

#LVPALA

Flexible Frames for Pedagogical Practice: Using the *Framework for Information Literacy for Higher Education*

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Today's slides can be found at:

<http://tinyurl.com/WitekLVPALA2015>

Today's Passage *through* Theory to Praxis

1. THEORY CRASH COURSE
2. PRAXIS with the Framework
 - An Excursus on Learning Outcomes
3. ACTIVITY

Theoretical Approaches to the Framework

- Threshold Concept Theory (“TC theory”)
- Understanding By Design (UbD, “backward design”)
- Metaliteracy
- Critical Information Literacy (“crit IL”, #critlib)

Threshold Concept Theory

- Meyer & Land ([2003](#)); Brunetti, Hofer, & Townsend ([2015](#))
- “core ideas and processes that define the ways of thinking and practicing for a discipline” (Townsend, Brunetti, & Hofer, [2011](#))
- thresholds, liminality, stuck places, “ah ha” lightbulb moments
- Examples in practice: Miller ([2015](#)); Goodman, Godbey, & Wainscott ([2015](#))

Understanding by Design (UbD)

- Wiggins & McTighe ([2005](#))
- “How do we make it more likely—by our design—that more students really understand what they are asked to learn?” (Wiggins & McTighe, [2005](#))
- backward design, spiral curriculum, big ideas + enduring understandings
- Examples in practice: Pagowsky ([2014](#)); Houtman ([2015](#))

Metaliteracy

- Mackey & Jacobson ([2011](#), [2014a](#), [2014b](#))
- “expands the scope of traditional information skills ... to include the collaborative production and sharing of information in participatory digital environments” (Mackey & Jacobson, [2014a](#))
- Non-linear decentered matrix of behaviors, literacy about one’s own literacy, participatory environments, “producers not consumers”
- Examples in practice: Witek & Grettano ([2014](#)); Thomas & Hodges ([2015](#))

Critical Information Literacy

- Elmborg ([2006](#)); Accardi, Drabinski, & Kumbier ([2010](#))
- IL as “the comprehension of an entire system of thought and the ways that information flows in that system” as well as “the capacity to critically evaluate the system itself” (Elmborg, [2006](#)).
- myth of neutrality; power structures underpinning information; information privilege
- Examples in practice: Pagowsky ([2014](#)); Wallis ([2015](#))

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Information Literacy Instruction Supported by the Framework



Standards to Framework

IL Standards ([2000](#))

“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.’”

Competency-based education

Framework for IL ([2015](#))

“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.”

Matrix of theories and approaches to teaching, learning, and information

Standards to Framework

IL Standards ([2000](#))

5 Standards, each with Performance Indicators and Outcomes

Standards focus on determining an information **need**, and **accessing**, **evaluating**, and **using** information **ethically** to meet that need.

IL learning outcomes are *standardized* and universal.

Framework for IL ([2015](#))

6 Frames, each with an IL concept, Knowledge Practices, and Dispositions

Frames focus on the constructed and contextual nature of **authority**, information creation as a **process**, the differing types of **value** placed on information, research as **inquiry**, scholarship as **conversation**, and searching as **strategic exploration**.

IL learning outcomes are *locally developed*, situated, and contextualized.

An Excursus on Learning Outcomes

- Multiple learning domains
 - behavioral (skills)
 - cognitive (knowledge)
 - dispositional (values/attitude)
 - metacognitive (reflection)
- Multiple levels
 - classroom-level
 - course-level
 - program-level
 - institution-level

See Sweet ([2010](#)) for a useful overview of writing learning outcomes for information literacy.

An Excursus on Learning Outcomes

First-Year Writing

Spring 2015

3 sections, 2
instructors, 1-shot

Assignments:
researched
argument OR
researched
proposed solution
to an identified
problem

By the end of this information literacy instruction session, students will:

- Brainstorm research questions, search terms, and information types/formats related to their research topics
- Identify search tools that match their information need(s)
- Practice searching for and locating possible information sources for their research projects
- Use the search process as an opportunity to strategically explore their research topics and questions

An Excursus on Learning Outcomes

First-Year Writing
Spring 2015

3 sections, 2
instructors, 1-shot

Assignments:
researched
argument OR
researched
proposed solution
to an identified
problem

By the end of this unit, students will:

- Generate appropriate writing topics and research questions
- Develop effective search strategies for gathering information
- Gather and evaluate information in terms of both relevance and reliability

These SLOs are both course-level (WRTG 107) and program-level (FYW Program) and map back to my classroom-level SLOs.

Implications for Practice/Praxis:

- We are now writing our own outcomes.
- Collaboration with faculty across disciplines is essential.
- Invitation to embrace “slow learning” (Mader, [2015](#)), in ourselves and our students.
 - Use the Framework to:
 - REINTERPRET the IL work you are already doing
 - TRANSFORM your IL work moving forward

ACTIVITY

- Divide into groups
- Pick a conceptual frame
 - Authority is constructed and contextual
 - Information creation as a process
 - Information has value
 - Research as inquiry
 - Scholarship as conversation
 - Searching as strategic exploration

5 minutes

- What is one example in your own IL work where this concept is already addressed?

10 minutes

- Practice writing learning outcomes for your conceptual frame.
 - Pick a context (classroom-level, course-level, program-level, institution-level)
 - Pick a domain (skill, knowledge, value/attitude, metacognition)

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Group Share / Q&A / Discussion / Idea Sharing

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