

# Welcome, Council on East Asian Libraries!

9:00	doors open, seating will be assigned
9:00-9:20	preliminary pair work
9:20-9:30	Greetings and explanation of logistics
9:30-10:00	presentation on the ACRL IL Framework, Amanda Hornby
10:00-10:15	breakout session #1
10:15-10:30	breakout session #2
10:30-10:45	break
10:45-11:00	breakout session #3
11:00-11:15	reporting back from breakout sessions
11:15-11:30	wrap-up

# Icebreaker



**The ACRL IL  
Framework: You,  
your students &  
your community**

**Amanda Hornby  
hornbya@uw.edu**

# Introduction: About me

- Teaching & Learning Program Librarian
- Geography Librarian
- Media Studies/Technology Librarian
- Odegaard Library
- UW Bothell/Cascadia Community College Library

Expert / Non-Expert



# Introduction: Context for the Frames

- *ACRL Information Literacy Competency Standards for Higher Education* published ~15 years ago
- Refocus on foundational ideas about information ecosystem
- Role of students as knowledge creators
- Role of teaching faculty in disciplinary/interdisciplinary information & scholarship
- Role of librarians in curricular integration, collaborations with faculty & students

# The Frames (aka the Threshold Concepts)

1. Authority Is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as Conversation
6. Searching as Strategic Exploration

Seattle Public Library, 2016



# Short activity: How familiar are we?

1. Get out your cell phone!
2. Respond to this question:

**Rate your level of familiarity with the ACRL Information Literacy Framework on a scale of 1-5**

**1 = Not at all familiar to 5 = Extremely familiar**

3. Send a text to 22333 with the message AmandaHornby050
4. After you get a “welcome” message, then text 1, 2, 3, 4 or 5

[Poll results](#)

# 1. 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.

# Core Knowledge Practices

Learners...

- **define different types of authority**, such as subject expertise, societal position, or special experience
- recognize that authoritative content may be packaged formally or informally & may include sources of all media types
- acknowledge they are **developing their own authoritative voices** & recognize the responsibilities this entails

# Core Dispositions

Learners...

- motivate themselves to find authoritative sources, recognizing that authority may be conferred in unexpected ways
- develop awareness of the importance of assessing content with a self-awareness of **their own biases & worldview**
- **question traditional notions** of granting authority & recognize the value of diverse ideas & worldviews

# Authority Is Constructed and Contextual: What does it mean? (for students)

CONTEXT  
MATTERS



Google / NPR, 2016

## 2. 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.

Robert White, 2016



ROBERT WHITE

# Core Knowledge Practices

Learners...

- assess the fit between an information product's creation process & a particular **information need**
- articulate the **traditional & emerging processes of information creation** & dissemination in a particular discipline
- develop, **in their own creation processes**, an understanding that their choices impact the purposes for which the information product will be used & the message it conveys

