Can a Constellation Be Critical? The Position(s) of the ACRL Framework and ACRL Standards for Information Literacy

Lisa Janicke Hinchliffe

April 29, 2016
ACRL Documents

- Standards for Proficiencies for Instruction Librarians and Coordinators - http://www.ala.org/acrl/standards/profstandards
- Information Literacy Competency Standards for Higher Education - http://www.ala.org/acrl/standards/informationliteracycompetency
A CONSTELLATION?
A Focus On ...

Information Literacy Competency Standards for Higher Education

Framework for Information Literacy for Higher Education
A CONSTELLATION?
Both

Standards Only

Framework and/or Standards

Framework Only

Neither
Outcomes

Methods
When we truly understand we ...

- Can explain
- Can interpret
- Can apply
- Have perspective
- Can empathize
- Have self-knowledge

As experts, we understand ...
... but we must not fall into thinking we can transfer our understanding directly to others.
SDRAWKCAB Design Process

Stage 1: Identify desired results.

Stage 2: Determine acceptable evidence.

Stage 3: Plan learning experiences and instruction.

Note though that the process is in actuality iterative and messy. This is the final design structure and not necessarily a linear process.
UbD: Stage 1 – Identify desired results.

Goals ➔
Understandings (big ideas) and Predictable Misunderstandings ➔
Essential Questions (to foster inquiry, understanding, transfer of learning) ➔
Learners will know and do ➔
UbD: Stage 2 –
Determine acceptable evidence.

Performance tasks and criteria for judging performance ➔
Other evidence ➔
Student reflection and self-assessment ➔
UbD: Stage 3 – Plan learning experiences and instruction.

W – Where instruction going? What expected? Where students coming from?
H – Hook all learners? Hold interest?
E – Equip learners? Experience key ideas? Explore the issues?
R – Opportunities to Rethink and Revise
E – learner self-Evaluate?
T – Tailored to different needs, interests, abilities?
O - Organized to maximize initial/sustained engagement and learning?
My (Additional) Concepts

- Information Social Justice
- Information Apprenticeship in Community
Information is created within existing power structures, and those power structures can impact the production and dissemination of information as well as distort, suppress, or misrepresent information. To understand and use information most effectively, users must be able to examine and interrogate the power structures that impact that information, and analyze the ways that information can be used to both to inform and misinform.

Lisa Hinchliffe and Laura Saunders, *Framing New Frames: Expanding the Conceptual Space and Boundaries*, LOEX Fall Focus 2015, http://hdl.handle.net/2142/88407
Information Apprenticeship in Community

An information community includes novices, apprentices, and experts in that field of study. Developing expertise is a process and learners can be assisted by those more expert in the field as well as those with allied expertise (e.g., librarians) who can assist in developing skills, understanding, etc.

Lisa Hinchliffe and Laura Saunders, *Framing New Frames: Expanding the Conceptual Space and Boundaries*, LOEX Fall Focus 2015, http://hdl.handle.net/2142/88407
QUESTIONS?
COMMENTS?