Informed Learning and the ACRL Framework: what faculty teach and how students learn.

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Informed Learning and the ACRL Framework

What faculty teach and how students learn.

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How do the faculty teach information use in their classes?

How do the teaching faculty experience the phenomenon of “teaching information use” to first-year students?
Phenomenographic Investigation

24 Faculty

10 Female; 14 Male
11 Science; 5 Social Science; 8 Humanities
3–24 yrs. teaching first-year students
1–5 yrs teaching that specific course
All Ranks; Full Professor–Lecturer

Interview: 45-60 mins.
Transcripts: 25-30 pgs.

Personal Experience
How do you use information in your own research?

Content
What information are students using in the class?

Teaching Strategies
How do you currently teach students to use this information?

Learning Outcomes
How do you know when students have used the information effectively?
7. Can you think of any key concepts or big ideas that you think your students struggle to understand in relation to information use in your class?

8. How do you know when students have used information effectively in your class?
Information consists of multiple competing narratives

Information is a part of a discourse

Cite ideas and concepts, not text.

Information value and credibility are socially and contextually derived

Information receivers need to become information generators

IL Threshold concepts identified by the Faculty

Diagram featured by http://slidemodel.com
Participatory Discourse

- Teaching students how to analyze, and integrate other views and ideas with their personal research and contributions, to communicate within a specific discourse community.
Information is part of a discourse. So they’re not viewing the textbook as coverage or as exposure to a topic. Assistant Professor, Biology.

“They think that all issues have two sides, and I want to say ‘they have lots of sides’ and so getting them beyond the binary is difficult.” Lecturer, English.

Information consists of multiple competing narratives. Feedback to the students.

“Something pops up on Facebook, and it doesn’t seem to get framed any differently from something that comes through the Lincoln Journal Star. It all gets framed and is given equal value in terms of where they found it.” Associate Professor, English.

Information value and credibility are socially and contextually derived. Information receivers need to become information generators.

“I always tell them at the end of day, you can’t oppose an issue or an argument and you have no ideas.” Research Associate, Sociology.
I feel like students are at that point at least wrestling with information in a way that I want them to and they’re engaging with the complete conversation.

“So the book said it, and so it’s true. So, questioning, and even if it is true, having them kind of grapple with the questions [and] the implications of the ideas [within the book].”

Information is part of a discourse. Information consists of multiple competing narratives. Information value and credibility are socially and contextually derived. Information receivers need to become information generators.

Cite ideas and concepts not text.

“…to see the value in their research and so have the intrinsic motivation to look for sources until they find what they need to create a good product”

…but again I’d like them to have some sense that there is evidence for certain kinds of arguments, and it gets weighed differently because of the different kinds of publication channels that are out there.

“The central goal I stress is that we are not computers that take in information for the sake of repeating that information verbatim. We take in information, and as we do so, we shape it, making sense of it and applying it through our own understandings.”
Faculty IL Threshold Concepts vs ACRL Framework for Information Literacy.

**Faculty Information Literacy Threshold Concepts**

1. Information is part of a discourse
2. Information value and credibility are socially and contextually derived
3. Cite ideas and concepts, not text

**Scholarship as Conversation**
**Information Has Value**
**Research as Inquiry**

4. Information consists of multiple competing narratives

**Information Creation as a Process**
**Authority is Constructed and Contextual**

5. Information receivers need to become information generators

**Research as Inquiry**
**Scholarship as Conversation**
Faculty feel that students can find information independently without class instruction. Therefore, they dedicate their class time to more important analysis and evaluation of the information.

Faculty want the students to develop a critical consciousness toward information.

Faculty want students to know how to evaluate the authority of different information formats in a variety of contexts.

..concepts related to information use are difficult to teach because “it feels a little transdisciplinary ... and it’s not the focus of the course” (Associate professor, English).
Approaches to teaching Information Literacy in the Disciplines

1. Use the Derivative Literature of the discipline and the lectures (text books, sources books and their relationship to primary documents and journals) to involve students in scholarly research. 

   Scholarship as Conversation.

2. Allow students to develop and defend their own evaluation criteria for a variety of information sources, in a variety of different contexts.

   Information Has Value
   Authority is Constructed and Contextual.

3. Teach plagiarism as inaccurate retellings of the ‘Scholarly ideas, concepts and conversations”

   Scholarship as Conversation

4. Give students opportunities to interpret and analyze information, or shape the information they find by their own ideas, in all IL sessions.
THANKS!

Any questions?

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