

FINDING THE CONSTELLATION IN THE STARS: GUIDANCE FOR INFORMATION LITERACY PROGRAMS AND PEDAGOGY

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Keynote Address for
“Implementing the New *Framework for Information Literacy*
for Higher Education at PCLA Libraries” (#pclail)

Create a Representation

Your Information Literacy Practice
and It's Relationship with the
ACRL Information Literacy Documents

“we have accepted the Framework and it will assume its place among the constellation of documents used by information literacy practitioners”

ACRL Board, February 4, 2015

<http://www.acrl.ala.org/acrlinsider/archives/9814>

ΚΑΙΡΟΣ

We are in a time of ...

We are in a time of ...

- Compliance
- Accountability
- Managerialism
- Neoliberalism
- Financial Instability
- Criticality

And...

- A Constellation

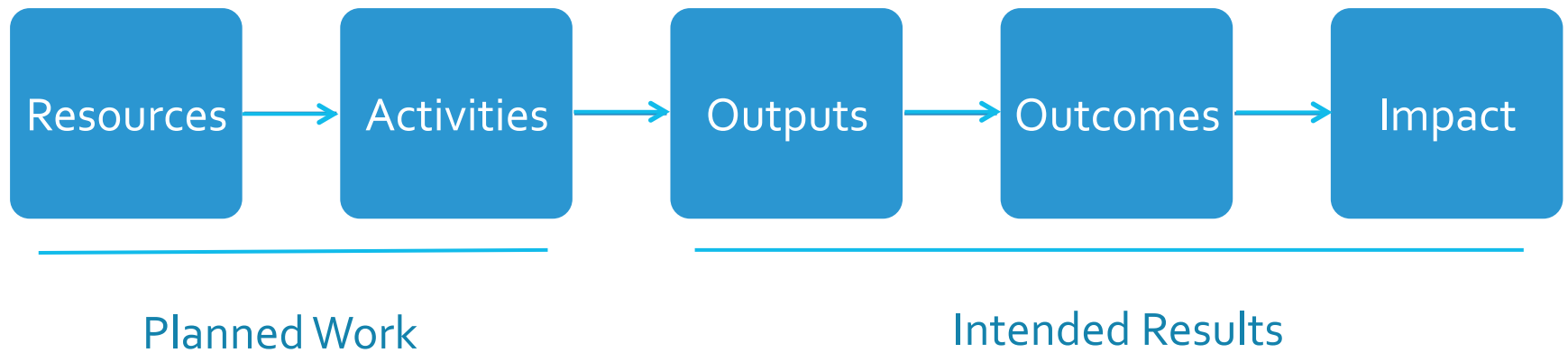
What's an
Information
Literacy
Program?

Comprised of?

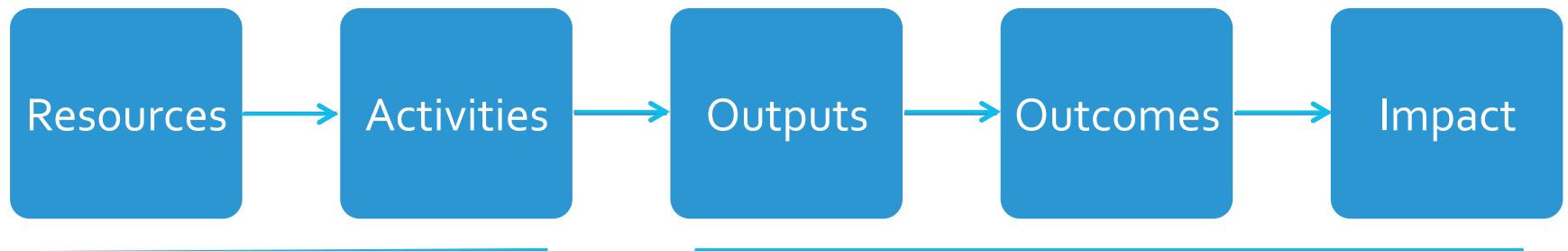
Targeted to?