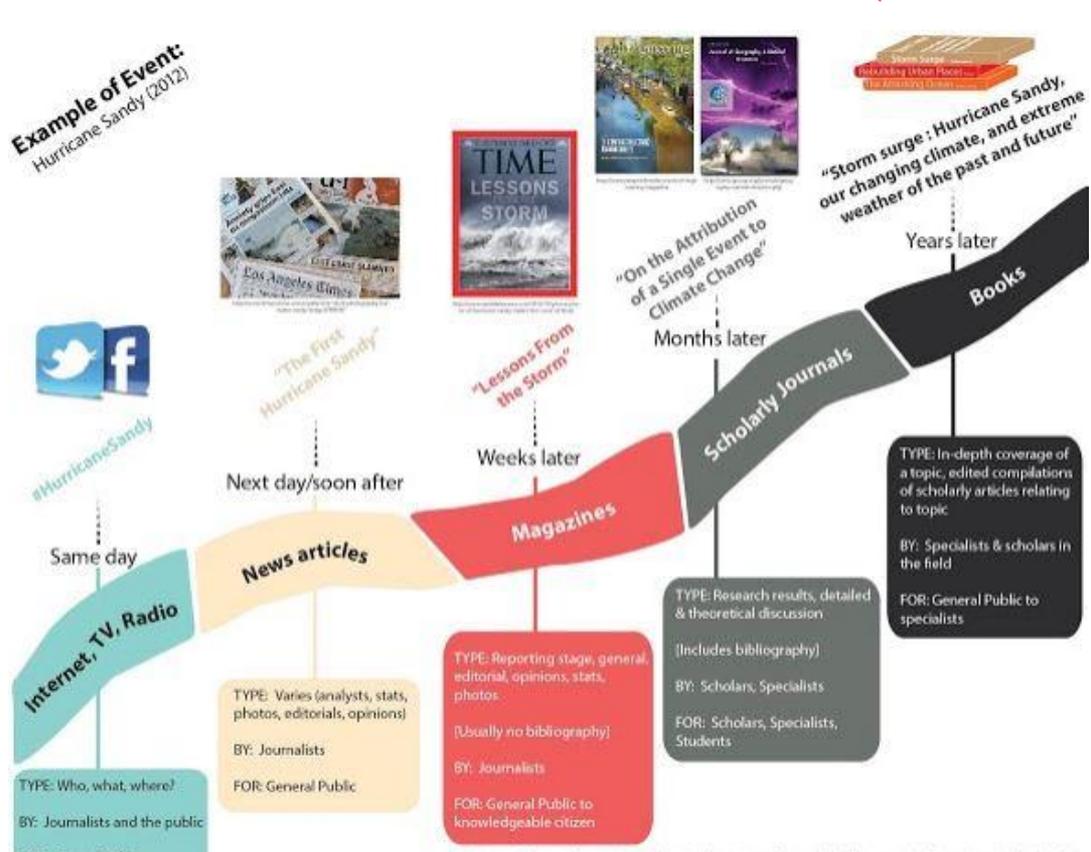
# Core Dispositions

Learners...

- articulate the **capabilities & constraints** of information developed through various creation processes
- 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

# Information Creation as a Process: What does it mean? (for students)

**Example of Event:**  
Hurricane Sandy (2012)



UW Libraries & Google, 2016

Adapted from: "Information Timeline" by <http://www.libvt.edu/help/research/information-timeline.html>

### 3. 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.

*The value of information is manifested in various contexts, including publishing practices, access to information, the commodification of personal information, and intellectual property laws.*

# Core Knowledge Practices

Learners...

- **give credit** to the original ideas of others through proper attribution and citation
- understand that **intellectual property is a legal and social construct** that varies by culture
- understand how & why some individuals or groups of individuals may be **systematically marginalized** within the systems that produce & disseminate information
- understand how the **commodification of their personal information & online interactions** affects the information ecosystem

# Core Dispositions

Learners...

- respect the original **ideas of others**
- value the skills, time, and effort needed to produce knowledge
- see themselves as **contributors** to the information marketplace rather than only consumers of it
- are inclined to examine their own **information privilege**



# Information Has Value: What does it mean? (for students)



Google, 2016



# Check-in #1

Using the sticky notes at your table, write down any questions or ideas you have related to the ACRL IL Frames covered so far:

- a. Authority Is Constructed and Contextual
- b. Information Creation as a Process
- c. Information Has Value

## 4. 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.



# Core Knowledge Practices

Learners...

- **formulate questions** for research based on information gaps or on reexamination of existing, possibly conflicting, information
- **use various research methods**, based on need, circumstance & type of inquiry
- monitor gathered information & **assess** for gaps or weaknesses
- draw reasonable **conclusions based on** the analysis & interpretation of information

# Core Dispositions

Learners...

- consider research as **open-ended exploration & engagement** with information
- value persistence, adaptability & flexibility & recognize that ambiguity can benefit the research process
- **seek multiple perspectives** during information gathering and assessment

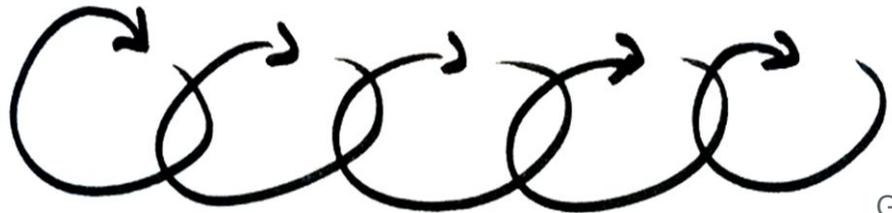
# Research as Inquiry: What does it mean? (for students)



**KEEP  
CALM**

and formulate your

**RESEARCH  
QUESTION**



## 5. 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.



# Core Knowledge Practices

Learners...

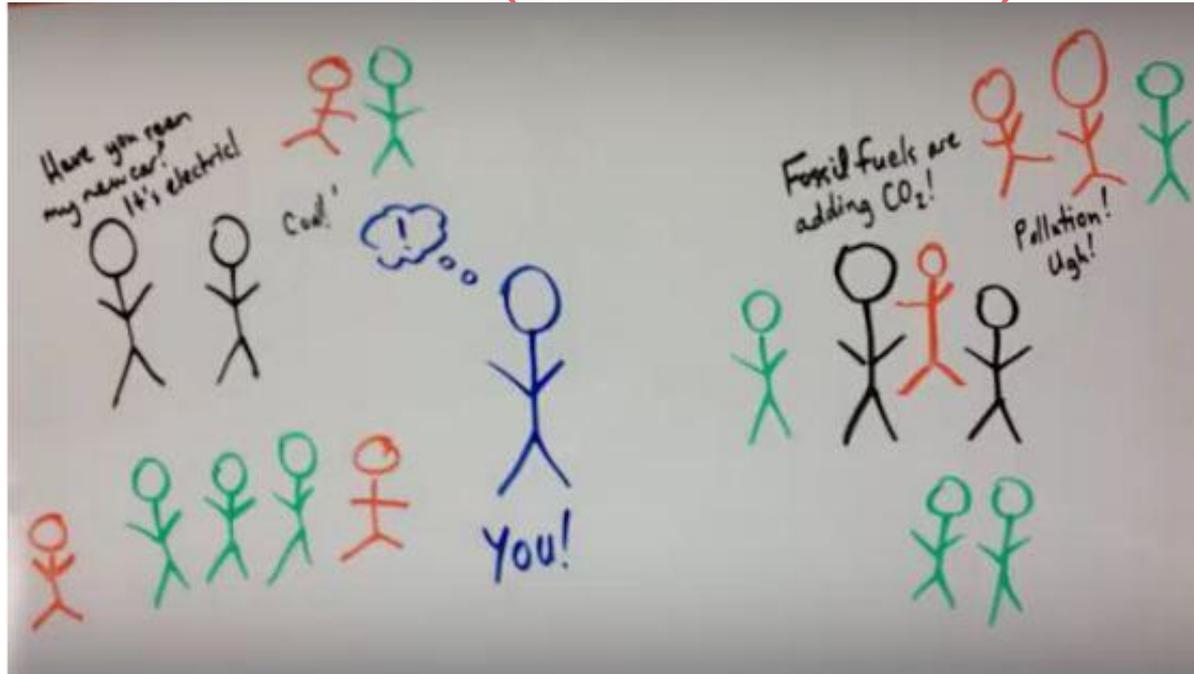
- contribute to scholarly conversation at an appropriate level, such as undergraduate research journal
- **critically evaluate contributions made by others** in participatory information environments
- identify the contribution that particular articles, books & other scholarly pieces make to **disciplinary knowledge**

