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10-26-2018

### Finding Common Ground: Creating Community & Connections around Information Literacy

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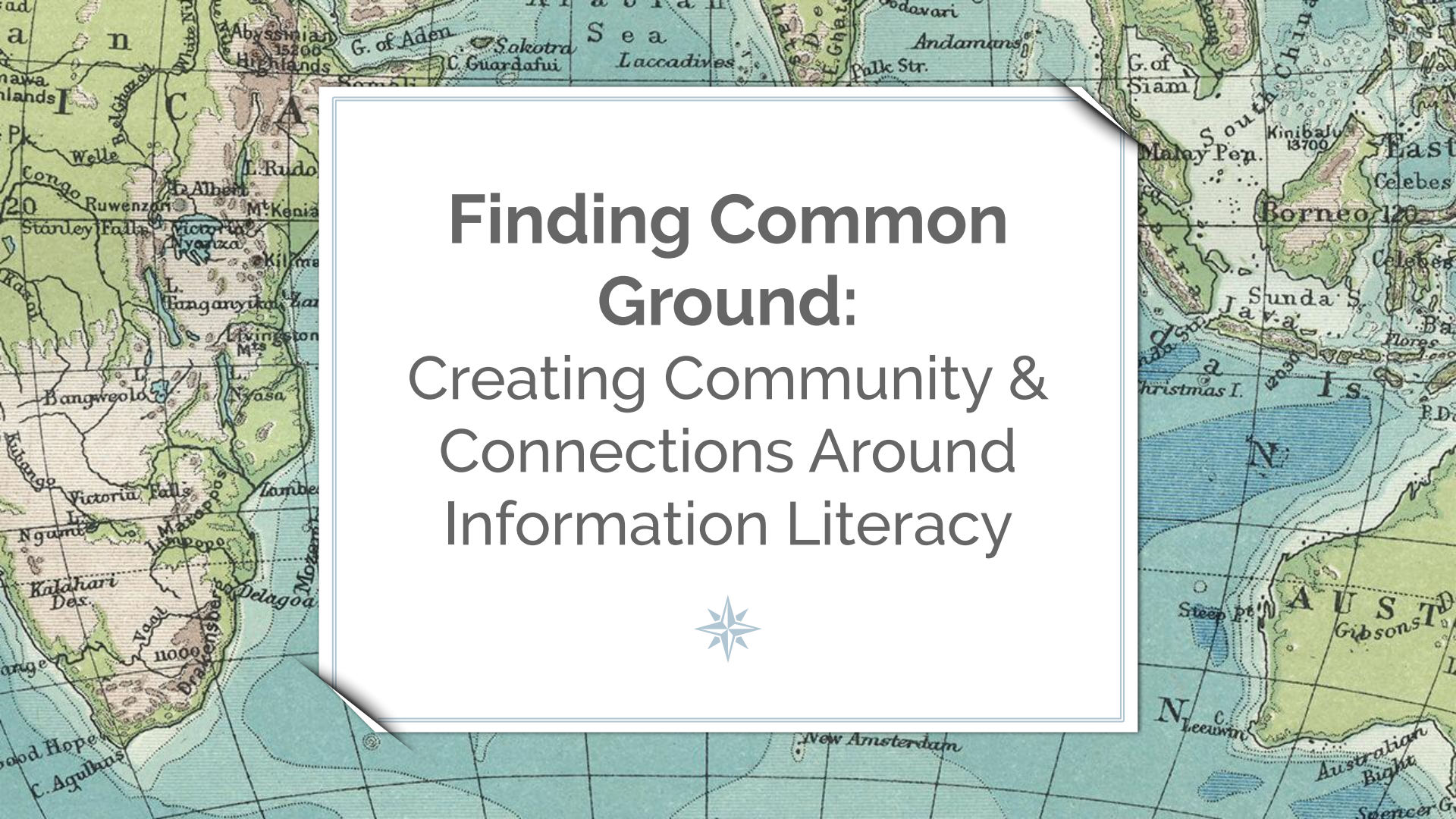
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#### Recommended Citation

Brager, Trent; Mars, Amy; and Pittman, Kim, "Finding Common Ground: Creating Community & Connections around Information Literacy" (2018). *Library Staff Publications & Presentations*. 19. [https://ir.stthomas.edu/lib\\_staffpub/19](https://ir.stthomas.edu/lib_staffpub/19)

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# Finding Common Ground: Creating Community & Connections Around Information Literacy



# Hello!



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St. Catherine  
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# Today's session:

- Identify connections between the ACRL Framework and the AASL Standards
- Learn about communities of practice and identify Framework and Standards-related examples
- Develop a personal professional development plan for ongoing learning and building collaborative relationships between academic and school librarians

