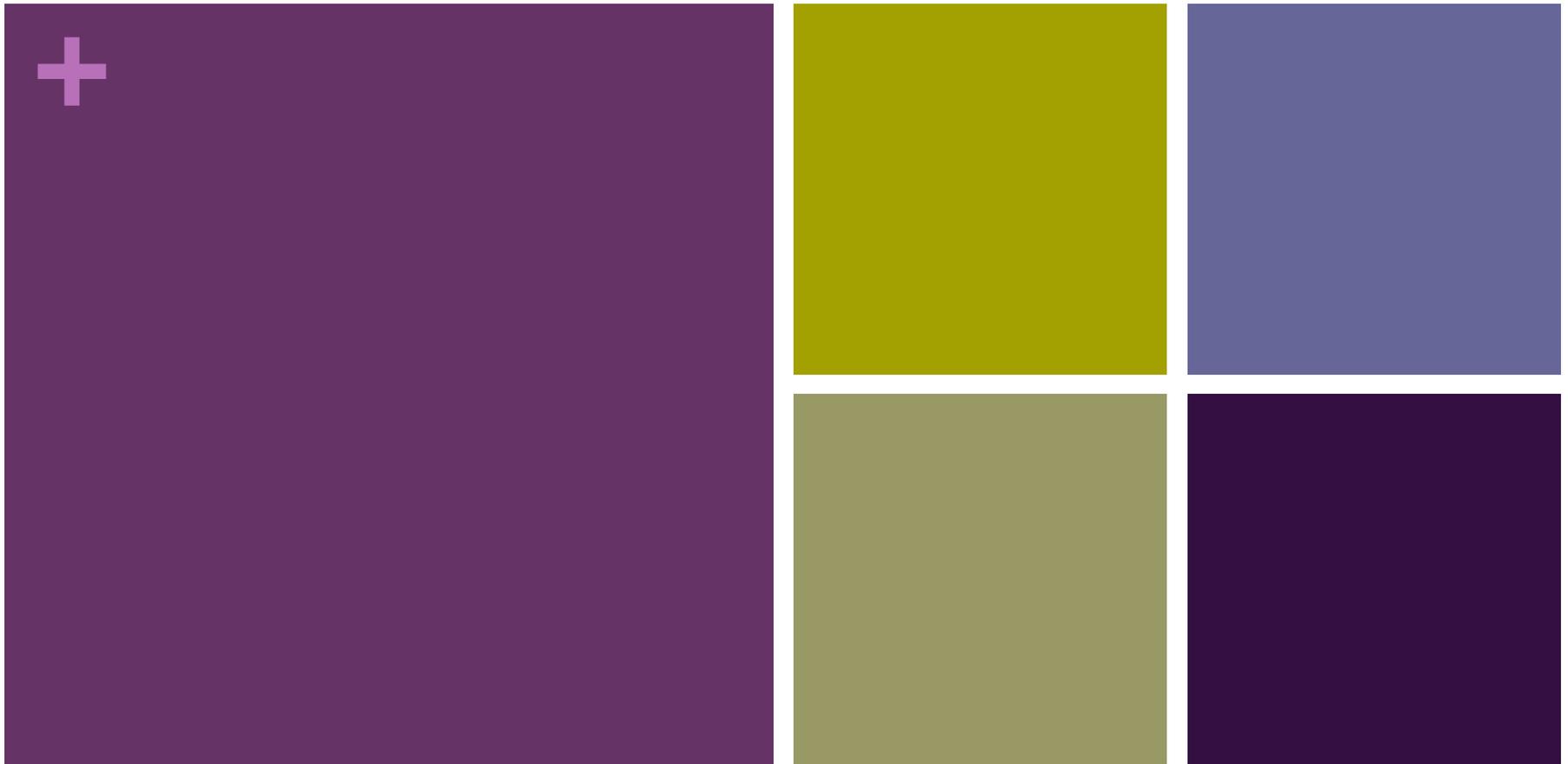
# ACRL Information Literacy Competency Standards for Higher Education Task Force

Craig Gibson and Trudi Jacobson, Co-Chairs

July 2014

# + Trudi Jacobson and Craig Gibson



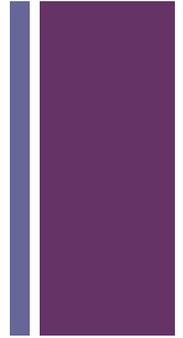


**#ACRLILRevisions**

Twitter hashtag

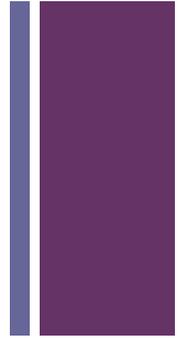
## + During this session, we will:

