Framework Map: ACRL\textsuperscript{1} 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)

\textsuperscript{1} 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)


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.IIII.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.I.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)
6.6. 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)