LEVERAGING THE FRAMEWORK
Transforming Learning on Campus

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Stetson University & duPont-Ball Library

- Stetson University in DeLand, FL, is a private institution with about 3000 undergraduates and 1200 graduate students
- duPont-Ball Library has 8 librarians, 13 staff
- Library includes:
  - Innovation Lab
  - Writing Center
  - Student Success Center
- Information Literacy Instruction program
  - Mostly course-related 1-shots
  - About 100 sessions, 1700 students per academic year
Session overview

- The Framework and our Information Literacy General Learning Outcome (GLO)
- Revised Rubric for the GLO
- Incorporating the Framework into Research Services
- Teachable moments at the Desk
Information Literacy in Gen Ed

- Information Literacy one of eight general education learning outcomes
- Current outcome statement based on ACRL Standards definition
- Current rubric is AAC&U Value Rubric
- Students supposed to develop information literacy in:
  - First Year Seminar
  - Junior Seminar
  - Senior Research
Standards vs. Framework Refresher

ACRL Standards

- Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.

ACRL Framework

- Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.
# Standards vs. Framework Refresher

<table>
<thead>
<tr>
<th>ACRL Standards</th>
<th>ACRL Framework</th>
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<tbody>
<tr>
<td>■ Positivist approach</td>
<td>■ Constructivist approach</td>
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<tr>
<td>■ Info: objective, measurable</td>
<td>■ Info: continuing debate</td>
</tr>
<tr>
<td>■ Learners= passive</td>
<td>■ Learners= active</td>
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<tr>
<td>■ Info lit is fully transferable</td>
<td>■ Info lit is contextual</td>
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<tr>
<td>■ Prescriptive guidelines</td>
<td>■ Flexible suggestions</td>
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Where is your organization at with the framework?

Have you adopted it, getting ready to, something else (over your dead body)?

Is that where you want your organization to be?
Revision Process

- Could a revised rubric improve assessment results?
- Revision process:
  - What did we like & dislike about existing (AAC&U Value) rubric?
  - What are other universities doing?
  - How can information literacy outcome statement and rubric work together with the other gen ed learning outcomes?
Outcome Statements

■ Former
“Using technology as appropriate, students know when there is a need for information and are able to locate, evaluate, and effectively and responsibly use that information for the task at hand.”

■ New
“Students engage with information effectively and for a variety of purposes”
Rubrics

AAC&U Value Rubric

- Measures students’ ability to:
  - Determine the extent of information needed
  - Access the needed information
  - Evaluate information and its sources critically
  - Use information effectively to accomplish a specific purpose
  - Access and use information ethically and legally

New Rubric

- Measures students’ ability to:
  - Identify a focused research question
  - Determine the extent of information needed
  - Identify and critically evaluate existing research, knowledge, and/or views
  - Organize and synthesize information effectively
  - Access and use information ethically and legally
THINK-PAIR-SHARE

What are you doing on your campus to assess information literacy?

What are the challenges to assessing information literacy on your campus?
Reference services are a form of instruction.
Information Literacy & Research Services

- Reference and User Services Association
  - Guidelines for Behavioral Performance
  - Competencies for Reference and User Services Librarians

- 2017 RUSA Competencies:
  “Integrates information literacy concepts into the full range of library services...”
Information Literacy & Research Services

- Elmborg, J. (2002) *Teaching at the desk: Toward a Reference Pedagogy*
- Information Literacy and online reference analysis (Avery & Ward; Desai & Graves; Oakleaf & Van Scoy)
- Connecting reference services to learning (Stoddart & Hendrix; Swoger & Hoffman)
- Pedagogy in LibGuides (Hicks; Lee, Lowe, Maxson, and Stone)
Information Literacy & Research Services

At duPont-Ball Library
- On-call reference model
- June 2017 Research Services at duPont-Ball Library
  - Outlines educational role of Research Services
THINK-PAIR-SHARE

In your library, how are your reference people working with your information literacy instruction people?

Are these separate or is there collaboration or are they one in the same?
Research Services & Teachable moments

- Research Services Meetings in 2017 to discuss Framework
- LibInsight to track details of Qs and As
- Use for training, determining staffing, statistical reports
Teachable moment example

A student was questioning One Search results that were not allowing her to access the articles. It was prompting her to ILL the article.
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Frame: Information has Value
Why isn’t all information freely available?
THINK-PAIR-SHARE

What frame might you use to capitalize on the teachable moments in these reference interactions? What might you discuss with the student?

1. A student found an article about gluten in a library database. It looked questionable to her, so she asked whether it was from a credible source, and if it is a good or bad idea to cite it in her paper. The article is in *Clinical Nutrition*.

2. A student needs to find an empirical study – one that's not too long – in a marketing journal.
Teachable moments

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   - *Authority is Constructed and Contextual*
   - *Information has Value*
THINK-PAIR-SHARE

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   - *Information Creation as a Process*
   - *Scholarship as Conversation*
Framework for IL

- General Education learning outcome
- Assessment Rubric
- Research Services
Are there other ways we could be using the framework in our libraries?
Thank you & Questions?

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Rubric References


References


References


