decoding format as a process with the information cycle

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Welcome, Once More

Thank you for taking the time to read and respond to the revised draft Framework for Information Literacy for Higher Education. The Information Literacy Competency Standards for Higher Education, adopted by the Association of College and Research Libraries (ACRL) in 2000, have become an essential document related to the emergence of information literacy as a recognized learning outcome at many institutions of higher education. These, like all ACRL standards, are reviewed cyclically. In June 2012, the ACRL Board of Directors approved a unanimous recommendation that they be a significantly revised.

We co-chair a task force charged with creating the Framework and have been working since March 2013. The group reflects some of the best minds in the library profession currently working in the area of information literacy. It also includes experts from other parts of higher education and an accrediting agency. Find out more about the task force members, our charge, our process, and interim reports to the ACRL Board at http://acrl.ala.org/ilstandards/.

We have had a great deal of interest in, and response to, the first and second parts of the initial draft Framework for Information Literacy for Higher Education, released on February 20 and April 4, 2014. Feedback from educators and librarians has been instrumental in our development of this revised document. We will be sharing our final framework in late 2014 and hope you will find it as educationally productive as we do.
scholarship is a conversation
research as inquiry
authority is constructed and contextual
format as a process
searching as exploration
information has value
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LST083S

Fall 2012

Class Meetings:
1. Library Basics
2. Subject Research
3. “Critical Thinking”
4. Choosing a Topic
5. Bibliographic software
6. Research Ethics
7. New Media
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Fall 2014
Class Meetings:
1. Social Media
2. News
3. Feature Articles
4. Scholarly Articles
5. Books
6. Reference Works
7. Your Research Process
plans  moderates  evaluates
learning
• facts
• practiced behaviors

can teach!

before
vygotsky

develop on
their own
we guess

intellectual development
• IQ
• critical thinking skills
learning
• facts
• practiced behaviors

can teach both!

WRONG!

intellectual development
• IQ
• critical thinking skills
we take devotion to cause that from dead increased that
dead honored they gave measure for the last full of devotion
that
dead shall have died not in vain that
nation shall have birth under a new of freedom
and that
government shall perish for people from the earth the people the
and by people the
we resolve highly here
that
remaining
the great for us
the task here to
be dedicated to it that
rather for us
The Information Cycle

...how today's events are tomorrow's information.
contextual vs cultural
praxis
first: session objectives

will they have their topics?
second: course objectives
second: course objectives

experience. syllabus.

instructor input.
third: time

learning objects are your friends.
format as a process

• cultural tool
  – provides framework to develop metacognition

• easily inclusive of other threshold concepts
  – scholarship is a conversation
  – authority is contextual

• fluid in the classroom
• slide 2: percolatedparadox.blogspot.com
• slide 4: kristenpham.com
• slide 5/6/7: flickr user arselectronica
• slide 10: corbisimages.com
• slide 11: leanitup.com
• slide 13: utulsa.edu
• slide 14: darkroastedblend.com
• slide 15: shutterstock.com
• slide 17: crownandsickle.org
• slide 18/20: wikimedia.org
• slide 21: forchange.com
• slide 22: enlight8.com
• slide 23: german-latin-english.com
• slide 24: libraries.psu.edu
• slide 26: ups.com

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