Delivered by?

Basic Logic Model



Basic Logic Model



Planned Work

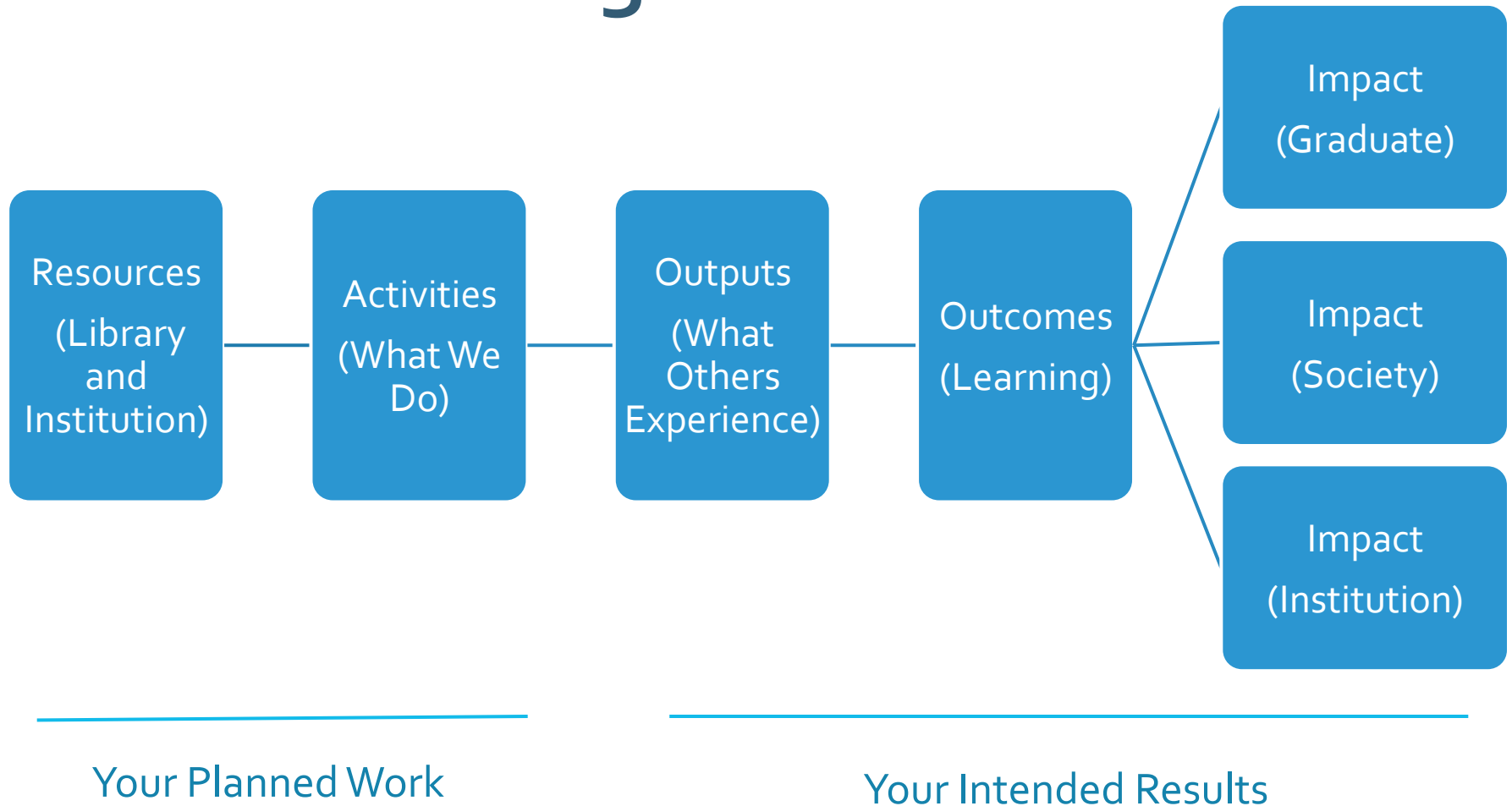
Intended Results



Basic Logic Model



Information Literacy Program Logic Model



“we have accepted the Framework and it will assume its place among the **constellation** of documents used by information literacy practitioners”

ACRL Board, February 4, 2015

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A CONSTELLATION?

