

5-16-2018

ACRL Framework: Theory & Applications

Omer Farooq

University of Nebraska at Omaha, ofarooq@unomaha.edu

Follow this and additional works at: <https://digitalcommons.unomaha.edu/crisslibfacproc>

 Part of the [Library and Information Science Commons](#)

Please take our feedback survey at: https://unomaha.az1.qualtrics.com/jfe/form/SV_8cchtFmpDyGfBLE

Recommended Citation

Farooq, O. (2018). Presentation: ACRL Framework: Theory & Applications. University of Nebraska Consortium of Libraries (UNCL) Summer Teaching Summit, May 16, 2018. Lincoln, NE.

This Presentation is brought to you for free and open access by the Dr. C.C. and Mabel L. Criss Library at DigitalCommons@UNO. It has been accepted for inclusion in Criss Library Faculty Proceedings & Presentations by an authorized administrator of DigitalCommons@UNO. For more information, please contact unodigitalcommons@unomaha.edu.



UNIVERSITY OF NEBRASKA AT OMAHA

DR. C.C. AND MABEL L. CRISS LIBRARY

ACRL Framework: Theory & Applications

Omer Farooq, Ph.D.

Social Sciences Librarian

University of Nebraska at Omaha

IL in Higher Education

IL: From ACRL Standards to Framework

Characteristics of the Standards: Prescriptive, skill-based

Critiques of the Standards: Positivist, extract and record

Dynamic information landscape

IL redefined: Integrated abilities, reflective discovery, participation (ACRL, 2000; 2015; Foasberg, 2015)

Framework: Theoretical Foundation



6 Frames, each outlining a threshold concept central to IL

Metaliteracy: Domains of affective, behavioral, cognitive, metacognitive

Associated knowledge practices and Dispositions (ACRL, 2015)

(Graphic from Syvälahti & Asplund, 2017)

What's So Meta About Metacognitive?

