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Re-thinking Information Literacy Instruction with the ACRL Framework

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Re-thinking Information Literacy
Instruction with the
*ACRL Framework for
Information Literacy for Higher
Education*

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What we will do today...

- Look at two examples of “re-thinking” information literacy instruction with the Framework
- Analyze a Frame
 - Examine the Frame’s knowledge practices
 - Perform a Task Analysis for an assignment
 - Relate tasks to the Frame’s Knowledge Practices

Example from the field: ENG 1020 (Gen Ed)

Hi Judith,

We're looking forward to your visit! Your agenda for the day sounds great. Two things did come up in practicum yesterday and your thoughts would be really helpful.

Scholarship as conversation

I'm interested in helping 1020 students see their chosen topics as genealogies or maps of ideas, writers, and events, rather than just discrete packets of information isolated from time and space. So as we teach students how to find credible sources, it would be helpful to hear any suggestions you have about how students can use the sources they find, not just as sources of information, but as markers of an unfolding conversation about the given topic. In terms of students' searches specifically, I'm thinking about how students use publication dates, source titles, and information about how other sources have cited a particular item as possible markers that students can work with in constructing their maps.

Second, we want to help students move from mainstream sources to more specialized, academic sources. The image I have in mind is an iceberg in that when we see an article about human cloning, for example, we want students to understand the topic's mention in a mainstream source likely represents a much deeper, broader consideration of that topic by scholars and other experts. I'm sure our instructors will be talking about the difference between mainstream and academic sources in our classes with students but anything you could add to help us with that conversation would be great.

Scholarly article, peer review

Pilot Project (10 sections)

- Incorporate Framework language
- Importance of pre-work
- Focus on article databases
- Use worksheet

ENG 1020 Pilot (Fall 2015)

Information Literacy Outcomes (extracted from ENG 1020 Research Outcome):

Students who complete an ENG 1020 library instruction session will...

- Find contextually appropriate resources to answer their research question
- Use library databases appropriate to the assignment
- Search library databases efficiently, using keywords and database features effectively, understanding that *searching is strategic exploration*
- Evaluate information critically and contextually
- Gain an understanding of *research as inquiry and scholarship as a conversation*

Pre-work:

- Students will watch videos introducing the librarian and the library homepage

Session Outline

1. Introductions
2. ENG 1010/1020 Research Guide (Students should already be familiar with this but emphasize the role of the subject guide for all research projects.)
3. The research question—solicit 2-3 examples from students
4. Article databases

Definition: What is an article database?

5. Demo of Proquest Research Library

Advanced Search

Keyword Searching, alternate terms [documenting the search process]

AND, OR

Post search limiters

“scholarly/peer-reviewed”

Getting full-text (ILL, document delivery)

6. Worksheet, Part I (*Searching as strategic exploration.*)

The top screenshot displays the 'Your Liaison Librarian' page. It features a video player with a play button, a photo of a librarian, and contact information: 'Office: 134 Purdy-Kresge Library 313.577.8368'. The bottom screenshot shows the 'Getting to know the library homepage' page, which includes a video player and a search interface with a search bar and navigation links.

Worksheet

- Worksheet focusing on Frames: Searching as Strategic Exploration, Scholarship as a Conversation
- Need for vocabulary (article database, scholarly journal, peer review)



ENG 1020


I. Strategic Searching

Searching library databases involves *strategic exploration*. Strategies include:

- choosing an appropriate database for the topic,
- identifying keywords for searching,
- constructing an effective search and
- modifying the search as needed to find the information that you seek.

Construct a Search Using the template below and the class discussion as guidance, identify your search terms and construct a database search:

Advanced Search [Thesaurus](#) [Field codes](#) [Search tips](#)



in

OR in

[+ Add a row](#)

Limit to: Full text Peer reviewed ⓘ

Publication date:

Research Log Keeping track of your search terms, databases searched, and adding new vocabulary for searching are all part of the process to make your searching *intentional*, not random.

Database used	Search terms

"library database"

I. Strategic Searching

Research question: *What are effective ways to prevent or control cyberbullying?*

Searching library databases involves *strategic exploration*. Strategies include:

- choosing an appropriate database for the topic,
- identifying keywords for searching,
- constructing an effective search and
- modifying the search as needed to find the information that you seek.

Construct a Search Using the template below and the class discussion as guidance, identify your search terms and construct a database search:

Advanced Search

Thesaurus Field codes Search tips

186 results

KP
use different searching language types

cyberbullying OR "online harassment" in Anywhere except full text - ALL

AND prevent* OR control or solution in Anywhere except full text - ALL

Limit to: 39 Full text 3 Peer reviewed

Publication date: All dates

#1 -> link text
#7 -> link to FT
#7 Cites #1 (Note #26)

Search Clear form

Research Log Keeping track of your search terms, databases searched, and adding new vocabulary for searching are all part of the process to make your searching *intentional*, not random.

Database used	Search terms
PQ Res Lib	cyberbullying OR "online harassment" + prevent* OR control or solution + parents

Evaluation Once your search is completed you will need to evaluate what you have found and determine if you need to modify your search by using alternate terms, limits (date, document type, etc.).