ACRL Constellation of Documents

- Standards for Libraries in Higher Education (2011) - <http://www.ala.org/acrl/standards/standardslibraries>
- Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline (2003, 2012) - <http://www.ala.org/acrl/standards/characteristics>
- Guidelines for Instruction Programs in Academic Libraries (2003, 2011) - <http://www.ala.org/acrl/standards/guidelinesinstruction>
- Standards for Proficiencies for Instruction Librarians and Coordinators (2007) - <http://www.ala.org/acrl/standards/profstandards>
- Information Literacy Competency Standards for Higher Education (2000) - <http://www.ala.org/acrl/standards/informationliteracycompetency>
- Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians (2001) - <http://www.ala.org/acrl/standards/objectivesinformation>
- Framework for Information Literacy for Higher Education (2016) - <http://www.ala.org/acrl/standards/ilframework>

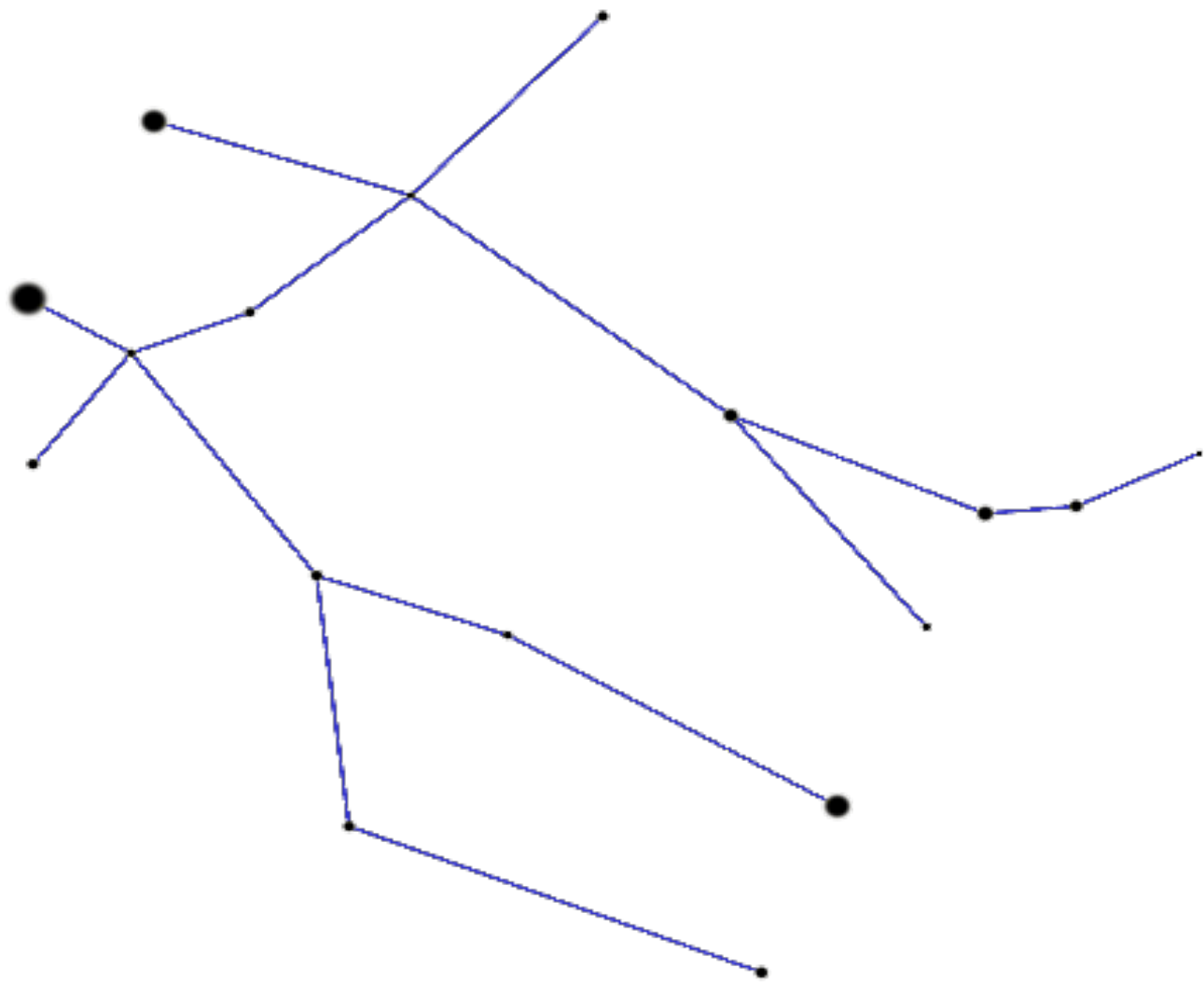
AND MORE!