# What is your comfort level with the AASL Standards ?

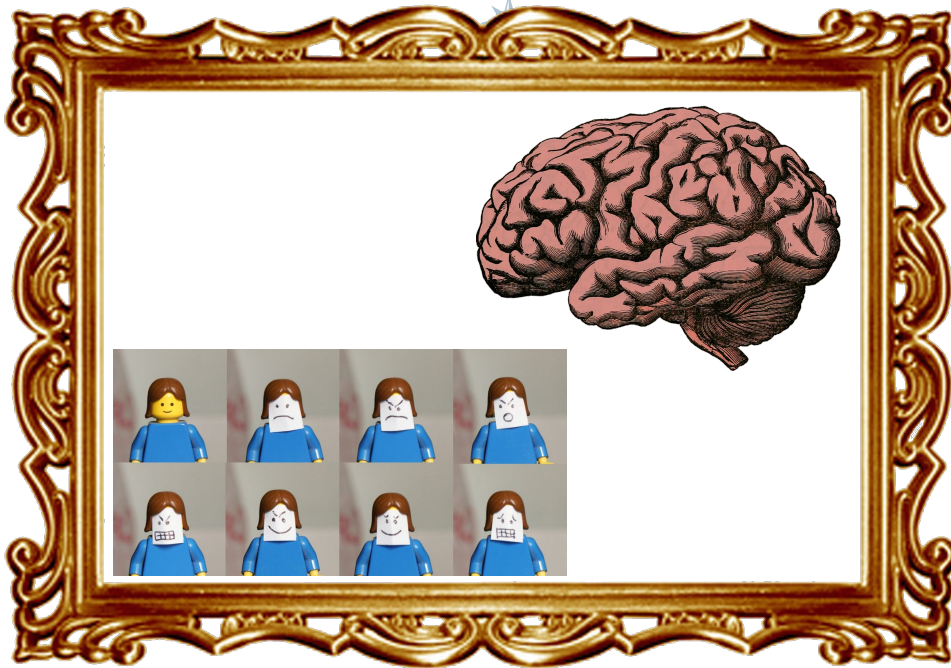


1 = first date



5 = BFFs

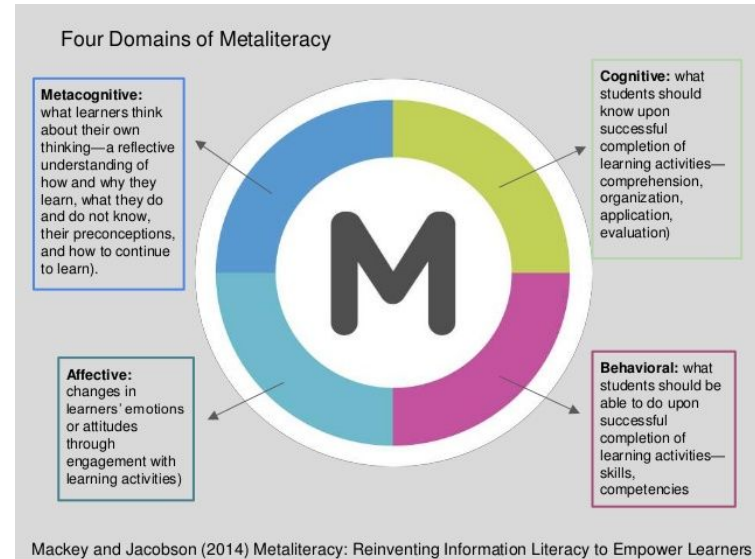
# ACRL Information Literacy Framework



# Intersections: ACRL Framework & AASL Standards

## The Learner

- Attention to different learning domains (cognitive, affective, metacognitive, etc)
- Approach learner from a growth-mindset with developmental needs in mind



# Intersections: Developmental Focus

*Novice learners may need to rely on basic indicators of authority, such as type of publication or author credentials, where experts recognize schools of thought or discipline-specific paradigms.*

-Authority is Constructed & Contextual





# Intersections: ACRL Framework & AASL Standards

## Information

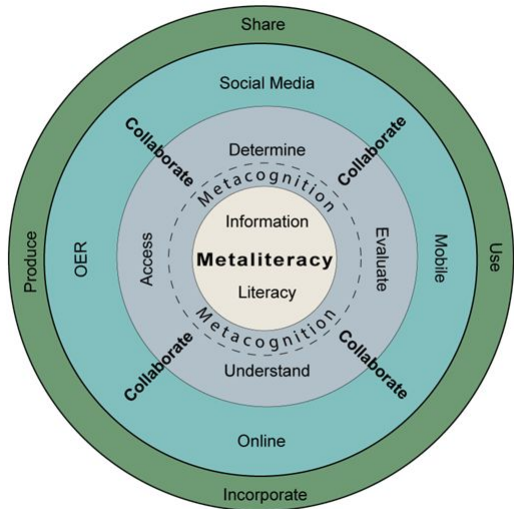


Image credit: [Mackey & Jacobson](#)

- Information is collaboratively constructed & contextual
- Acknowledge iterative, open-ended nature of research
- Expansion from information literacy to metaliteracy



# Sociopolitical Context of Information

"Learners who are developing their information literate abilities understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information."

