

# CAN A CONSTELLATION BE CRITICAL? THE POSITION(S) OF THE ACRL FRAMEWORK AND ACRL STANDARDS FOR INFORMATION LITERACY

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LISA JANICKE HINCHLIFFE

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# ACRL Documents

- Standards for Libraries in Higher Education - <http://www.ala.org/acrl/standards/standardslibraries>
- Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline - <http://www.ala.org/acrl/standards/characteristics>
- Guidelines for Instruction Programs in Academic Libraries - <http://www.ala.org/acrl/standards/guidelinesinstruction>
- 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>
- Framework for Information Literacy for Higher Education - <http://www.ala.org/acrl/standards/ilframework>

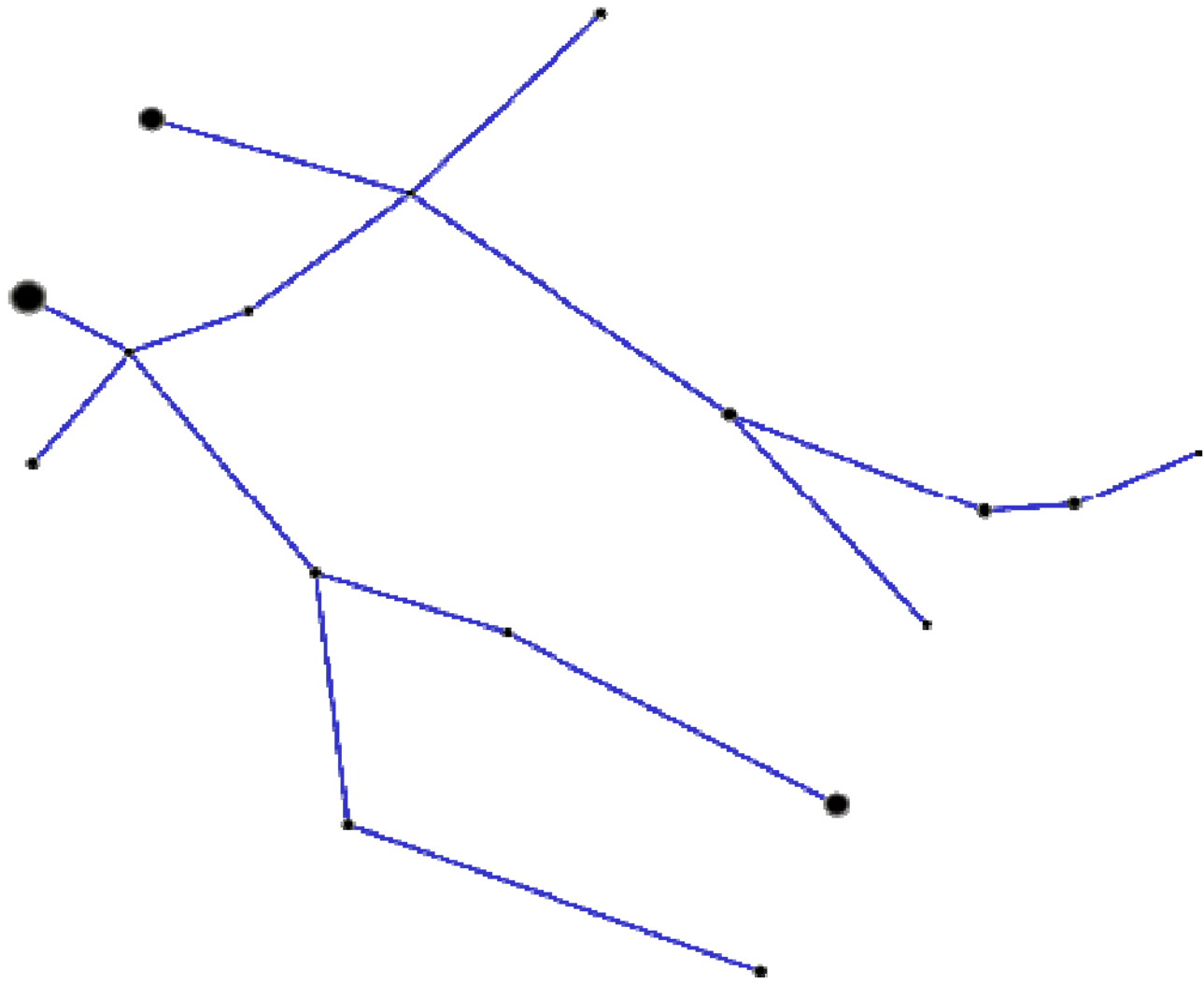
A CONSTELLATION?

