Framework Discovery

In 2015, the Association of College & Research Libraries (ACRL) revised the guiding document and standards for academic librarians. The ACRL Framework for Information Literacy for Higher Education outlines six core learning concepts as a model for librarians to follow in teaching students (and faculty!) about research and evaluation of information.

The frames are intentionally vague and overlap with one another. There is also harmony between research skills and writing skills present. For this discussion post activity, explore the Framework Discovery Document. This document provides each frame side-by-side with an example of the frame in action and a one-minute video to view for understanding.

* **Explore the information for each frame, and**
* **Select one to discuss** 
  + *In what ways have you seen this framework in action in your own experience as a student?*

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| [**ACRL Frames**](https://www.ala.org/acrl/standards/ilframework) | **Frame in Action** | **Watch for Understanding** |
| **Information Has Value**  💲 | *Students will demonstrate an awareness that information has educational, societal and commercial value in order to identify the rights, responsibilities, and barriers associated with information creation, access, consumption, and dissemination.* | [Info has Value Video](https://youtu.be/M-lTGZmidhY) (1 min, YouTube) |
| **Research as Inquiry**   🔎 | *Students will plan, implement, and organize their research and determine the scope of their topic, choosing appropriate research methods, and adjust* *their strategy as needed in order to inform their research while evaluating results, incorporating evolving knowledge, and negotiating any information gaps, conflicts, or ambiguities.* | [Research as inquiry Video](https://youtu.be/-HUbOlaTeoU) (1:14 min, YouTube) |
| **Searching as Strategic Exploration**  🔮 | *Students will craft search strategies, including selecting and navigating relevant information systems (databases, finding aids, indexes, repositories, search engines, etc.), applying search logic, and using discipline-specific terminology in order to identify quality sources that will advance their research.* | [Searching as Strategic](https://youtu.be/eWs2yYhQUa4) Video (1 min., YouTube) |
| **Authority is Constructed and Contextual**  📣 | *Students will differentiate types of authority within various communities and use appropriate indicators to determine credibility, challenge assumptions, investigate power dynamics, and measure their own developing expertise in order to explore viewpoints and select sources that support their own reasoning and fulfill their information need.* | [Authority Video](https://youtu.be/LnzbCRmIeXM) (1:56 min, YouTube) |
| **Information Creation as a Process**   🎯 | *Students will investigate the range of information available, the context surrounding its creation (purpose, intended audience, tone, subjectivity, format, etc.), and the varying capabilities and constraints of sources depending on audience (e.g., specific discipline, academia, workplace) in order to select appropriate content that will strengthen their own information creation and dissemination process.* | [Info Creation as Process Video](https://youtu.be/wihIcjfR61g) (1:23 min, YouTube) |
| **Scholarship as Conversation**   🤗 | *Students will trace evolving conversations occurring in scholarly and professional spheres, identifying influential parties and organizations, and understanding barriers to participation, in order to engage appropriately and ethically in these conversations.* | [Scholarly Convo Video](https://youtu.be/VILSLTnfKKs) (1 minute, YouTube) |