Implementing the New ACRL Framework

TRUE STORIES

from two
libraries

Carolyn Caffrey Gardner, University of Southern California
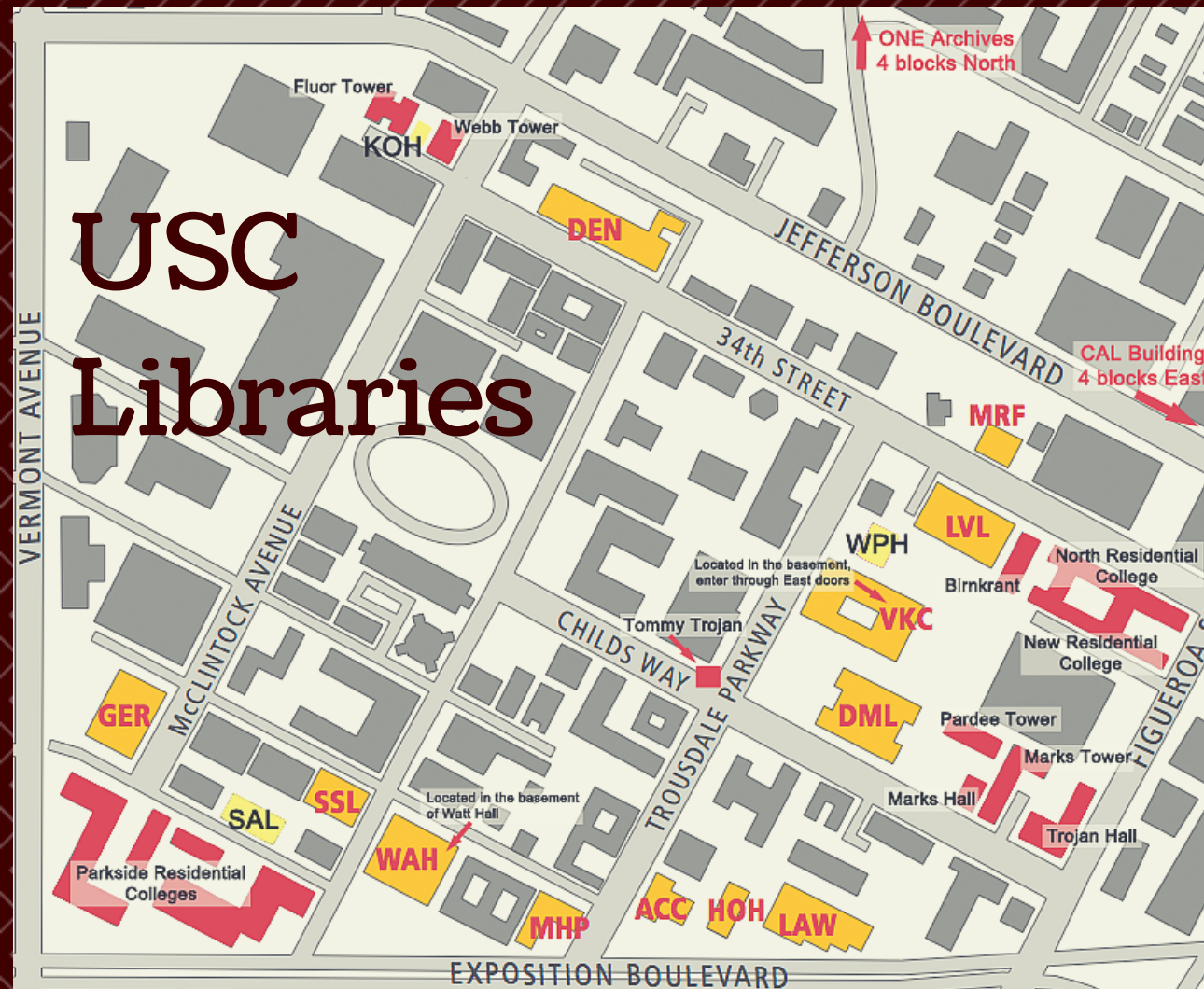Kim Pittman, University of Minnesota Duluth

New Framework

resources

http://z.umn.edu/framework15

USC Libraries

Private, non-religious, not-for-profit

19k Undergraduate Students, 24k Graduate Students

Library environment: highly dispersed, faculty with continuing appointment, organized by subject liaisons

"Tell us how you would go about designing and assessing an undergraduate information literacy curriculum for the USC Libraries, particularly in light of ACRL's impending revisions to the IL Competency Standards....."