# Core Dispositions

Learners...

- recognize they are often entering into an **ongoing scholarly conversation** & not a finished conversation
- seek out conversations taking place in their research area
- see themselves as **contributors to scholarship** rather than only consumers of it
- recognize that systems **privilege** particular languages, processes, etc. within a discipline

# Scholarship as Conversation: What does it mean? (for students)



UW Libraries (draft) video - start at 0:20: <http://guides.lib.uw.edu/research/UWresearch101/research101Scholarship>

## 6. 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.



# Core Knowledge Practices

Learners...

- identify **interested parties**, such as scholars, organizations, governments & industries, who might produce information about a topic & then determine how to access that information
- **design & refine needs & search strategies** as necessary, based on search results
- use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately

# Core Dispositions

Learners...

- exhibit mental **flexibility & creativity**
- seek **guidance** from experts, such as librarians, researchers, & professionals
- recognize the value of browsing & **other serendipitous methods** of information gathering

# Searching as Strategic Exploration: What does it mean? (for students)

## Complex Boolean Search: Syntax

Boolean  
Operators  
(AND, NOT, OR)

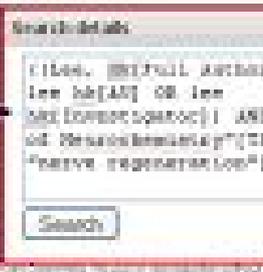
Field Qualifiers:  
Author = [AU],  
Journal Title = [TA]

(lee hk[AU] AND "Journal of Neurochemistry"[TA])  
AND "nerve regeneration"

Parenthesis

- Quotes: "nerve regeneration"
- Wildcard: regen\* = regenerate or regeneration
- No Field Qualifier = All

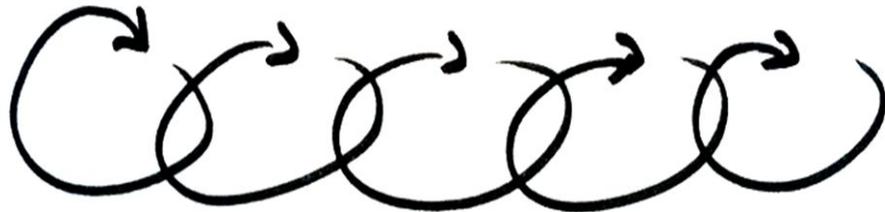
See Search details



Search details

```
(lee hk[AU] OR lee  
hk[AU]) AND  
("Journal of Neurochemistry"[TA]  
AND "nerve regeneration")
```

Search



## Check-in #2

Using the sticky notes at your table, write down any questions or ideas you have related to the ACRL IL Frames covered during the second half of the presentation:

- a. Research as Inquiry
- b. Scholarship as Conversation
- c. Searching as Strategic Exploration

# The Frames: Let's recap!

1. Authority Is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as Conversation
6. Searching as Strategic Exploration

Seattle Public Library, 2016



# Breakout Sessions Schedule

15 minutes	breakout session #1
15 minutes	breakout session #2
15 minutes	break
15 minutes	breakout session #3
15 minutes	reporting back from breakout sessions
15 minutes	wrap-up

# Breakout Session Ground Rules

For the first 5 minutes of your table discussions, brainstorm the first questions that come to mind related to your table's frame. (Feel free to use the questions from your sticky notes!)

Ground rules:

- Everyone at the table has a turn to speak.
- The questions are brainstorms -- there are no wrong answers or ideas!

# Notes and Best Practices

## Undergraduates

- Discussion around

## Graduates

- Foster communication and discussion beyond just “finding a source”

## Faculty

- Connect an appropriate frame/concept to departmental/disciplinary outcomes or learning goals
- Collaborate on challenging assignments

# Additional resources

Webinars