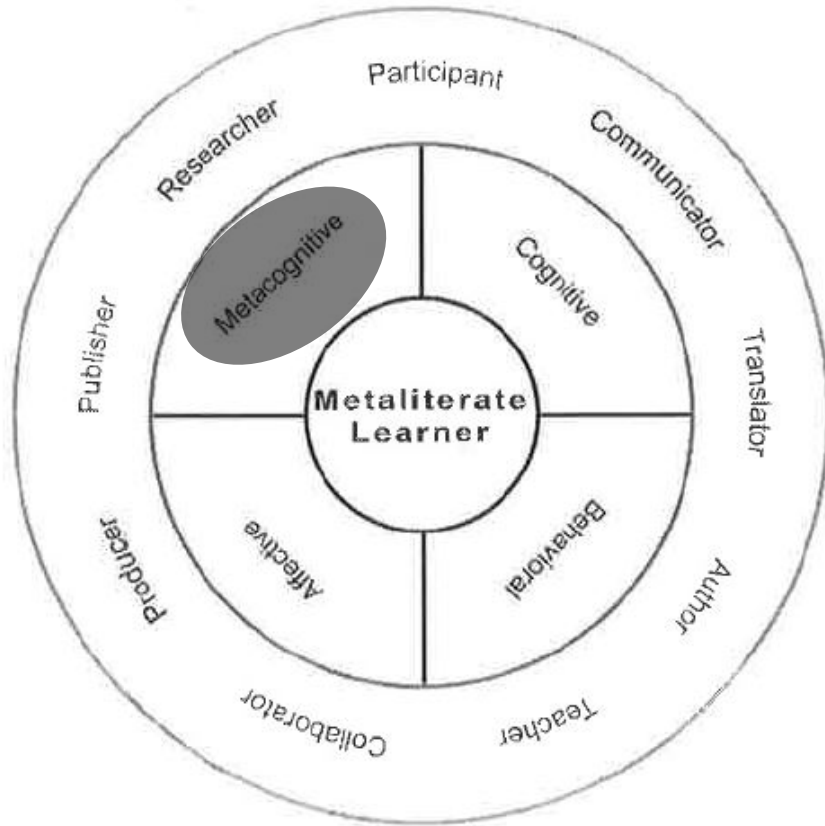


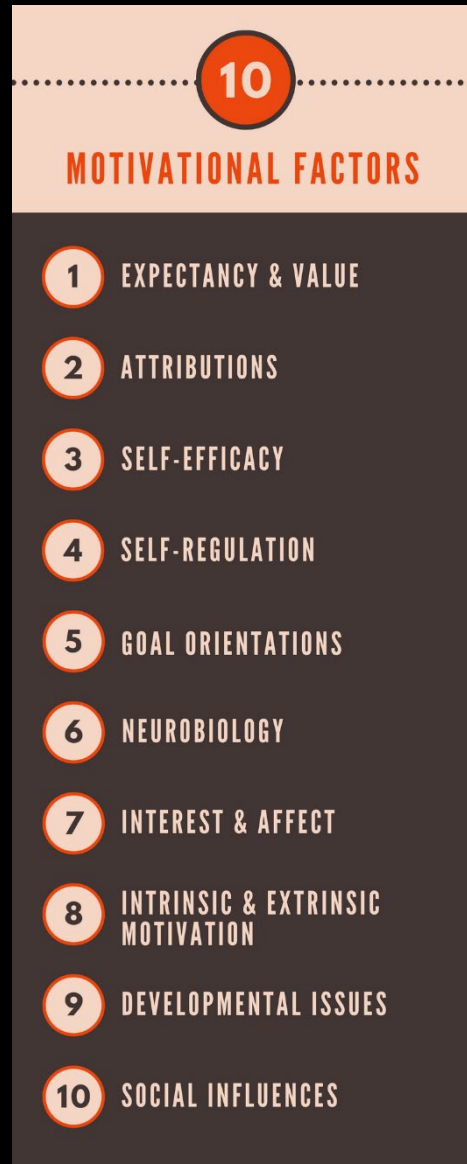
Figure A.1. The Metaliterate Learner (Mackey & Jacobson, 2014).

Metacognitive engagement with information: A BIG assumption

Role of motivation in information seeking behavior

(Several ISB theorists including Kuhlthau, Wilson, Heinström)

Educational Motivation: Things Get Messy!



**So tell me about
your epistemic motive...**

**We can take a graduate level
seminar on each of these**

**Sustained metacognitive engagement
takes considerable effort**

(Schunk & Zimmerman, 2012)

APPLICATIONS OF THE FRAMEWORK



Designing a 3-Credit Course

INFORMATION FLUENCY FOR
THE WORKPLACE AND BEYOND

COLLEGE OF COMMUNICATION AND
INFORMATION

SCHOOL OF JOURNALISM AND MASS COMMUNICATION
SCHOOL OF COMMUNICATION STUDIES
SCHOOL OF VISUAL COMMUNICATION DESIGN
SCHOOL OF INFORMATION

Context and needs analysis

Each Frame as a module

**Backward design: SLOs, assessment,
Instructional material, OERs, emphasis
on the theoretical foundations of the
*Framework***



