USING ACRL FRAMES IN YOUR INSTRUCTIONAL DESIGN

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• The Framework
• Enduring Ideas
• Backward Design
• Discussion
“The idea of threshold concepts emerged from a UK national research project into the possible characteristics of strong teaching and learning environments in the disciplines for undergraduate education. In pursuing this research in the field of economics, it became clear to Erik Meyer and Ray Land that certain concepts were held by economists to be central to the mastery of their subject. These concepts, Meyer and Land argued, could be described as ‘threshold’ ones because they have certain features in common.”

- Glynis Cousin, An Introduction to Threshold Concepts
“I surmise that as students cross the threshold from outside to insider, they also cross the threshold from superficial learning motivated by grades to deep learning motivated by engagement with question. Their transformation entails an awakening—even, perhaps, a falling in love”

- John C. Bean, *Engaging Ideas*
The Frames:

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration
BACKWARD DESIGN

Learning Goals

Evidence

Instructional Activities
GROUP ACTIVITY

In the chat box share an enduring idea you might have for a class, department, or program you work with?
LEARNING OUTCOMES

What will your learners be able to do?

My students will be able to:

- Evaluate search results by the following indicators:
  - Relevance
  - Currency
  - Authority
  - Quality
GROUP ACTIVITY

In the chat box share or brainstorm a learning outcome for this same class, department, or program you work with.
ASSESSMENT

- Evidence indicators

- I will know they achieved the outcomes if I see evidence that learners:
  
  - Identified whether results are relevant to research question
  
  - Made a judgment about criteria points after reading a results list
### Learning Activities

**Read/View/Do**

<table>
<thead>
<tr>
<th>Read</th>
<th>View</th>
<th>Do</th>
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<tbody>
<tr>
<td>Section about describing how and why to evaluate search results</td>
<td>Evaluation tip sheet</td>
<td>Students use their own topic to evaluate search results</td>
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<td>Source evaluation worksheet</td>
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<td>Learning Outcome</td>
<td>Enduring Idea</td>
<td>Evidence Student Activity: Read</td>
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<tr>
<td>Evaluate search results:</td>
<td>Research is inquiry</td>
<td>Identify if results are relevant to research question</td>
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QUESTIONS & DISCUSSION

CC: Social Bedia