A CONSTELLATION?

Maybe Focus On ...

Information
Literacy
Competency
Standards for
Higher Education

Framework for
Information
Literacy for
Higher Education



Both

Standards Only

Framework
and/or
Standards

Framework Only

Neither

Outcomes

Methods

Outcomes

Methods



**Identify on the
Logic Model**

Expanded 2nd Edition

U N D E R S T A N D I N G
by D E S I G N

GRANT WIGGINS AND JAY MCTIGHE

When we truly understand we ...

- Can explain
- Can interpret
- Can apply
- Have perspective
- Can empathize
- Have self-knowledge

As experts, we understand ...
... but we must not fall into thinking we can
transfer our understanding directly to others.

Learning Goals/Teaching Roles

ACQUIRE	MAKE MEANING	TRANSFER
<p>This goal seeks to help learners <i>acquire</i> factual information and basic skills.</p>	<p>This goal seeks to help students <i>construct meaning</i> (i.e., <i>come to an understanding</i>) of important ideas and processes.</p>	<p>This goal seeks to support the learner's ability to <i>transfer</i> their learning autonomously and effectively in new situations.</p>
<p>Direct Instruction : In this role, the teacher's primary role is to <i>inform</i> the learners through explicit instruction in targeted knowledge and skills; differentiating as needed.</p>	<p>Facilitative Teaching : Teachers in this role engage the learners in actively processing information and guide their inquiry into complex problems, texts, projects, cases, or simulations; differentiating as needed.</p>	<p>Coaching: In a coaching role, teachers establish clear performance goals, supervise on-going opportunities to perform (independent practice) in increasingly complex situations, provide models and give on- going feedback (as personalized as possible). They also provide "just in time teaching" (direct instruction) when needed.</p>
<p>Strategies include:</p> <ul style="list-style-type: none"> • diagnostic assessment • lecture • advanced organizers • graphic organizers • questioning (convergent) • demonstration/modeling • process guides • guided practice • feedback, corrections • differentiation 	<p>Strategies include:</p> <ul style="list-style-type: none"> • diagnostic assessment • using analogies • graphic organizers • questioning (divergent) & probing • concept attainment • inquiry-oriented approaches • Problem-Based Learning • Socratic Seminar • Reciprocal Teaching • formative (on-going) assessments • understanding notebook • feedback/ corrections • rethinking and reflection prompts • differentiated instruction 	<p>Strategies include:</p> <ul style="list-style-type: none"> • on-going assessment • providing specific feedback in the context of authentic application • conferencing • prompting self assessment and reflection

SDRAWKCAB Design Process

Stage 1:
Identify desired
results.



