ACRL Framework: Theory & Applications

Omer Farooq, Ph.D.
Social Sciences Librarian
University of Nebraska at Omaha
IL in Higher Education

IL: From ACRL Standards to Framework

Characteristics of the Standards: Prescriptive, skill-based

Critiques of the Standards: Positivistic, extract and record

Dynamic information landscape

IL redefined: Integrated abilities, reflective discovery, participation (ACRL, 2000; 2015; Foasberg, 2015)
Framework: Theoretical Foundation

6 Frames, each outlining a threshold concept central to IL

Metaliteracy: Domains of affective, behavioral, cognitive, metacognitive

Associated knowledge practices and Dispositions (ACRL, 2015)

(Graphic from Syvälahti & Asplund, 2017)
What’s So Meta About Metacognitive?

Metacognitive engagement with information: A BIG assumption

Role of motivation in information seeking behavior
(Several ISB theorists including Kuhlthau, Wilson, Heinström)
Educational Motivation: Things Get Messy!

So tell me about your epistemic motive...

We can take a graduate level seminar on each of these

Sustained metacognitive engagement takes considerable effort

(Schunk & Zimmerman, 2012)
APPLICATIONS OF THE FRAMEWORK
Designing a 3-Credit Course

Context and needs analysis

Each Frame as a module

Backward design: SLOs, assessment, Instructional material, OERs, emphasis on the theoretical foundations of the Framework
Examples of SLOs and Assignments

Information rights: Intellectual rights & privacy rights

Google Books copyright case
Privacy software review
Identifying stakeholders
Examples of SLOs and Assignments

Information need: Context and platform

Research questions: The good, the bad, and the ugly

Research question brainstorm What makes them good, bad, or will not fly?
Examples of SLOs and Assignments

Focus on platforms: databases & search engines

Search strategy quiz

Reflection on search process, platforms, trail, dead ends, revised RQ, description of sources
Examples of SLOs and Assignments

MIDTERM: PERSUASIVE LETTER TO A STAKEHOLDER

Information inequality, digital divide, lack of access

Persuasive letter to a stakeholder in a position of power

Arguments substantiated by research
Examples of SLOs and Assignments

Format, process, and delivery

What’s format got to do with it?

Value of examining different formats of information for specific information needs
Examples of SLOs and Assignments

Evaluating information sources

Determinants of authority, expertise

Reflection: What is your expertise?

AUTHORITY IS CONSTRUCTED AND CONTEXTUAL
Examples of SLOs and Assignments

Scholarly communication and Social Media

Blogs as a starting point, venues of information exchange

Citation chaining using Google Scholar
Examples of SLOs and Assignments

FINAL PROJECT:
ANNOTATED BIBLIOGRAPHY
A HYPOTHETICAL WORKPLACE SCENARIO

- Annotated bibliography and presentation
- Proposed solution/s to a workplace scenario based on research
- Constructive feedback from classmates/colleagues
A Self-Reflection

Focus on key concepts, not just the skills, not enough time to connect

Learning techniques: elaborative prompts, self-explanation, distributed practice (Dunlosky et al., 2013)

Threshold concepts: Pre-liminal and post-liminal stage (Mayer & Land, 2003)

TRANSITION FROM TEACHING FULL-SEMESTER COURSE TO TEACHING ONE-SHOT
Research and Practice: A Much-Needed Synergy

THE TROUBLE WITH THE FRAMEWORK

Abstract, nebulous frames; a departure from prescriptive, enumerative, global SLOs

Little research on instructional design, assessment approaches in different contexts

A guiding documents, intellectual entertainment, or beginning of a paradigm shift?
Your Thoughts...

FRAMING THE FRAMEWORK

How do you see the Framework guiding your practice?

Research as Inquiry knowledge practices

Moving forward: One-shot vs. semester long courses vs. multiple courses
THANK YOU!

Omer Farooq, Ph.D.
ofaroog@unomaha.edu
University of Nebraska at Omaha