- Review previous steps in the process of the Standards revision
- Discuss the current draft
- Review the changes based on your feedback
- Talk about the next steps in the process
- Answer questions



## + After this session, you will:

- Be able to share the direction of the work with colleagues
- Be cognizant of the thinking of the Task Force and how input has affected the Framework
- Be interested in considering how the new Framework might affect information literacy instruction at your institution
- Be aware of your role in providing input



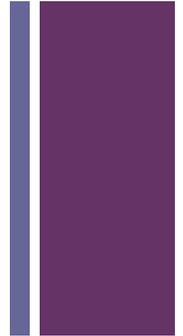


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**For draft & more information**

<http://acrl.ala.org/ilstandards/>

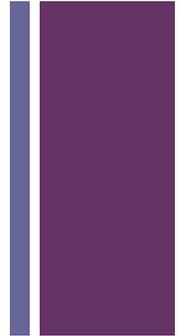
# + The background



- Existing IL Standards approved January 2000
- Seminal document for higher education, not just academic librarians
  - Used by accrediting agencies, numerous academic programs
  - Disciplinary versions have been created
  - Have been translated into a number of languages for use elsewhere

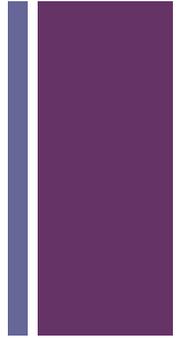
# + Current Standards showing their age, because they don't...

- address the globalized information environment
- recognize students as content creators as well as consumers and evaluators
- address ongoing challenges with student learning in a multi-faceted, multi-format, media-rich environment
- sufficiently address the need to position IL as a set of concepts and practices integral to student learning in all disciplines
- allow for open-ended and dynamic thinking about learning in the fluidity of the current information environment



# + The current Standards don't...

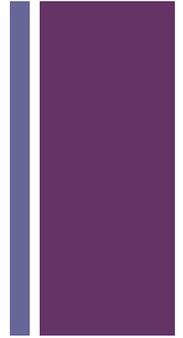
- adequately address student understanding of the knowledge creation process, as a collaborative endeavor
- emphasize the need for metacognitive and dispositional dimensions of learning throughout ALL steps of conducting research
- position student learning of information concepts and practices as a cumulative, recursive, developmental endeavor (but instead suggest that information literacy is "additive" in increments)
- address scholarly communication, publishing, or knowledge of data sources



# + Task Force Membership

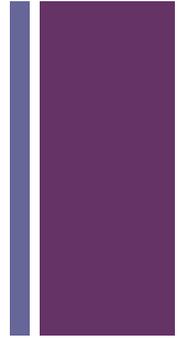
Members of the Task Force hail from

- Research universities
- Liberal arts colleges
- A community college
- An accrediting agency (Middle States)
- The Coalition for Networked Information

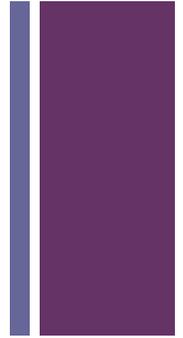


## + The new model ...

- provides a holistic framework to information literacy for the higher education community
- acknowledges that abilities, knowledge, and motivation surrounding information literacy are critical for college students, indeed for everyone, in today's decentralized information environment
- underscores the critical need for faculty members and librarians to collaborate to effectively address information literacy education



# + The Framework



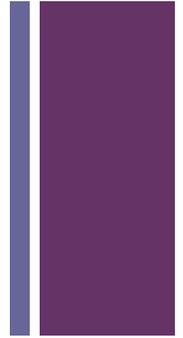
The June draft contains:

- New Introduction
- Suggestions on How to Use the Document
- Six Frames, each containing
  - Threshold concepts
  - Knowledge practices/abilities
  - Dispositions
- Glossary
- Bibliography
- Appendices: Setting the Context & Introduction for Faculty Members and Administrators
- Sample assignments (to be moved to online space)

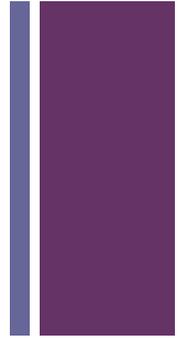
# + The Frames\*

- Scholarship is a Conversation
- Research as Inquiry
- Authority is Contextual and Constructed
- Format as a Process
- Searching as Exploration
- Information has Value

