

## Framework Map: ACRL<sup>1</sup> to AASL

### 1. Authority is Constructed and Contextual

- 1.1. Define different types of authority (**A.II.2, A.VI.3, D.V.3**)
- 1.2. Determine credibility of sources based on tools or indicators (**A.II.2, A.V.2, A.VI.3, B.IV.3**)
- 1.3. Recognize disciplinary constructs of authority, as well as possibility of challenging these norms (**A.VI.3, B.IV.3**)
- 1.4. Recognize that authoritative content may be packaged formally or informally, and may include sources of all media types (**A.V.1, A.VI.3, B.IV.1, B.IV.2, C.II.1, C.II.2, C.III.2, C.VI.2**)
- 1.5. Recognize responsibilities of developing of own authority (seeking accuracy, reliability. Respect intellectual property) (**A.VI.3, B.VI.3**)
- 1.6. Demonstrate an awareness of the increasingly social nature of info ecosystem where authorities actively connect w/each other, and sources develop over time (**A.II.1, A.III.2, A.VI.3, B.II.1, B.III.2, B.IV.2, C.II.1, C.II.2, D.III.2**)

### 2. Information Creation as a Process

- 2.1. Articulate capabilities/constraints of info developed through various processes (**A.IV.2, A.V.2, A.VI.3, B.I.3**)
- 2.2. Assess the fit between info product's creation process and a particular info need (**A.IV.2, A.V.1, B.I.2, B.I.3, B.III.1**)
- 2.3. Articulate traditional and emerging processes of info creation and dissemination in a particular discipline
- 2.4. Recognize that info may be perceived different based on format (**A.V.1, B.I.3, C.VI.2**)
- 2.5. Recognize implications of info format that contain static or dynamic content (**B.I.3**)
- 2.6. Compare value of info products in varying contexts (**A.VI.3, B.IV.1**)
- 2.7. Transfer knowledge of capabilities and constraints to new types of info products (**B.I.3, B.III.1**)
- 2.8. Develop during creation process an understanding that author choices impact future uses and interpretations of info product (**A.VI.1, B.I.3, B.III.1**)

### 3. Information Has Value

- 3.1. Integrate original ideas of others into own work, giving credit through proper attribution and citation (**A.I.2, A.VI.1, A.VI.2, B.II.3, B.III.2, B.VI.1, B.VI.2, D.VI.2**)
- 3.2. Demonstrate an understanding that intellectual property is a legal and social construct that varies by culture (**A.VI.2, D.VI.2, D.VI.3**)
- 3.3. Articulate purpose and distinguishing characteristics of copyright, fair use, OA, and the public domain (**A.VI.2, C.VI.1, D.VI.2, D.VI.3**)
- 3.4. Consider how/why individuals or groups may be underrepresented/systematically marginalized w/in systems that produce/disseminate info (**A.VI.3, B.II.1, B.IV.2, C.III.2, D.VI.2**)
- 3.5. Recognize issues of access or lack of access to info sources (**D.VI.2**)
- 3.6. Decide where/how info is published (**A.VI.1, B.III.1, C.I.4, D.VI.2**)

---

<sup>1</sup> ACRL frames and knowledge practices adapted from the "Framework for Information Literacy for Higher Education", American Library Association, February 9, 2015.  
<http://www.ala.org/acrl/standards/ilframework>

- 3.7. Discuss how commodification of personal info and online interactions affects info they receive, produce, or disseminate online **(A.VI.2, B.III.1, D.VI.1, D.VI.2)**
- 3.8. Act in full awareness of issues related to privacy/commodification of personal info in online environments **(A.VI.1, A.VI.2, D.VI.1, D.VI.2)**

