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

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LFT 2016

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.

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

Frame: Authority is constructed and contextual

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.

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

Complex and
connecting paths

Disruption

Interrupts

Causes discomfort

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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