Stage 2:
Determine
acceptable
evidence.



Stage 3:
Plan learning
experiences and
instruction.

Note though that the process is in actuality iterative and messy. This is the final design structure and not necessarily a linear process.

SDRAWKCAB Design Process

Stage 1:
Identify desired
results.



Stage 2:
Determine
acceptable
evidence.

Should be the focus
of discussion with
classroom faculty
for course integrated
instruction.

Stage 3:
Plan learning
experiences and
instruction.

SDRAWKCAB Design Process

Stage 1:
Identify desired
results.



Stage 2:
Determine
acceptable
evidence.

**Primarily the
responsibility of the
instruction librarian.**

**Course assignment is
context of course.**



Stage 3:
Plan learning
experiences and
instruction.

SDRAWKCAB Design Process

Stage 1:
Identify desired
results.



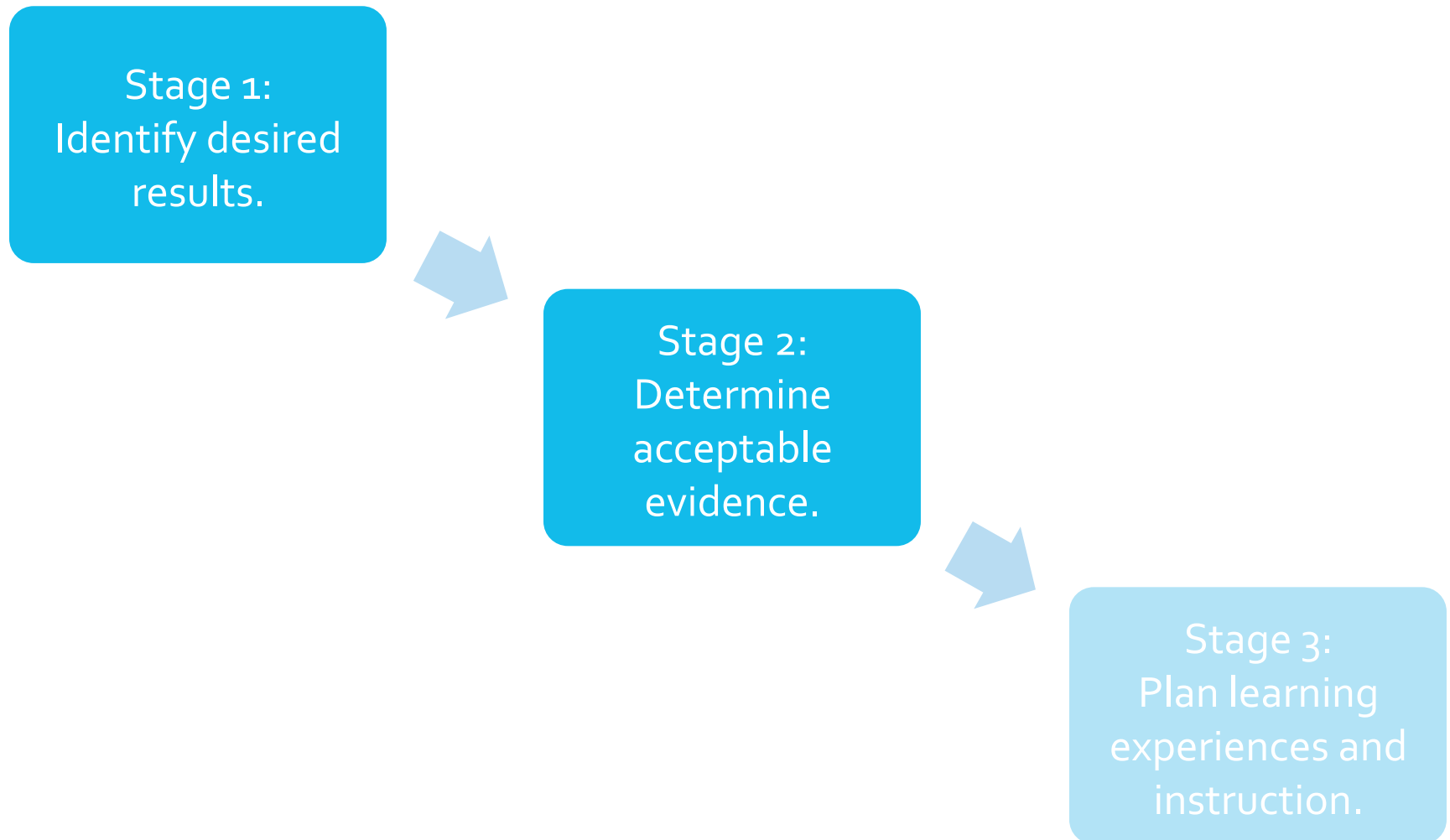
Stage 2:
Determine
acceptable
evidence.