Examples of SLOs and Assignments

Information rights: Intellectual rights & privacy rights

INFORMATION HAS VALUE
DISTINGUISH AMONG DIMENSIONS OF VALUE
OF INFORMATION

Google Books copyright case
Privacy software review
Identifying stakeholders



Examples of SLOs and Assignments

RESEARCH AS INQUIRY

FORMULATE A RESEARCH PROCESS TO SATISFY
AN INFORMATION NEED

Information need: Context and platform

**Research questions:
The good, the bad, and the ugly**

**Research question brainstorm
What makes them good, bad, or will not fly?**



Examples of SLOs and Assignments

SEARCHING AS STRATEGIC EXPLORATION

DISCRIMINATE BETWEEN SEARCH PROCESSES
BASED ON CIRCUMSTANCE, NEED, AND TYPE OF
INQUIRY

**Focus on platforms: databases &
search engines**

Search strategy quiz

**Reflection on search process, platforms,
trail, dead ends, revised RQ, description
of sources**



Examples of SLOs and Assignments

Information inequality, digital divide, lack of access

MIDTERM: PERSUASIVE
LETTER TO A STAKEHOLDER

Persuasive letter to a stakeholder in a position of power

Arguments substantiated by research



Examples of SLOs and Assignments

Format, process, and delivery

INFORMATION CREATION AS A PROCESS

ARTICULATE THE SIGNIFICANCE OF DIFFERENT
INFORMATION CREATION PROCESSES, METHODS
OF DELIVERY, AND FORMATS

What's format got to do with it?

**Value of examining different formats
of information for specific information
needs**



Examples of SLOs and Assignments

Evaluating information sources

AUTHORITY IS
CONSTRUCTED AND
CONTEXTUAL

Determinants of authority, expertise

Reflection: What is your expertise?



Examples of SLOs and Assignments

SCHOLARSHIP AS CONVERSATION

RECOGNIZE SCHOLARLY AND PROFESSIONAL
CONVERSATIONS AT DIFFERENT LEVELS

**Scholarly communication and Social
Media**

**Blogs as a starting point, venues of
information exchange**

Citation chaining using Google Scholar



Examples of SLOs and Assignments

Annotated bibliography and presentation

Proposed solution/s to a workplace scenario based on research

Constructive feedback from classmates/colleagues

**FINAL PROJECT:
ANNOTATED BIBLIOGRAPHY**
A HYPOTHETICAL WORKPLACE SCENARIO



A Self-Reflection

TRANSITION FROM
TEACHING FULL-SEMESTER
COURSE TO TEACHING
ONE-SHOT

Focus on key concepts, not just the skills, not enough time to connect

Learning techniques: elaborative prompts, self-explanation, distributed practice
(Dunlosky et al., 2013)

Threshold concepts: Pre-liminal and post-liminal stage (Mayer & Land, 2003)



Research and Practice: A Much-Needed Synergy

THE TROUBLE WITH THE FRAMEWORK

Abstract, nebulous frames; a departure from prescriptive, enumerative, global SLOs

Little research on instructional design, assessment approaches in different contexts

A guiding documents, intellectual entertainment, or beginning of a paradigm shift?



Your Thoughts...

FRAMING THE
FRAMEWORK

How do you see the Framework guiding your practice?

Research as Inquiry knowledge practices

Moving forward: One-shot vs. semester long courses vs. multiple courses



THANK YOU!

Omer Farooq, Ph.D.

ofarooq@unomaha.edu

University of Nebraska at Omaha

References

REFERENCES

- Association of College and Research Libraries (ACRL). (2000). *Information literacy competency standards for higher education*. Retrieved from <https://alair.ala.org/handle/11213/7668>
- Association of College and Research Libraries (ACRL). (2016). *Framework for information literacy for higher education*. Retrieved from http://www.ala.org/acrl/sites/ala.org/acrl/files/content/issues/infolit/Framework_ILHE.pdf
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14(1), 4-58. doi:10.1177/1529100612453266
- Foasberg, N. M. (2015). From standards to frameworks for IL: How the ACRL Framework addresses critiques of the standards. *Portal: Libraries and the Academy*, 15(4), 699-717. doi:10.1353/pla.2015.0045
- Meyer, J., & Land, R. (2003). *Threshold concepts and troublesome knowledge: Linkages to ways of thinking and practising within the disciplines* (pp. 412-424). Edinburgh: University of Edinburgh.
- Schunk, D. H., & Zimmerman, B. J. (2012). Motivation an essential dimension of self-regulated learning. In *Motivation and self-regulated learning* (pp. 13-42). Routledge.
- Syvälähti, K., & Asplund, J. (2017). A Finnish Academic Libraries' Perspective on the Information Literacy Framework. In *The Fifth European Conference on Information Literacy (ECIL)* (p. 212).