UMD Kathryn A. Martin Library

Public

Part of the University of Minnesota system

9k Undergraduate Students, 1k Graduate Students

Library environment: teaching responsibilities concentrated in one small department, professional and academic staff without continuing appointment, organized by subject liaisons

IMAGE: Braden Doucette, "Full side view with blue sky"
https://instagram.com/p/O5vWInKgBh/?taken-by=umdmartinlibrary

example discussion questions

How will the Framework change the way you approach assessment?

Reflect on a previous teaching situation that you would like to improve upon or adjust in the future. How could the Framework help you change or improve your approach to working with this particular class/assignment?

How can we incorporate the Framework into our ongoing information literacy-related projects and strategic goals?

learning outcomes

Megan Oakleaf - - - Get inspired, find the big ideas, translate them into outcomes

Revision & Drafts
within the libraries

Authority is Constructed and Contextual
Authority of information depends on where the source came from, the information need, and how the information will be used. It is both constructed and contextual. Authority should be viewed with an attitude of informed skepticism and an openness to new perspectives, additional voices, and changes in schools of thought.
> **Outcomes**
> *By the time undergraduate students graduate, they will be able to:*
> - Articulate conceptionsIdentify markers of authority within recognized by disciplines, professions, and other communities of knowledge and practice
> - Acknowledge that they themselves may be seen as an authority in particular contexts
> - Identify authoritative information sources based on how the information will be usedinformation need

Information Creation as a Process
Information can be found in different formats, which has an impact on how it is used and share. It refers to looking to the underlying processes of creation and final product to critically evaluate the usefulness of the information.
> **Outcomes**
> *By the time undergraduate students graduate, they will be able to:*
> - Distinguish between format and method of access, understanding that these are separate entities
> - Articulate the attributes capabilities and constraints of various formats in order to understand how information is perceived differently based on formatprocesses of information creation
> - Understand the audience, context, and purpose of various formats in order to select a source that best meets an information needSelect a source that best meets an information need based on the audience, context, and purpose of various formats

USC learning outcomes examples

Recognize that intellectual property is a legal concept that is socially constructed according to different professions or other communities

Debate the ways privilege influences perception of authority

Demonstrate persistence, adaptability, and reflection as components of inquiry

mapping UMD learning outcomes to the framework

beginning/undergraduate learning outcome	major/discipline-specific learning outcome	graduate/advanced learning outcome
Identifies multiple perspectives on a scholarly topic.	Maintains current awareness of topics of interest within discipline.	Contributes new ideas and perspectives to scholarly conversation through publication, thesis, or presentation.

scholarship as a conversation

curriculum mapping: UMD

Art + Design: Courses w/ Research Component ☆ 📁

kpittman@d.umn.edu ▾

File   Edit   View   Insert   Format   Data   Tools   Add-ons   Help   Last edit was made on April 17 by Jason Ellis