KP
design + refine needs + search strategies based on search result

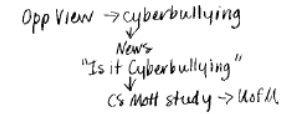
Once you are satisfied with the search results, then it is time to select the best items, thinking about **quality and credibility** of the sources, along with assignment parameters. "Best" will be determined by the context of the assignment and other factors such as a need for scholarly or popular sources and the appropriateness for the research topic.

KP
manage searching processes + results

Select **two** scholarly articles (one might be a popular article that discusses a recent research study) that best match your research question.

DISP
understand that first attempts at searching do not always produce adequate results

Hands-on period - seek guidance from experts, such as librarians, researchers + ~~parents~~ professionals



II. Mapping the Conversation

Research is a process, not merely a set of steps and clicks. It is *inquiry*, and starts with a question that may well lead to other questions. In the process of exploring these questions you will engage in reading and responding to the *scholarly conversation* around a topic.

From the database search results that you find in Part I, examine the **two** scholarly articles (one might be a popular article that discusses a recent research study) to determine how they contribute to the scholarly conversation about the research topic. What do they add? Do they talk to each other in any way?

Prof/Con
citation
diff answers to an issue

Using the **cite feature** in the database, list the articles below in MLA citation format, and then write a brief statement about what each adds to the conversation and how/if they interrelate.

Article #1 citation

KP
cite the contributing work

Statement: _____

KP
identify the contribution particular articles books + other scholarly pieces make to disciplinary knowledge

Article #2 citation

Statement: _____

KP
Recognize that a given scholarly work may not represent the majority perspective on the issue

Thank you for visiting [our] ENG 1020 class last Thursday. Sharing your knowledge of how to search more effectively helped very much, especially with the paper we are writing right now, the I-Search. The tips and different search tools you showed us helped me to understand where to get more credible information, how to find a citation already in an article, and how to search multiple terms together using quotations. It was also extremely helpful when I learned from your presentation how to narrow down a group of search results to more easily find my sources.

Thank you again for teaching our class how to search effectively, and I hope I will see you in future classes, or even just in the library!

I learned better how to find what is defined as a good, informational, scholarly source and this will not only help me for this paper but for this class and the rest of my college career.

Thank you for taking the time to talk to our English 1020 course and teaching us how to better our researching skills. It was very beneficial in helping me to gain more credible sources, as well as finding articles that gave me a lot of information for my research paper. I really appreciated the part of your presentation where you talked about how to narrow your search. I never knew how to do that before and I was able to get two more great sources by applying this method.

The best thing I learned from your presentation was how I could narrow down my sources if I am having a hard time going through all of the ones that come up in an online library. All of the tips you taught me will help me in my I-Search paper and when I need to find sources for my other classes.

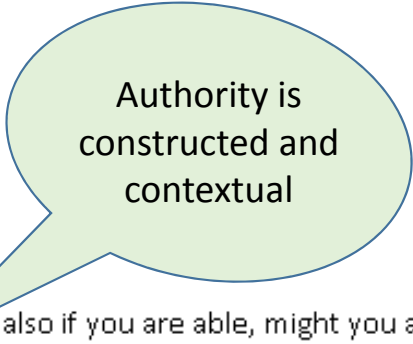
Example from the field: HE 1010 (program requirement)

Veronica,

THANK YOU! We are all set for October 8th.

I would love it if you would do your standard journals and how to find stuff presentation but also if you are able, might you also do the presentation on research articles vs. those written for popular media? Our 1010 students should be aware of both, and the methods for knowing if something is a good source vs. not a good source. We can talk about Peer Review, but don't need to go too much in depth about it - that's more for Master's students. Same with impact factor, etc.

I'm looking forward to this!



Authority is
constructed and
contextual

Sure--I'm thinking of a little activity where students compare a set of publications/websites, and we discuss similarities and differences.

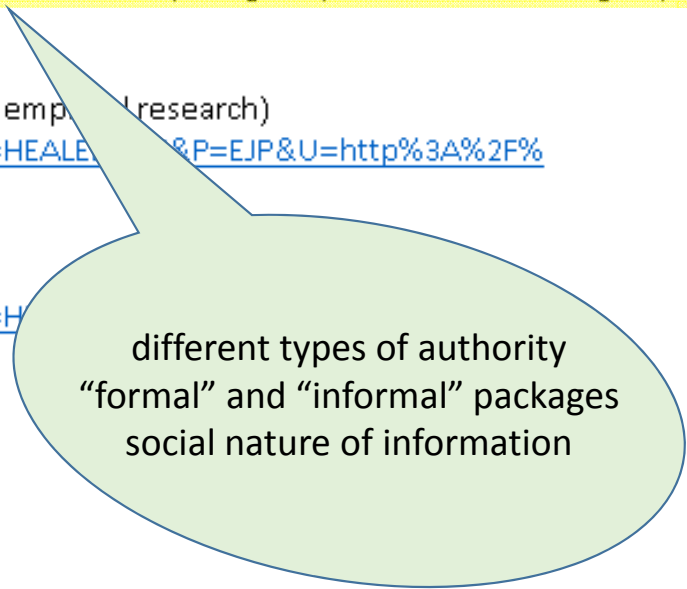
Something like dividing students into groups and applying an evaluative rubric to 2 randomly assigned publications from a group like this.