## 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



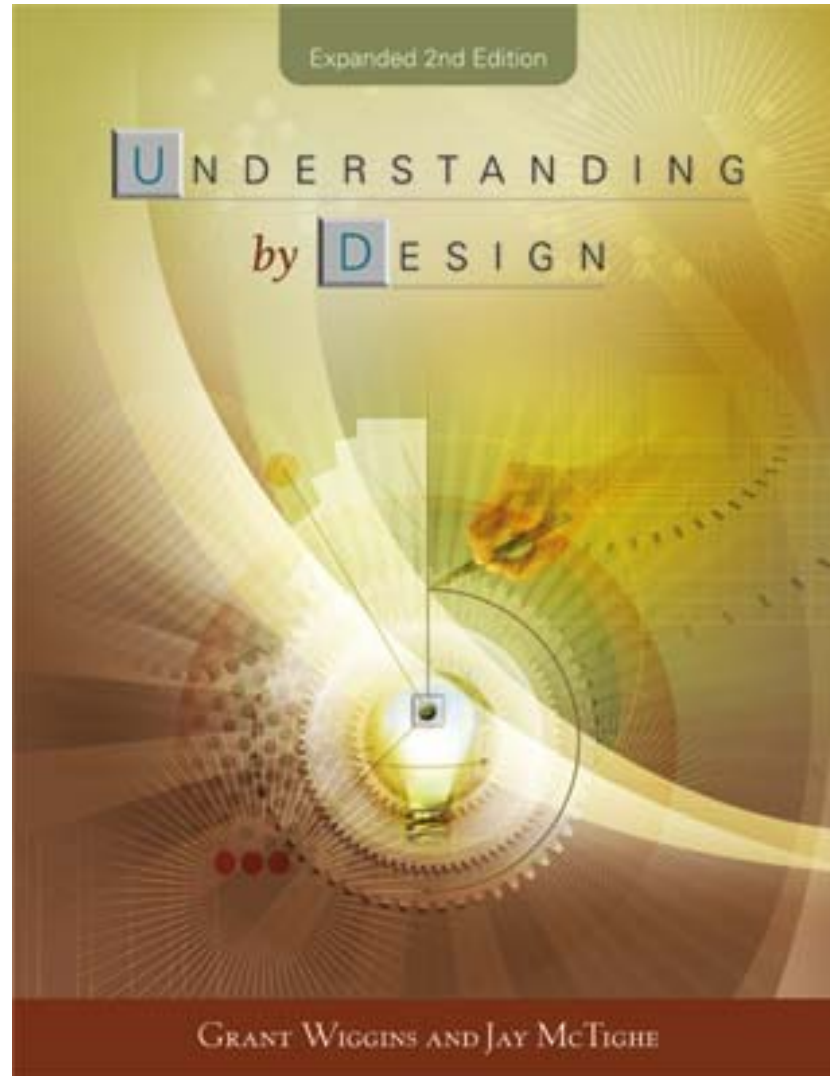
**Outcomes**

**Methods**

Expanded 2nd Edition

U N D E R S T A N D I N G  
by D E S I G N

GRANT WIGGINS AND JAY MCTIGHE



# 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 Social Justice

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?**

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