UNDERSTANDING

the ACRL Framework for Student Learning

Merinda Kaye Hensley
PA Forward Information Literacy Summit
July 29, 2015
The ACRL Framework is less a way of revolutionizing how we think and more an effort to accurately reflect how we DO think.

Elizabeth Berman
University of Vermont and Task Force Member
#nelig
The real task for libraries in treating information literacy seriously lies not in defining it or describing it, but in developing a critical practice of librarianship — a theoretically informed praxis.

James Elmborg
In theory there is no difference between theory and practice. In practice there is.

Yogi Berra
• transformative
• irreversible
• integrative
• bounded
• troublesome
• transformative
• irreversible
• integrative
• bounded
• troublesome
tool-based teaching
concept-based teaching
examine the Framework
write learning outcomes
decide how to assess
instructional design
consult
rinse, lather, repeat
BIOLOGY BOOT CAMP
format as process
Annotated bibliography
brought to you by the letters TC:
http://www.ala.org/acrl/issues/infolit/teaching/thresholdbib

Threshold Concepts:
Undergraduate Teaching, Postgraduate Training and Professional Development
A short introduction and bibliography
http://www.ee.ucl.ac.uk/~mflanaga/thresholds.html
Alexandria Proclamation

Information Literacy lies at the core of lifelong learning. It empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion of all nations.
OBJECTIVES

Cognitive
What do you want your students to know?

Affective
What do you want your students to think/care about?

Behavioral
What do you want your students to be able to do?

http://www.library.illinois.edu/infolit/learningoutcomes.html
Founded in 1989 with funding from the Stewart S. Howe Foundation endowment, the Student Life and Culture Archives collects, preserves, and makes available materials documenting fraternity and sorority history nationally and all aspects of student experience at the University of Illinois.
AUTHORITY IS CONSTRUCTED & CONTEXTUAL
TEACHING INFORMATION LITERACY

THRESHOLD CONCEPTS
LESSON PLANS FOR LIBRARIANS

Edited by Hazel McClure
Patricia Bravender
Gayle Schaub
1. What is a bottleneck to learning in this class, a place where many students consistently fail to master crucial material?

2. How do students get past this bottleneck?

3. How can I explicitly model these operations for students?

4. How can I give my students an opportunity to practice and get feedback on each of these operations?

5. How can I motivate students and address the affective side of learning?

6. How can I tell whether students have mastered these operations by the end of the process?

7. How can I share what I have learned with others?
NOT JUST WHERE TO CLICK
TEACHING STUDENTS HOW TO THINK ABOUT INFORMATION

Edited by Troy A. Swanson and Heather Jagman
I am hopeful, not out of mere stubbornness, but out of an existential, concrete imperative.

Paulo Freire
LIMINAL SPACE
You will never be able to prove a student crossed a threshold. There. I said it. #acrlframework
SUCCEED
Gain understanding to help your students become active participants in the information ecosystem.

Learn More

https://thresholdachievement.com
Join the listserv:
http://lists.ala.org/sympa/info/acrlframe

Watch the website:
http://acrl.ala.org/framework/
Critically reflective practice

Autobiography
Peer feedback
Student feedback
The literature
Laura Hanlan
@lrob143

Learning how to teach is a lifelong endeavor. And our students, in many ways, teach us how to teach. #nelig

9:46 AM - 12 Jun 2015
Transitions

**Instruction**
Direct student contact
Everyday interactions with learners
Limited involvement
In the classroom
Library service provider

Librarians’ expertise
Influence assignment design
Engagement in course design
Partner with faculty

**Consulting**
Instructional design

From Carrie Donovan
Indiana University and Past Chair of ACRL Student Learning and Information Literacy Cmte
It is a fundamental responsibility for us as educators to embrace a commitment to a more holistic information literacy that can make a difference in the world. The world cries for it. But how do we teach it?

Dane Ward


Swanson, Troy A., and Heather Jagman. 2015. Not Just Where to Click: Teaching Students How to Think About Information. Chicago: ACRL.


Merinda Kaye Hensley
University of Illinois at Urbana-Champaign
ORCID 0000-0002-8567-8317
mhensle1@illinois.edu
ACRL Framework Advisory Board

Specific Tasks:
- To review and assess progress on the Framework implementation plan.
- To offer a strategic overview for future directions for research and practice.
- To advise on and participate in the development and use of the “sandbox” repository for Framework examples and experimentation and to promote communication by contributing to the Framework website and listserv.

Advisory Board Members, 2015-2017
- Sharon Mader, Chair (ACRL Visiting Program Officer for Information Literacy)
- Tish Hayes (Information Literacy Librarian, Moraine Valley Community College, Palos Hills, IL)
- Susan Miller (Past Chair, ACRL Instruction Section, 2012-2013)
- Leslie L. Morgan (First Year Studies Librarian, Notre Dame University)
- Nicole Pagowsky (Assistant Librarian, University of Arizona)
- Donna Witek (Public Services Librarian and Associate Professor, University of Scranton)