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# ACRL Framework: Theory & Applications

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# ACRL Framework: Theory & Applications

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# IL in Higher Education

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## 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?

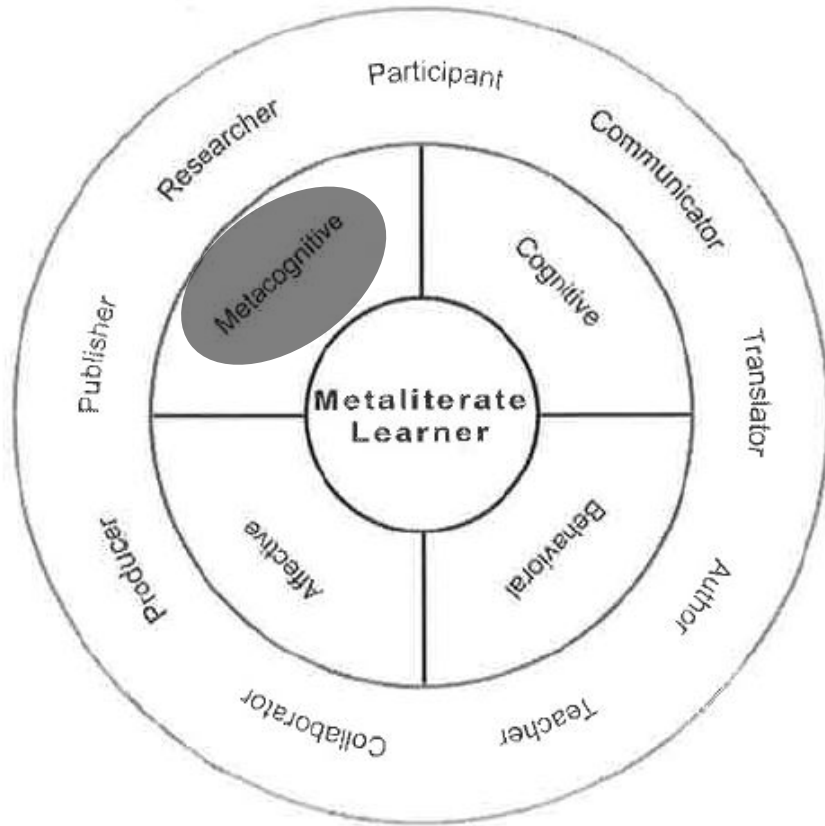


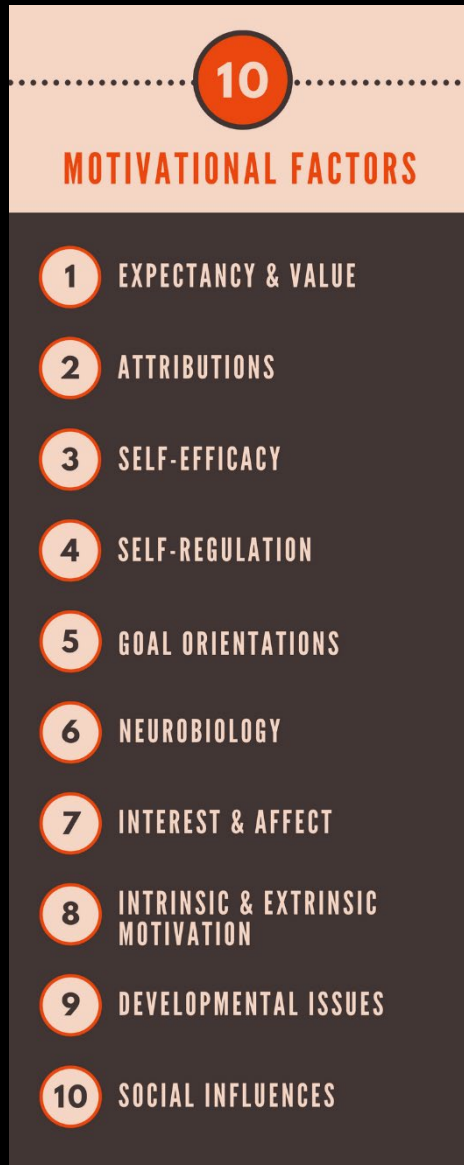
Figure A.1. The Metaliterate Learner (Mackey & Jacobson, 2014).

**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)**

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# APPLICATIONS OF THE FRAMEWORK

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# Designing a 3-Credit Course

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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

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**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

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## 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

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

## SEARCHING AS STRATEGIC EXPLORATION

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

**Search strategy quiz**

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



# Examples of SLOs and Assignments

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**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

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**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

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**Evaluating information sources**

AUTHORITY IS  
CONSTRUCTED AND  
CONTEXTUAL

**Determinants of authority, expertise**

**Reflection: What is your expertise?**



# Examples of SLOs and Assignments

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## 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

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**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

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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

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## 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...

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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**



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THANK YOU!

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