Comments   👤 Share

fx | Program

	A	B	C	D	E
1	**Program**	**Required (R) Elective (E)**	**Course**	**Keyword "Research" in Course Description or Previous Work with a Librarian (indicated with an "*" directly before the designator prefix)**	**Credit(s)**
2					
3	**Art B.A.**				
4		R	ART 4812 - Senior Seminar	Current visual arts and design issues investigated through research, lectures, assigned readings, discussion, writing assignments, and presentations.	3
5		E	ART 4016- Digital Arts: Advanced Projects	Advanced Digital Arts Studio for students interested in exploring interdisciplinary or advanced projects using current or emerging technologies. Students develop self-directed focus and creative project goals. Advanced projects may concentrate on mixed-media print, time-based media, interactive media, installation art, or collaborative art formats. Students hone a body of digital artwork through research experimentation and critique. Laptop required.	3
6		E	ART 4391 - Individual Study in Printmaking	Graduate students complete a project by contract with instructor, supported by a research paper.	1-3
7		E	ART 4600 - Photography: Digital Portfolio	Intensive digitally-based portfolio development in area of special interest. Selected readings in photographic theory and criticism. Graduate student portfolios are complemented by a related research project. Requires digital camera with adjustable shutter speeds and apertures. Laptop and software required; instruction presented only on the Mac OS.	3
8		E	ART 4675 - Photography: The Photographic Book	Creation of one or more individual photographic book projects, with emphasis on effective sequencing of images and appropriate book form for the specific body of work. Selected readings in book arts relating to photography. Graduate student book projects are complemented by a related research project. Requires digital camera with adjustable shutter speeds and apertures. Laptop required; instruction presented only on the MacOS.	3

Art & Design curriculum map

curriculum mapping: UMD

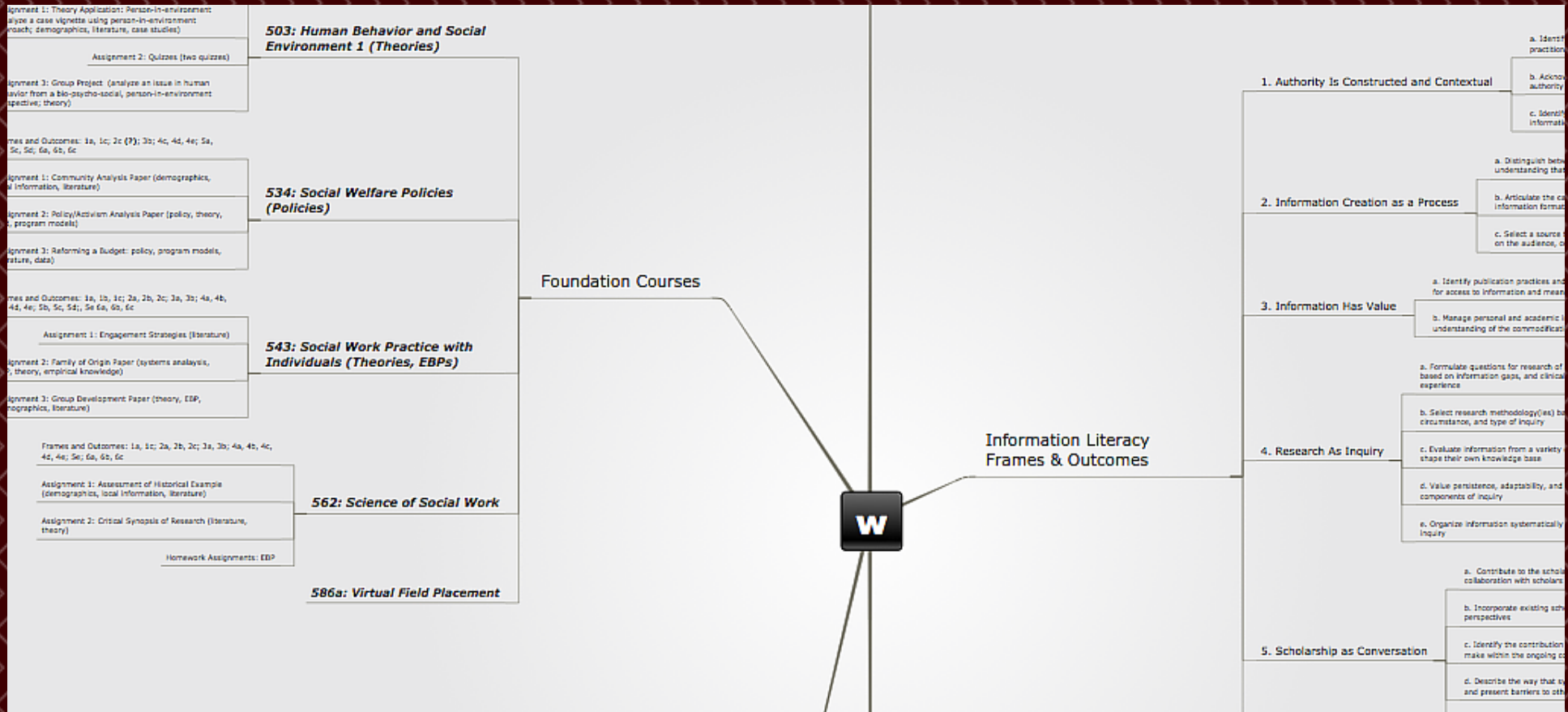What are the specialized information skills students should develop within their major/discipline?