#### 4. Research as Inquiry

- 4.1 Formulate questions for research based on info gaps or reexamination of existing, possibly conflicting info **(A.I.1, A.III.1, A.V.2, A.V.3, B.I.2, B.V.1, C.V.1, D.I.1, D.I.2, D.I.3, D.I.4, D.V.2)**
- 4.2 Determine appropriate scope of investigation **(A.IV.1, A.V.3, B.I.1, B.I.2, B.IV.1, B.V.1, C.V.2, D.I.1, D.I.2, D.I.3, D.I.4, D.V.2)**
- 4.3 Focus scope of investigation by breaking complex research questions into simple ones **(A.V.3, B.I.2, B.V.1, D.I.1, D.I.2, D.I.3, D.I.4, D.V.2)**
- 4.4 Use various research methods based on need, circumstance, type of inquiry **(B.I.2, B.V.1, D.I.1, D.I.2, D.I.3, D.I.4, D.V.2)**
- 4.5 Analyze gathered info and asses for gaps or weaknesses **(A.III.3, A.V.2, A.V.3, B.I.1, B.I.2, B.V.1, C.IV.3, D.I.1, D.I.2, D.I.3, D.I.4, D.IV.1, D.V.2)**
- 4.6 Organize information in meaningful ways **(A.V.3, B.I.2, B.IV.4, B.V.1, C.II.1, C.II.2, D.I.1, D.I.2, D.I.3, D.I.4, D.V.2, D.VI.1)**
- 4.7 Produce works that synthesize ideas gathered from multiple sources **(A.I.2, A.V.3, B.I.2, B.IV.1, B.V.1, D.I.1, D.I.2, D.I.3, D.I.4, D.IV.2, D.V.2)**
- 4.8 Formulate reasonable conclusions based on the analysis and interpretation of info **(A.V.3, B.I.2, B.V.1, C.II.1, C.II.2, C.III.1, C.V.3, D.I.1, D.I.2, D.I.3, D.I.4, D.IV.2, D.IV.3, D.V.2)**

#### 5. Scholarship as Conversation

- 5.1. Cite the contributing work of others in own info production **(A.VI.1, B.II.3, B.III.2, B.VI.1, B.VI.2)**
- 5.2. Support the scholarly conversation by contributing at the appropriate level (online community, poster session, UG research journal, etc.) **(A.III.2, B.II.1, B.III.1, B.III.2, C.I.1, C.I.3, C.II.1, C.II.2, C.III.1, C.IV.2, C.V.1, C.V.2, C.V.3, C.VI.1, C.VI.2, D.III.1, D.IV.3, D.VI.3)**
- 5.3. Identify barriers to entering scholarly conversation via various venues **(B.II.1, B.IV.2, C.VI.2)**
- 5.4. Critically evaluate contributions made by others in participatory info environs **(A.II.1, A.II.2, A.IV.3, A.VI.3, B.II.1, B.II.2, B.IV.3, C.I.1, C.I.2, C.II.1, C.II.2, C.IV.1, C.IV.3, D.III.2, D.VI.3)**
- 5.5. Identify contribution that particular works make to disciplinary knowledge **(A.III.2)**
- 5.6. Summarize the changes in scholarly perspective over time on a particular topic in a specific discipline **(A.III.2, C.1.1)**
- 5.7. Recognize that a given scholarly work may not represent the only or majority perspective on an issue **(A.II.1, A.II.2, A.II.3, A.V.2, B.II.1, B.IV.1, B.IV.3)**

#### 6. Searching as Strategic Exploration

- 6.1. Determine initial scope of task required to meet info needs **(A.IV.1, A.V.3, B.I.2, B.V.1, B.V.2, D.I.1, D.I.2, D.I.3, D.I.4, D.V.2)**
- 6.2. Identify interested parties who might produce info about topic, then determine how to access that info **(A.IV.2, A.V.1, A.V.3, B.I.1, B.I.2, B.V.1, B.V.2, C.V.2, D.I.1, D.I.2, D.I.3, D.I.4, D.V.2)**
- 6.3. Employ divergent and convergent thinking when searching (i.e. brainstorming then selecting) **(A.V.3, B.I.2, B.V.1, B.V.2, D.I.1, D.I.2, D.I.3, D.I.4, D.V.2)**

- 6.4. Match info needs and search strategies to appropriate search tools (**A.IV.3, A.V.3, B.I.1, B.I.2, B.V.1, B.V.2, D.I.1, D.I.2, D.I.3, D.I.4, D.V.2**)
- 6.5. Design/refine needs and search strategies as necessary based on search results (**A.V.3, B.I.2, B.V.1, B.V.2, C.I.3, C.III.1, D.I.1, D.I.2, D.I.3, D.I.4, D.V.1, D.VI.1**)
- 6.6. Understand how info systems are organized in order to access relevant info (**A.V.3, B.I.2, B.V.1, B.V.2, D.I.1, D.I.2, D.I.3, D.I.4**)
- 6.7. Use different types of searching language appropriately (**A.V.3, B.I.2, B.V.1, B.V.2, D.I.1, D.I.2, D.I.3, D.I.4**)
- 6.8. Manage searching processes and results effectively (**A.V.3, B.I.2, B.V.1, B.V.2, D.I.1, D.I.2, D.I.3, D.I.4, D.VI.1**)



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/) by Becca Neel.