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Disrupting standard practices: Applying the framework for information literacy for higher education

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Disrupting Standard Practices: Applying the *Framework for Information Literacy for Higher Education*



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LFT 2016

A photograph of a rocky coastline. The ocean is a deep blue-grey color, with white foam from waves crashing against dark, jagged rocks. The rocks are in the foreground and middle ground, creating a sense of ruggedness and power. The sky is not visible, focusing the viewer's attention on the sea and rocks.

How do you feel
about disruption?



Disruption

Interrupts

**Causes
discomfort**

Change



Disruptive document =
*Framework for Information Literacy
for Higher Education*



Background

- ◉ *Information Literacy Competency Standards for Higher Education* 2000 → 25 June 2016
- ◉ *Framework for Information Literacy for Higher Education* 2016





Key elements

- Threshold concepts
 - ✓ ideas in disciplines that are "passageways"
- Metaliteracy
 - ✓ interactions with the information ecosystem
- 6 Frames





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



Information literacy: Changing definition

Standards

An information literate individual **is able to:**

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Framework

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.





Criticism, hesitation

- Jargon
- Too theoretical
- Doesn't provide a clear path
- Not measurable; difficult to assess
- Programmes built on Standards

This is what librarians
have been doing all
along!



Praise, excitement

- Vocabulary to describe meaningful aspects of information literacy
- Recognizes complex nature of current information environment
- Provides strategies to approach information literacy meaningful ways
- Allows for local and individual contexts



Approach

Change in teaching source selection and evaluation

Learning
outcomes

- Evaluate information and its sources critically

Lecture

- Why students need to evaluate sources, especially web sources, and what criteria to use

Activity

- Apply pre-determined, specific criteria to evaluate an information source

Group activity:
Read an excerpt
of an article.
List types of
authorities who
weren't included
and theorize why.

Frame:
Authority is
constructed
and
contextual

Discussion: Are there
different standards of
authority? What
influences perception
and definitions of
authority?

Discussion: How
would you describe
an authority in your
discipline? How might
this differ from other
disciplines?

Assignment: Students explain how
one of the sources they use in their
assignment strengthens their work;
they list sources they didn't use
and explain why.



Complex and
connecting paths

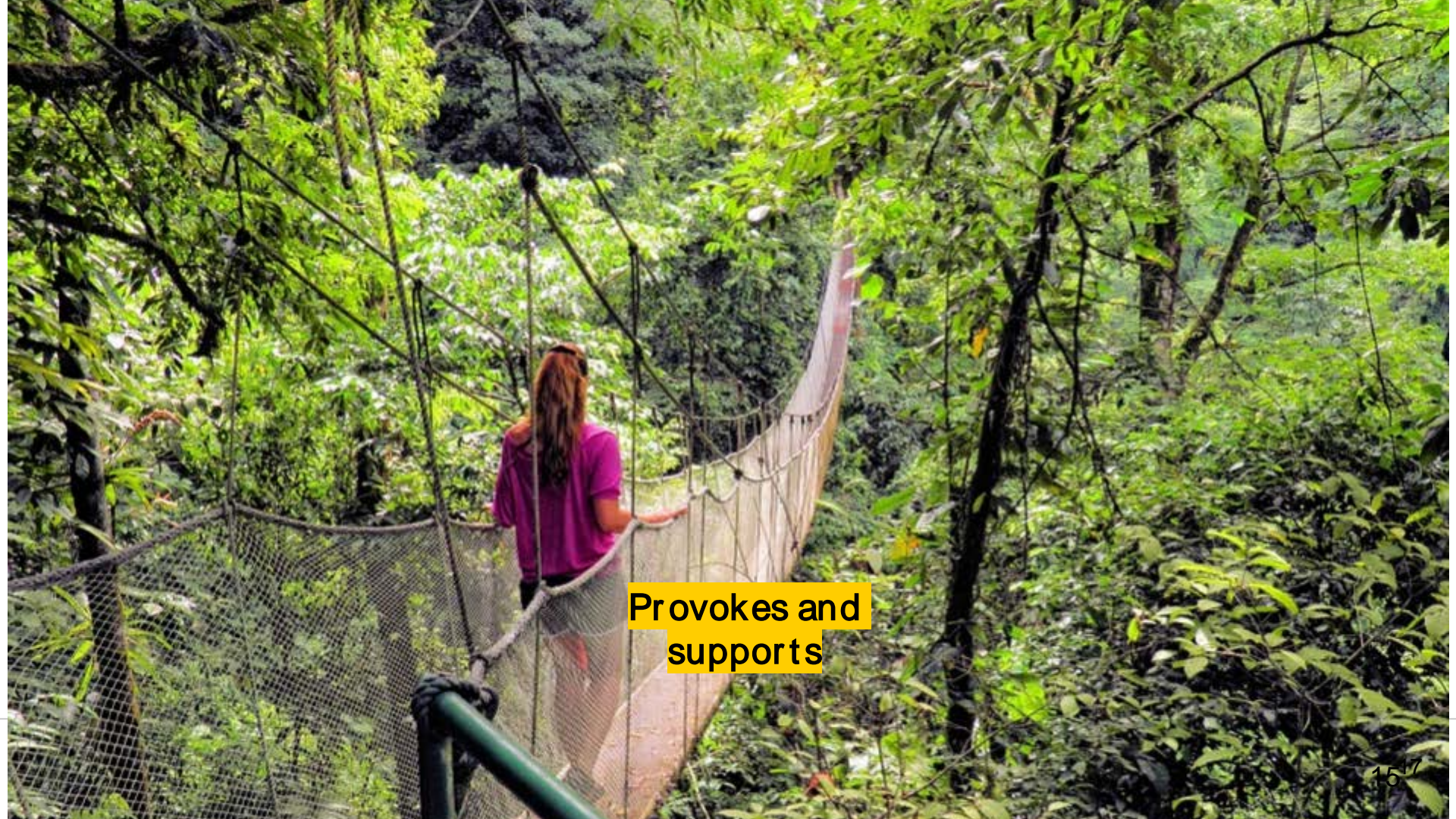


Disruption

Interrupts

**Causes
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Change



Provokes and supports



Provokes

- Changes model we've used for 15 years
- Challenges our approach teaching information literacy
- Redefines core component of our profession



Supports

- Formal document by respected professional organization
- Acknowledges the increasing complexity of information environment, common language
- Allows for local contexts



Smart libraries - **DEMONSTRATE**

- Timely and relevant
- Adapt to new situations and environments
- Fit local and individual contexts
- Experts who teach complex concepts



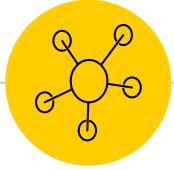
**We aren't smart
unless we benefit
our users**





Smart users - CAN

- Embrace a-ha! moments
- Grapple with complex concepts
- Interact with the information environment
Creatively, effectively, ethically
To make decisions; succeed in schools and careers



What next?



Thank you!

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