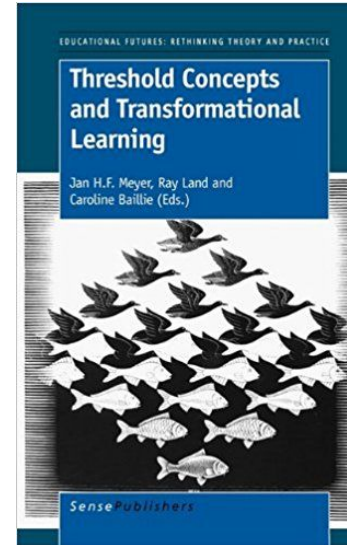
*-Information Has Value*

"An effective school library bridges digital and socioeconomic divides to affect information technology access and skill."

# Intersections: ACRL Framework & AASL Standards

## Teaching

- Shift from behavioral to constructivist teaching styles
- Focus on larger conceptual understandings vs discrete skills
- Flexible options for implementation



Meyer, Jan H. F., Ray Land, and Caroline Baillie, eds. *Threshold concepts and transformational learning*. Rotterdam: Sense Publishers, 2010.

## Flexible Options for Implementation

Neither the knowledge practices nor the dispositions that support each concept are intended to prescribe what local institutions should do in using the Framework; **each library and its partners on campus will need to deploy these frames to best fit their own situation...**

...the AASL Standards are not a curriculum; rather, they provide you with guidance and structure as you develop a curriculum tailored to your local priorities and needs.



# Information Literacy Frames & Big Questions

## Scholarship is a Conversation

- What barriers exist when entering into the conversation of scholarship (or research)?
- How can we gain greater understanding of topics by examining the connections and ongoing narratives between different scholarly pieces?
- How do responsibilities shift when participating in the conversation as consumers, critics, or creators of information?

## Research Evolves

- How could understanding of a topic be improved through uncertainty in the process of research?
- How can varying needs shape the importance of certain types of information?
- How can we know what we don't know, and how can we figure out what is *not* there?

## Authority is Contextual

- How or why do we decide if someone has authority on a topic?
- What might be expected of us as we become authorities ourselves?
- How might biases privilege some sources of authority and silence others, especially in terms of others' worldviews, gender, race, sexual orientation, socio-economic class, etc.?

## Knowledge is Co-constructed

- How can failure and mistakes help us in finding information?
- How might knowledge evolve to be co-constructed (is there such a thing as a single owner/creator of knowledge)?
- How do we critique and create information that can strengthen co-constructed knowledge within the conversation of research?

## Information is Power

- How might the use or absence of citations impact the conversation of research?
- How could information be wielded by powerful interests in ways that marginalize others?
- How could something like open access change creation, publishing, and learning?

# REFLECTION

How can these intersections help us support students transition from high school to college more effectively?





+ Gerlach 1838

+ Bellingshausen 1821



+ Bellingshausen 1821

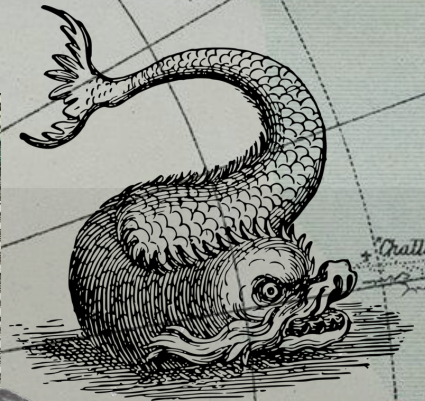
+ King Edward VII Land

Ross 1842 + Bonchgr 1823

C. Colbeck



80°



Kemp L<sup>d</sup> + Kemp 1833

+ Challenger

Kaiser Wilhelm II L<sup>d</sup>

Gauss  
Korob  
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Sabrina Land

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# What are communities of practice?

“

*Groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge or expertise in this area by interacting on an ongoing basis.*

-Wenger, Etienne, et al. *Cultivating Communities of Practice : A Guide to Managing Knowledge*. Harvard Business Review Press, 2002.



# Community of Practice Examples



Photo: <https://flic.kr/p/LmQRBc>

Local

Regional

National

# Community of Practice Examples



Photo:

<https://twitter.com/editerex/status/857993469496387200>

Local

Regional

National

# Community of Practice Examples

**23** framework things

Local

Regional

National

# REFLECTION

What communities of practice do you participate in that would help you learn more about the Standards and connect with academic librarians?



## Step 1: Brainstorm your communities of practice

Draw a circle for every community of practice you inhabit at the local, regional, & national level:



Created by Brittanee Tetzlaff  
from Minn State Project

# PROFESSIONAL DEVELOPMENT PLAN

Complete Step 2 on your handout, using <https://z.umn.edu/item18> as inspiration. Be prepared to share your plan with a neighbor!



# QUESTIONS?



<https://z.umn.edu/item>

# THANKS!



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