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### Disrupting standard practices: Applying the framework for information literacy for higher education

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# Disrupting Standard Practices: Applying the *Framework for Information Literacy for Higher Education*



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LFT 2016

A photograph of a rocky coastline. The ocean is a deep blue-grey color, with white foam from waves crashing against dark, jagged rocks. The rocks are in the foreground and middle ground, creating a sense of ruggedness and power. The sky is not visible, focusing the viewer's attention on the sea and rocks.

How do you feel  
*about disruption?*



# Disruption

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**Interrupts**

**Causes  
discomfort**

**Change**



Disruptive document =  
*Framework for Information Literacy  
for Higher Education*



## Background

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- ◉ *Information Literacy Competency Standards for Higher Education* 2000 → 25 June 2016
- ◉ *Framework for Information Literacy for Higher Education* 2016





## Key elements

- Threshold concepts
  - ✓ ideas in disciplines that are "passageways"
- Metaliteracy
  - ✓ interactions with the information ecosystem
- 6 Frames





# The Frames

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





# Information literacy: Changing definition

## Standards

An information literate individual **is able to:**

- 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

## Framework

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.





## Criticism, hesitation

- Jargon
- Too theoretical
- Doesn't provide a clear path
- Not measurable; difficult to assess
- Programmes built on Standards

This is what librarians  
have been doing all  
along!



## Praise, excitement

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- Vocabulary to describe meaningful aspects of information literacy
- Recognizes complex nature of current information environment
- Provides strategies to approach information literacy meaningful ways
- Allows for local and individual contexts



# Approach

Change in teaching source selection and evaluation



Learning  
outcomes

- Evaluate information and its sources critically



Lecture

- Why students need to evaluate sources, especially web sources, and what criteria to use



Activity

- Apply pre-determined, specific criteria to evaluate an information source

**Group activity:**  
Read an excerpt  
of an article.  
List types of  
authorities who  
weren't included  
and theorize why.

**Frame:**  
Authority is  
constructed  
and  
contextual

**Discussion:** Are there  
different standards of  
authority? What  
influences perception  
and definitions of  
authority?

**Discussion:** How  
would you describe  
an authority in your  
discipline? How might  
this differ from other  
disciplines?

**Assignment:** Students explain how  
one of the sources they use in their  
assignment strengthens their work;  
they list sources they didn't use  
and explain why.



Complex and  
connecting paths





# Disruption

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**Interrupts**

**Causes  
discomfort**

**Change**



**Provokes and supports**



## Provokes

- Changes model we've used for 15 years
- Challenges our approach teaching information literacy
- Redefines core component of our profession



## Supports

- Formal document by respected professional organization
- Acknowledges the increasing complexity of information environment, common language
- Allows for local contexts



# Smart libraries - **DEMONSTRATE**

- Timely and relevant
- Adapt to new situations and environments
- Fit local and individual contexts
- Experts who teach complex concepts





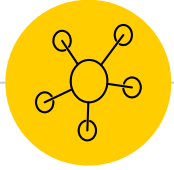
**We aren't smart  
unless we benefit  
our users**





## Smart users - CAN

- Embrace a-ha! moments
- Grapple with complex concepts
- Interact with the information environment  
Creatively, effectively, ethically  
To make decisions; succeed in schools and careers



**What next?**





# Thank you!

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