Should be the focus
of discussion with
classroom faculty
for course integrated
instruction.

Primary use of IL
Standards and
Framework for IL.

Stage 3:
Plan learning
experiences and
instruction.

SDRAWKCAB Design Process



UbD: Stage 1 – Identify desired results.

Goals →

Understandings (Big Ideas) and Predictable
Misunderstandings →

Essential Questions (to foster inquiry, understanding,
transfer of learning) →

Learners will know and do →

Goals:

- Standards for Information Literacy Competency Standards in Higher Education
- [Framework for Information Literacy for Higher Education]

Also:

- General Education Learning Outcomes
- Major/Minor Learning Outcomes
- Graduate Attributes
- Accreditation Standards

Understandings:

Components:

- Big Ideas
- Specific Understandings
- Predictable Misunderstandings

Essential Questions:

- Stimulate ongoing thinking and inquiry
- Raise more questions
- Spark discussion and debate
- Asked and re-asked throughout unit/year/etc.
- Demand justification and support
- “Answers” may change as understanding deepens

Example:

Goals: ILS1.2: “information literate student identifies a variety of types and formats of potential sources for information”

Understandings:

- Big Ideas – Scholarly Communication Cycle; FW2: Information Creation as a Process; FW5: Scholarship as Conversation
- Specific Understandings – Peer Review and Formal Cited Sources as Defining Characteristic of Scholarly Articles
- Predictable Misunderstandings – Database Limiter; Reviewed = True; “Information Survivalism”

Essential Questions: If authority is constructed and contextual (FW1), what is the relationship of authority and information quality, credibility, and trustworthiness?

Outcomes (Know and Do):

KNOWLEDGE AND SKILLS

BE ABLE TO



Information Literacy Standards
Framework for Information Literacy
Assignment
Course Goals
Curricular Goals
Certification
Accreditation

Outcomes (Know and Do):

KNOWLEDGE AND SKILLS

- describe the peer review process as typically structured in their discipline
- explain advantages and limitations of information published through the peer review process
- describe the process for determining whether a particular article was peer reviewed
- describe reasons for their professors' requirement to cite peer reviewed sources

BE ABLE TO

- identify peer reviewed articles in a set of retrieved results from a database search
- determine whether a particular article was peer reviewed
- use peer reviewed articles as required and/or appropriate to their information-based work

Reflect on Your Outcomes

- ❑ Student is noun
- ❑ Possible formats:
 - ❑ Separate - knowledge/skill and application
 - ❑ Combine - understanding/skill IOT application
- ❑ Check for:
 - ❑ Acquire
 - ❑ Make meaning
 - ❑ Transfer
- ❑ Judge-able

SDRAWKCAB Design Process

Stage 1:
Identify desired
results.



Stage 2:
Determine
acceptable
evidence.

Reminder:
Primary use of IL
Standards and
Framework for IL

Stage 3:
Plan learning
experiences and
instruction.

QUESTIONS/COMMENTS?

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