Health Education & Behavior (a scholarly peer-reviewed journal that published empirical research)

[http://up7af9tu5s.search.serialssolutions.com/log?L=UP7AF9TU5S&D=.2M&J=HEALTH EDUCATION & P=EJP&U=http%3A%2F%2Fproxy.lib.wayne.edu%2Flogin%3Furl%3Dhttp%3A%2F%2Fheb.sagepub.com](http://up7af9tu5s.search.serialssolutions.com/log?L=UP7AF9TU5S&D=.2M&J=HEALTH%20EDUCATION%20&P=EJP&U=http%3A%2F%2Fproxy.lib.wayne.edu%2Flogin%3Furl%3Dhttp%3A%2F%2Fheb.sagepub.com)

Health Promotion Practice (A high quality peer-reviewed practitioner journal)

[http://up7af9tu5s.search.serialssolutions.com/log?L=UP7AF9TU5S&D=.2M&J=HEALTH PROMOTION PRACTICE &P=HPP&U=http%3A%2F%2Fproxy.lib.wayne.edu%2Flogin%3Furl%3Dhttp%3A%2F%2Fhpp.sagepub.com](http://up7af9tu5s.search.serialssolutions.com/log?L=UP7AF9TU5S&D=.2M&J=HEALTH%20PROMOTION%20PRACTICE&P=HPP&U=http%3A%2F%2Fproxy.lib.wayne.edu%2Flogin%3Furl%3Dhttp%3A%2F%2Fhpp.sagepub.com)



different types of authority
“formal” and “informal” packages
social nature of information

Take a look at the information source you have been provided, and its accompanying website. What do you think this is?

Authority is constructed and contextual

Can you determine who is the creator of the information source and/or of the website?

Who is the audience for this information source?

Is the purpose of this publication stated anywhere?

- If yes, what is it?
- If no, what do you think it is?

Do you detect any form of bias in the information or the hosting site? Explain your answer.

Do you think this information is accurate? Why?

How could a consumer access this information?

Does this resource require a subscription to access it?

Does the subscription cost money?

Would you use this source as a community health professional?

- If yes, how might you use it?
- If no, why not?

Create an APA citation for the source you evaluated.



Article

Marketing a Healthy Mind, Body, and Soul: An Analysis of How African American Men View the Church as a Social Marketer and Health Promoter of Colorectal Cancer Risk and Prevention

Crystal Y. Lumpkins, PhD^{1,3}, Priya Vanchy, MS², Tamara A. Baker, PhD², Christine Daley, PhD¹, Florence Ndikum-Moffet, PhD, MPH¹, and K.Allen Greiner, MD, MPH¹

Abstract

The Centers for Disease Control and Prevention (CDC) has identified colorectal cancer among men in the a larger study that invests religiously targeted and theoretical approach to be developed and socially churches in the Midwest. cancer diagnosis, and fear emergent themes. Particip should be cosponsored a CRC screening promotion among African American

Health

HEALTHY & HAPPY DIET & FITNESS FOOD & RECIPES BEAUTY VIDEOS HEALTH A-Z MAGAZINE FAMILY TOGETHERNESS

Natural Remedies for Anxiety

1,224 ways to control the symptoms of anxiety without medication.

1 of 11

No Rx needed

by Robert A. Bennett

You're anxious, worried, freaked. You're upset about (pick one): money, health, work, family, love. Your heart is beating fast, your breathing is shallow and rapid, your mind is imagining doom, and you wish you could just disappear.

But now whether you have a long anxiety disorder or are just a little bit nervous, you may not know what to do about it—at least

Information has value

HE1010 Class Activity

- [Center for Science in the Public Interest](#)
- [Diabetes Forecast Magazine](#)
- [Health Education & Behavior](#)
- [Health Magazine](#)
- [Health Promotion Practice](#)
- [John Hopkin's Health](#)
- [Partners for Information Access in the Public Health Workforce](#)
- [Today's Dietitian](#)
- [Evaluation Worksheet](#)

Searching as Strategic Exploration

What does it mean to you as an instructor?

Knowledge Practices

1. Use the first word of the Knowledge Practice

2. Write on a post-it note

determine identify utilize match design understand use manage

3. Place on the Likert Scale where you believe each knowledge practice belongs

1 is very easy

5 is very difficult

Sample Assignment

Identify one Information Literacy related task in the assignment to discuss as a group

Answer the following questions

- What is the outcome for this task?
- Identify the likely steps for completing this task

Using the Searching as Strategic Exploration Frame

What activity could you engage students with in your instruction session to elicit a *knowledge practice* described in that Frame?

Thank you!

Discussion & Questions