What are our shared learning goals?

How can we reach the most students?

curriculum mapping: USC

Part of the Social Work Core Courses Map

curriculum mapping: USC

Maps vary by program & librarian but contain required courses, electives, student organizations, faculty research interests

How can we leverage library and department interactions strategically to teach information literacy, support research, and assess information literacy skills?

http://libguides.usc.edu/cmaps

implementation at USC

Why first year writing and GE seminars?

http://libguides.usc.edu/writinst
http://libguides.usc.edu/ge

implementation at UMD

Redesigned first-year writing information literacy sequence, created collaboratively with faculty

Flipped classroom approach, focusing on Research as Inquiry & Searching as Strategic Exploration frames

assessment at USC

Quantitative analysis using student generated artifacts

What is your research topic?	What is the research question you're seeking to answer?	List 3-5 possible search terms you might use to find articles	Stop	Choose to search in either QuickSearch, a more specific database, like Proquest Research Library. Record your choice here.	Find a source that you would consider using in your research paper Copy and paste the MLA citation below.	Is this a scholarly source? Why or why not?
advertisements and their influence on our perception of ideal lifestyles	How does advertisements use aesthetics to sell idealized lifestyles? How does selling those lifestyles as the ideal affect social interactions?	advertisements, lifestyles, social interaction, aesthetics, ideal/perfect, disappointment, consumer culture, models		ProQuest Research Library	Luyt, R. "Representation of Masculinities and Race in South African Television Advertising: A Content Analysis." Journal of Gender Studies 21.1 (2012): 35-60. ProQuest. Web. 16 Apr. 2015.	yes, because it is published in a journal
Takashi Murakami/Superflat movement	Does Murakami's artwork comment on Japanese society and consumer culture and if so, what are the implications of that?	Takashi Murakami, Superflat Movement, Murakami and consumer culture		ProQuest Research Library	Darling, Michael. "Plumbir	Yes, because I narrowed search to scholarly journals
Gay pride symbols as a means of social change	Where do the symbols of gay pride and gay rights come from and how do they promote empowerment and enact change?	gay pride, gay rights, origins of pride flag, rainbow flag		Proquest Research Library	Smith, C. M. (2006). Behind the rainbow. The Gay & Lesbian Review Worldwide, 13(5), 49.	Yes, comes from a scholarly journal
role of art in society	What is art?	definition of art, unorthodox art, successful political campaigns, purpose of art		Proquest Research Library	Kemp, M. (2004). A fluid definition of art. Nature, 429(6991), 506. Retrieved from http://search.proquest.com/docview/204524783?accountid=14749	Yes, I narrowed the search in proquest and it comes from a journal
					Sato, Arika. "The	
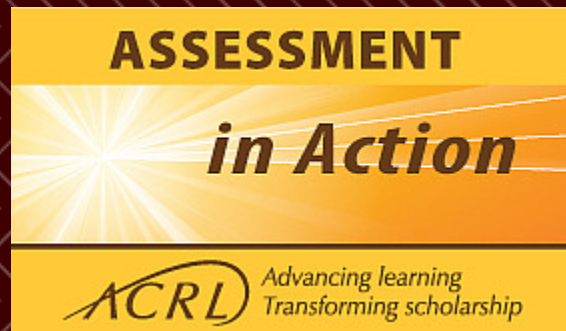
Don't Panic: Take-aways

1) Initiate conversations

2) Start small with a friendly group

3) Build in assessment

small group activity

- Break into groups of 3-5
- Discuss how you would approach the scenario provided to your group

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