\*the Frames were informed in part by threshold concepts identified in the Delphi study mentioned in a subsequent slide



# + Threshold Concepts



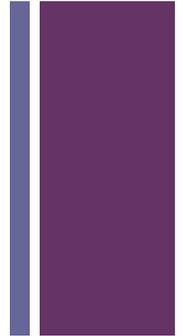
Hofer, Townsend, and Brunetti describe threshold concepts and their criteria, as based on the work of Jan Meyer and Ray Land:

...Threshold concepts are the core ideas and processes in any discipline that define the discipline, but that are so ingrained that they often go unspoken or unrecognized by practitioner. They are the central concepts that we want our students to understand and put into practice, that encourage them to think and act like practitioners themselves. (Hofer, Townsend, and Brunetti, 2012, 387-88)

# + Threshold Concepts

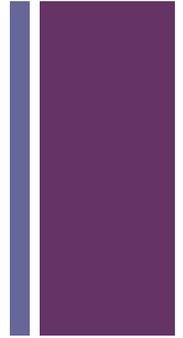
*Meyer and Land propose five definitional criteria for threshold concepts:*

- *Transformative—cause the learner to experience a shift in perspective;*
- *Integrative—bring together separate concepts (often identified as learning objectives) 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. (Hofer, Townsend, and Brunetti, 2012, 387-88)*

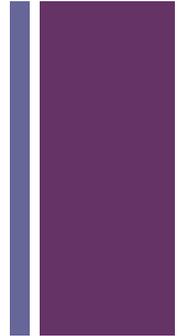


# + Threshold Concepts

- The concepts were identified through an ongoing Delphi study being conducted by L. Townsend, A. R. Hofer, S. Lu, and K. Brunetti.
- The Task Force has adapted and rewritten the descriptions of the threshold concepts, and has added original material:
  - Dispositions
  - Knowledge practices (abilities)
  - Sample assignments (will be moved to an online sandbox)

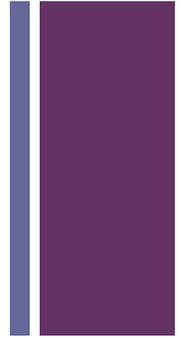


## + Metaliteracy



*Metaliteracy builds on decades of information literacy theory and practice while recognizing the knowledge required for an expansive and interactive information environment. Today's lifelong learners communicate, create, and share information using a range of emerging technologies... Metaliteracy expands the scope of traditional information skills...to include the collaborative production and sharing of information in participatory digital environments... (Mackey and Jacobson, 2014)*

# + Framework Unit



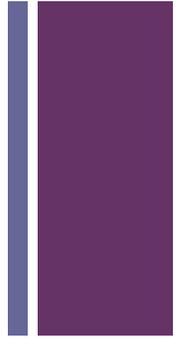
## AUTHORITY IS CONTEXTUAL AND CONSTRUCTED

**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.**

# + Knowledge Practices (Abilities)

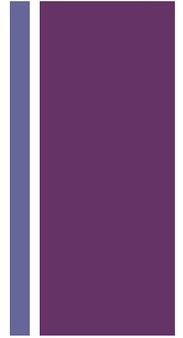
Learners who are developing their information literate abilities

- Determine how authoritative information should be for a particular need.
- Identify markers of authority when engaging with information, understanding the elements that might temper that authority.
- 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.



# + Knowledge Practices (Abilities)

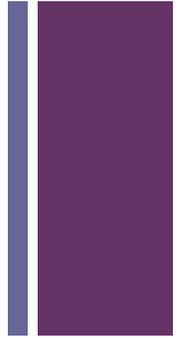
- Recognize that authoritative content may be packaged formally or informally, and may include dynamic user-generated information.
- Acknowledge that they themselves may be seen, now or in the future, as authorities in a particular area, and recognize the responsibilities that entails.
- Evaluate user response as an active researcher, understanding the differing natures of feedback mechanisms and context in traditional and social media platforms.



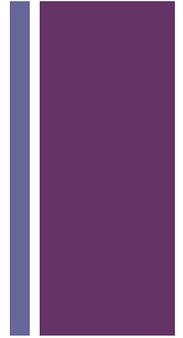
# + Dispositions

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 critically to the best of their ability.
- Recognize that there are potential problems with traditional notions of granting authority.
- Conscious that maintaining these attitudes and actions requires frequent self- monitoring.



