Finding the Constellation in the Stars: Guidance for Information Literacy Programs and Pedagogy

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Keynote Address for
“Implementing the New Framework for Information Literacy for Higher Education at PCLA Libraries” (#pclail)
Create a Representation

Your Information Literacy Practice and It’s Relationship with the ACRL Information Literacy Documents
“we have accepted the Framework and it will assume its place among the constellation of documents used by information literacy practitioners”
κΑιρός
We are in a time of ...
We are in a time of ...

- Compliance
- Accountability
- Managerialism
- Neoliberalism
- Financial Instability
- Criticality

And...
- A Constellation
What’s an Information Literacy Program?

Comprised of?

Targeted to?

Delivered by?
Basic Logic Model

Resources → Activities → Outputs → Outcomes → Impact

Planned Work

Intended Results
Basic Logic Model

Resources → Activities → Outputs → Outcomes → Impact

Planned Work

Intended Results

ITERATION AND ALIGNMENT
Basic Logic Model

Planning
Monitoring
Diagnosing
Assessing
Managing
Leading
Information Literacy Program Logic Model

Resources (Library and Institution) — Activities (What We Do) — Outputs (What Others Experience) — Outcomes (Learning)

Impact (Graduate) — Impact (Society) — Impact (Institution)

Your Planned Work — Your Intended Results

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“we have accepted the Framework and it will assume its place among the constellation of documents used by information literacy practitioners”

ACRL Board, February 4, 2015
http://www.acrl.ala.org/acrlinsider/archives/9814
A CONSTELLATION?
ACRL Constellation of Documents


AND MORE!
A CONSTELLATION?
Maybe Focus On ...

Information Literacy Competency Standards for Higher Education

Framework for Information Literacy for Higher Education
Both

Standards Only

Framework
and/or
Standards

Framework Only

Neither
Outcomes

Methods

Identify on the Logic Model
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.
## Learning Goals/Teaching Roles

<table>
<thead>
<tr>
<th><strong>ACQUIRE</strong></th>
<th><strong>MAKE MEANING</strong></th>
<th><strong>TRANSFER</strong></th>
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<tbody>
<tr>
<td>This goal seeks to help learners <em>acquire</em> factual information and basic skills.</td>
<td>This goal seeks to help students <em>construct meaning</em> (i.e., <em>come to an understanding</em>) of important ideas and processes.</td>
<td>This goal seeks to support the learner’s ability to <em>transfer</em> their learning autonomously and effectively in new situations.</td>
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**Direct Instruction** : In this role, the teacher’s primary role is to *inform* the learners through explicit instruction in targeted knowledge and skills; differentiating as needed.

**Facilitative Teaching** : Teachers in this role engage the learners in actively processing information and guide their inquiry into complex problems, texts, projects, cases, or simulations; differentiating as needed.

**Coaching** : In a coaching role, teachers establish clear performance goals, supervise on-going opportunities to perform (independent practice) in increasingly complex situations, provide models and give on-going feedback (as personalized as possible). They also provide “just in time teaching” (direct instruction) when needed.

### Strategies include:

**ACQUIRE**
- diagnostic assessment
- lecture
- advanced organizers
- graphic organizers
- questioning (convergent)
- demonstration/modeling
- process guides
- guided practice
- feedback, corrections
- differentiation

**MAKE MEANING**
- diagnostic assessment
- using analogies
- graphic organizers
- questioning (divergent) & probing
- concept attainment
- inquiry-oriented approaches
- Problem-Based Learning
- Socratic Seminar
- Reciprocal Teaching
- formative (on-going) assessments
- understanding notebook
- feedback/ corrections
- rethinking and reflection prompts
- differentiated instruction

**TRANSFER**
- on-going assessment
- providing specific feedback in the context of authentic application
- conferencing
- prompting self assessment and reflection
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.
Stage 1: Identify desired results.

Stage 2: Determine acceptable evidence.

Stage 3: Plan learning experiences and instruction.

Should be the focus of discussion with classroom faculty for course integrated instruction.
Stage 1: Identify desired results.

Stage 2: Determine acceptable evidence.

Stage 3: Plan learning experiences and instruction.

Primarily the responsibility of the instruction librarian.

Course assignment is context of course.
SDRAWKCAB Design Process

Stage 1: Identify desired results.

Stage 2: Determine acceptable evidence.

Stage 3: Plan learning experiences and instruction.

Should be the focus of discussion with classroom faculty for course integrated instruction.

Primary use of IL Standards and Framework for IL.
Stage 1: Identify desired results.

Stage 2: Determine acceptable evidence.

Stage 3: Plan learning experiences and instruction.
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 ➔
Goals:

• Standards for Information Literacy Competency Standards in Higher Education
• [Framework for Information Literacy for Higher Education]

Also:

• General Education Learning Outcomes
• Major/Minor Learning Outcomes
• Graduate Attributes
• Accreditation Standards
Understandings:

Components:
• Big Ideas
• Specific Understandings
• Predictable Misunderstandings
Essential Questions:

- Stimulate ongoing thinking and inquiry
- Raise more questions
- Spark discussion and debate
- Asked and re-asked throughout unit/year/etc.
- Demand justification and support
- “Answers” may change as understanding deepens
Example:

Goals: ILS1.2: “information literate student identifies a variety of types and formats of potential sources for information”

Understandings:

• Big Ideas – Scholarly Communication Cycle; FW2: Information Creation as a Process; FW5: Scholarship as Conversation

• Specific Understandings – Peer Review and Formal Cited Sources as Defining Characteristic of Scholarly Articles

• Predictable Misunderstandings – Database Limiter; Reviewed = True; “Information Survivalism”

Essential Questions: If authority is constructed and contextual (FW1), what is the relationship of authority and information quality, credibility, and trustworthiness?
Outcomes (Know and Do):

KNOWLEDGE AND SKILLS

BE ABLE TO

Information Literacy Standards
Framework for Information Literacy
Assignment
Course Goals
Curricular Goals
Certification
Accreditation
Outcomes (Know and Do):

KNOWLEDGE AND SKILLS

• describe the peer review process as typically structured in their discipline

• explain advantages and limitations of information published through the peer review process

• describe the process for determining whether a particular article was peer reviewed

• describe reasons for their professors’ requirement to cite peer reviewed sources

BE ABLE TO

• identify peer reviewed articles in a set of retrieved results from a database search

• determine whether a particular article was peer reviewed

• use peer reviewed articles as required and/or appropriate to their information-based work
Reflect on Your Outcomes

- Student is noun
- Possible formats:
  - Separate - knowledge/skill and application
  - Combine - understanding/skill IOT application
- Check for:
  - Acquire
  - Make meaning
  - Transfer
- Judge-able
SDRAWKCB Design Process

Stage 1: Identify desired results.

Stage 2: Determine acceptable evidence.

Stage 3: Plan learning experiences and instruction.

Reminder: Primary use of IL Standards and Framework for IL
QUESTIONS/COMMENTS?

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