

Information Literacy: Reaching Across the Academic Divide

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Information Literacy Competency Standards for Higher Education (2000)

Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

- 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

Definition from [ACRL 2015 Framework of Information Literacy for Higher Education](#)

“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.”

“A prominent change in the new Framework is that it is less of a prescriptive checklist for the kinds of distinct skills we expect from an information-literate student, and more of a conceptual understanding of the information and research environment.”

--Boston College Newsletter <http://www.bc.edu/libraries/newsletter/2014fall/transformativ.html>

6 Frames of I.L.

[Framework for Information Literacy for Higher Education, 2015. ACRL](#)

metacognition

metailiteracies



PDF or PPT of graphic available at [PCC Library](#)



The Frames are presented alphabetically (i.e. not in sequence)

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

Six Frames contain:

- Knowledge practices
- Dispositions for each

Searching as Strategic Exploration

Realize that information sources vary in content, format, and relevance to your needs, depending on the nature of your search and the scope of your research.
Be flexible and understand that your first attempts at searching are just the starting point.
Keep asking questions!

What questions are you asking to direct your information search?

What is the scope of your research?

What type(s) of information do you need?

Who might produce this information?
(e.g. scholars, organizations, governments)

Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.
(ACRL Framework for Information Literacy for Higher Education, 2015)

Bucknell University
Bertrand Library
Research Services, 2015



Links and PPT poster:

Bucknell University. Bertrand Library. Research Services,
2015

<http://researchbysubject.bucknell.edu/framework/auth>

Searching as Strategic Exploration

“Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.”

Knowledge practices of frame 6

- determine the initial **scope** of the task required to meet their information needs;
- identify interested parties, such as scholars, organizations, governments, and industries, **who might produce information** about a topic and then determine how to access that information;

- utilize **divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching;**
- match information needs and search strategies to appropriate search tools;

- design and **refine** needs and search strategies as necessary, based on search results;
- understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information;
- use different types of **searching language** (e.g., controlled vocabulary, keywords, natural language) appropriately;
- manage searching processes and results effectively.

Timeline (and some controversy)

Feb. 2016: *Framework for Information Literacy for Higher Education* adopted by Association of College and Research Libraries (ACRL)

June 2016: ALA “rescinded” [Information Literacy Competencies \(of 2000\)](#)

November 2016: [The Framework is Elitist](#), *Dickinson Scholar*, by Christine Bombaro

[Is the Framework Elitist? Is ACRL?](#) *Information Wants to Be Free*, by Meredith Farkas

Dec 2016: launch of Framework for Information Literacy [Sandbox](#)

July 2017: Info Lit Competencies will be “taken from” ALA/ACRL website

Change in focus and purpose

- “Information landscape”
- Threshold concepts
- Metaliteracy
- Authority by construction not container
- Inquiry is emphasized
- Information seeker becomes content provider

Consequences and implications of the Framework

- Abstract and conceptual; unprioritized; not tied to metrics
- Collaboration with discipline instructors for info lit ever more essential
- Backwards engineering to K-12 requires concept building
- Inquiry requires iterative practice of critical thinking challenges

Portland Community College, Information Literacy Program

Faculty status

- Responsible for teaching information literacy sessions for courses across the curriculum
- one-to-one instruction at the Research Help desk

Successful practices

- Instruction request database (WordPress)
 - Upload documents such as handouts and assignments, space to write in reflections & notes
 - Open to all librarians to search for instruction session preparation
 - Statistics by unique course section number

- In-class instruction sessions
 - 692 instruction sessions last year, reaching 16198 students
- 1-credit courses, LIB 101 and 127

- Curriculum mapping - 154 guides for courses with Info Lit course outcomes (LibGuides by LibApps)

- Subject guides
 - Automatically linked to distance learning courses
 - 122 subject guides

Practices we hope to implement

- More data analysis for student learning assessment
- More peer mentoring of librarians, for instructional improvement and course development for both in-class instruction and LIB course instruction

Assess our outreach to subject area faculty

- Are instructors for courses with Info Lit course outcomes communicating with librarians?
- Is outreach needed to instructors for these courses?
- What kind of research assignments are they using? Do they need professional development or support?

Metacognitive Information Literacy Assessment (MILA)

Develop a self-assessment of I.L. strategies inspired by the MARSI (Metacognitive Awareness of Reading Strategies Inventory)

- More about this at the ILAGO Info Lit Summit, by Sara Robertson and others

Strengths and weaknesses for first year college

The readiness for inquiry and research skills varies widely, since our student population includes so many categories:

- Adult returning students with long interval since last schooling
- High school graduates
- Part-time students
- Career/Technical students (trades)
- ESOL
- ABE/DE

“first year” expect a linear, quick process

- Underestimate the value of their own knowledge
- Show weak topic development skills at all levels, including high school graduates
- Initially use binary (false dichotomy) thinking, looking to identify "the right" answer
- Often confuse an information community as "more real" or reliable, than academic sources
- Do not recognize nor use indicators of authorship on web pages

Potential remedies

Information literacy curriculum throughout K-12

- *In addition* to Common Core curriculum
 - Professional development of K-12 teachers
 - Teaching librarians for curriculum and lesson plan development and support in K-12
- Practice for developing habits of mind for critical thinking, metacognition, reflectiveness, and analysis needed for inquiry

Community college info lit

Topic development, with metacognition practice, for each Info Lit instruction session

Use of pedagogy such as *Reading Apprenticeship* to use social and personal dimensions to self-assess, and share, one's comprehension and questions

Community college info lit

- Transition from structured topics, and mediated sources (such as SIRS Knowledge Source and Opposing Viewpoints)
- Teach development of search strategy as concept/keyword (v. matching)
- Practice identifying indicators of authorship and purpose of *all kinds* of sources

Communication K-16

1. K-12 and public librarians at ILAGO
2. College librarians should review the impressive work of the OASL Grade Bands

Communication K-16

Find opportunities to share with English, Composition, Writing instructors at college level:

- Scaffolding that required to bridge the gaps in experience and understanding for information literacy as an academic literacy
- De-emphasize the “container” or “label” limiters
- Emphasize indicators for authorship, authority, and viewpoint

Communication K-16

- Develop awareness of the "threshold concepts" within disciplines for discipline specific inquiry and search strategies (i.e., what are the parts of a biology journal article?)
- OLA and ILAGO continue to advocate for I.L. curriculum in K-12, and by extension, the hiring of qualified teaching librarians for K-12