

USING ACRL FRAMES IN YOUR INSTRUCTIONAL DESIGN



Sheila Stoeckel

Director for UW-Madison Libraries Teaching
& Learning Programs



To do list

- The Framework
- Enduring Ideas
- Backward Design
- Discussion



THRESHOLD CONCEPTS

“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”

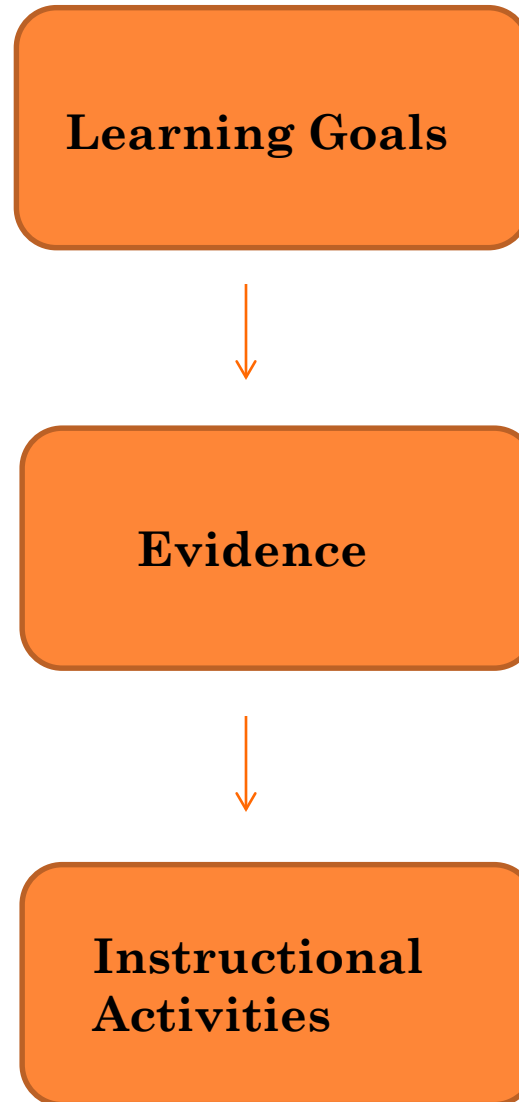
- John C. Bean, *Engaging Ideas*



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





ENDURING IDEAS



CC: Flood G.

GROUP ACITIVITY

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*



formative
analytic
measurement
curriculum
mission
coding
analysis
activities
alignment
review
outcomes
student
learning
degree
results
rubrics
worksheet
systematic
goals
indirect
direct
map
quizzes

Assessment



LEARNING ACTIVITIES

Read/View/Do

| Read | View | Do |
|---|----------------------|--|
| Section about describing how and why to evaluate search results | Evaluation tip sheet | Students use their own topic to evaluate search results Source evaluation worksheet |



COURSE MAP

| Learning Outcome | Enduring Idea | Evidence | Student Activity: Read | Student Activity: View | Student Activity: Do |
|---|---------------------|---|---|------------------------|--|
| Evaluate search results: <ul style="list-style-type: none">- Relevance- Currency- Authority- Quality | Research is inquiry | Identify if results are relevant to research question Make a judgement about criteria points | Section about describing how and why to evaluate search results | Evaluation tip sheet | Students use their own topic to evaluate search results Source evaluation worksheet |

QUESTIONS & DISCUSSION