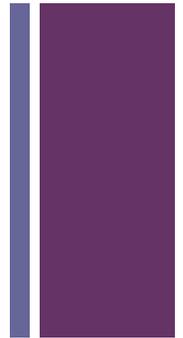
# + Sample Assignments:



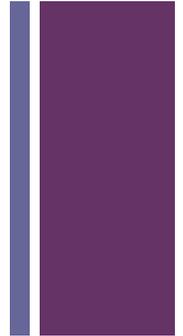
- Ask students in professional or career-focused programs to consider who has authority within their areas of study and the origins of that authority.
- Ask students to find several scholarly sources on the same topic that take very different stands. How was it that the authors came to different conclusions? Does it have to do with authority?
- Ask students to brainstorm situations when traditional peer review might not accomplish its purpose.

# + We are listening to your feedback

- New, stream-lined introduction
- New section: suggestions for implementation
- Moved sample assignments to a separate section (in preparation for the sandbox)
- Integrated metaliteracy components
- Reviewing the Framework's language for clarity
- Reviewing the Frames for language connected to content creation and varied forms of information
- Strengthened the emphasis on social justice issues where appropriate in the Framework



# + Recommendations and Implementation Plans

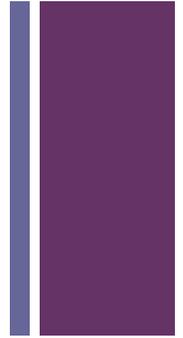


- The current Task Force will have fulfilled its charge once the Framework is submitted to the ACRL Board of Directors
- This Task Force is recommending that an Implementation Task Force be appointed by the ACRL Board of Directors, should the Framework be approved
- This Task Force will also recommend to the Board that:
  - The current Standards be sunsetted
  - the Board encourage ACRL's discipline sections to use the *Framework* to operationalize their learning goals

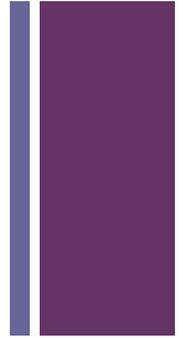
# + Implementation Plans

ACRL is hiring a half-time Information Literacy Strategist to:

- Provide educational programming that increases knowledge and encourages use of the new Framework within the academic library profession.
- Create and promote a pilot campus program.
- Develop an online “sandbox” so that ACRL members and academic librarians can try out approaches to using the Framework and share their experiences.
- Support ACRL Officers and official representatives who are promoting the new Framework at relevant higher education, library, disciplinary and topical conferences

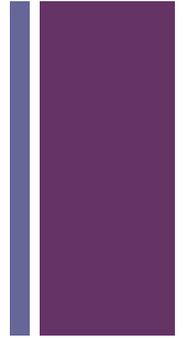


# + Timeline



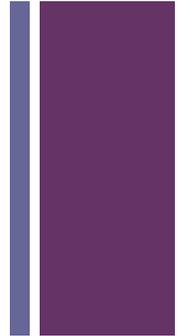
- July 7 & 11 – Online forums
- July & August – Additional revisions
- August – Final review by ACRL IL Standards Committee and review by ACRL Standards Committee
- Fall – ACRL Board votes on Framework

# + References



- Hofer, A., L. Townsend, and K. Brunetti. (2012). “Troublesome concepts and information literacy: Investigating threshold concepts for IL instruction.” *portal: Libraries and the Academy* 12(4), 387-405.
- Mackey, T., and T. Jacobson. (2014). *Metaliteracy: Redefining Information Literacies to Empower Learners*. ALA Editions/Neal-Schuman.
- Townsend, L., A. R. Hofer, S. Lu, and K. Brunetti. Delphi study.

# + For more information:



- The ACRL website connected to the revision process
  - <http://acrl.ala.org/ilstandards/>
    - Background information, FAQ, key links, recordings of the open sessions, link to the survey (deadline July 15)
- Co-Chairs of the Task Force
  - Craig Gibson
    - Gibson.721@osu.edu
  - Trudi Jacobson
    - tjacobson@albany.edu

# + Please let us know via the survey...

- How satisfied are you with the overall *Framework*?
- If you have followed the development of the *Framework* through the previous draft, please tell us what changes you find most helpful.
- Does the “Suggestions on How to Use the Information Literacy *Framework*” section, in conjunction with the Frames, help you to engage other campus stakeholders in conversation?
- How might the *Framework* affect the way you work with students?
- What one thing do you most want the Task Force members to know about the draft *Framework*?

