Framing information literacy

Anneke Dirkx | Leiden
Framing Anneke Dirkx

Librarian

28 years Higher Education
10 years Research Institute Mental Health

Leiden University Library:
- Coordinating IL
- Website
- Quality Management
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Information literacy ...

...“Techniques and skills learned by the information literate for utilizing the wide range of information tools as well as primary sources in molding information solutions to their problems” (1974)

Paul Zurkowski
Frameworks everywhere...
Why frameworks?

• To talk to faculty
• To assess students
• As a roadmap
• To map your course activities
• To discover gaps in the course catalogue
• To discuss with your colleagues
Two Frameworks

1. ACRL Framework

2. Researcher Development Framework (RDF) Information Literacy Lens
ACRL Standards and Framework

Information Literacy Competency Standards for Higher Education

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Process

• 2011: Task Force
  - Input ACRL members by mail, 2nd Life, meetings...
• 2014 April  1° draft
• 2014 June 2014: 2° draft
• 2014 November 2014: 3° draft
• 2015 January: Final version
• 2016 Still discussion
Next....

• ACRL standards stay until 2017

• ACRL Framework “wait and see”

• Visiting Program Officer for Information Literacy
<table>
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<th>Framework</th>
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<tr>
<td>Information = artefact</td>
<td>Information = dialogue</td>
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<td>Information = objective</td>
<td>Information = social construct</td>
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<td>Information = external</td>
<td>Information = community</td>
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<td>IL= skills checklist</td>
<td>IL= social, lifelong learning</td>
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<tr>
<td>IL=universal</td>
<td>IL= discipline specific</td>
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<tr>
<td>Student = Y /N IL</td>
<td>Student= novice → expert</td>
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Foundation of the Framework

Threshold concepts:
- Transformative
- Troublesome
- Irreversible
- Bounded
- Discursive
- Takes time
Definition ACRL

“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.”
The frames in alphabetical order

• Authority is constructed and contextual
• Information creation as a process
• Information has value
• Research as inquiry
• Scholarship as conversation
• Searching as strategic exploration
Structure of the frames

Each frame contains:

• Description of the frame
• Knowledge practice: what they do
• Dispositions: how they behave

No learning outcomes and no assessments
Authority is constructed and contextual
Information creation as a process
Information has value

Compare Products

LG - G5 with 32GB Memory Cell Phone - Silver (Verizon Wireless)
Model: BBYM4002JL
SKU: 5027301
ON SALE $99.99
SAVE $100.00
(Reg. $199.99)
With 2-year contract
Pre-Order

Apple - iPhone SE 64GB - Rose Gold (AT&T)
Model: MLXL2LL/A
SKU: 5005677
$16.67/mo.
For 30 months with AT&T Next
Pre-Order

Apple - iPhone SE 64GB - Gold (Sprint)
Model: MLYC2LL/A
SKU: 5005694
$49.99
With 2-year contract
Pre-Order
Research as inquiry
Scholarship as conversation
Searching as strategic exploration
To summarise...

• Authority is constructed and contextual
• Information creation as a process
• Information has value
• Research as inquiry
• Scholarship as conversation
• Searching as strategic exploration
ACRL Framework + /-

+ Based on interviews with librarians
+ Holistic, mental model of information literacy: metaliteracy
+ Requires conceptual teaching
+ Intended to be integrated in curriculum
+ Open ended: no learning outcomes – no assessment

But....

- Is rooted in the discipline of librarianship
- Weak theoretical basis: thresholds
- Challenge to connect vague frames to practical needs
Information literacy landscape

- Identify
- Present
- Manage
- Evaluate
- Gather
- Scope
- Plan

Information literate person

SCONUL SEVEN PILLARS
Definition SCONUL

“Information literate people will demonstrate an awareness of how to gather, use, manage, synthesise and create information and data in an ethical manner and will have the information skills to do so effectively”
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Engagement, influence and impact
The knowledge and skills to work with others and ensure the wider impact of research.

Knowledge and intellectual abilities
The knowledge, intellectual abilities and techniques to do research.

Research governance and organisation
The knowledge of the standards, requirements and professionalism to do research.

Personal effectiveness
The personal qualities and approach to be an effective researcher.

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Information literacy lens on the Vitae Researcher Development Framework using the SCONUL Seven Pillars of Information Literacy

Understands:
- The importance of international data sharing and accessibility to maximise opportunity for collaborative research, further subject and enhance open science
- How sharing and reusing data increases research value and facilitates new research

Is able to:
- Use different forms and stylistic communication and to network accordingly
- Make use of a wide range of media and communications technologies for networking, information sharing and promotion of research presence
- Present information to different communities and summarise it appropriately

Subject knowledge
- Research methods: theoretical knowledge
- Research methods: practical application
- Information seeking

Knowledge and intellectual abilities
- The knowledge, intellectual abilities and techniques to do research
- Engagement, influence and impact
- The knowledge and skills to work with others and to maximise the wider impact of research

Academic literacy and numeracy
- Communication methods
- Evaluation
- Collaboration
- Equality and diversity

Teaching
- Public engagement
- Enterprise
- Policy
- Society and culture
- Global citizenship

Health and safety
- Ethics, principles and sustainability
- Legal requirements
- IP and copyright
- Respect and confidentiality
- Attribution and co-authorship

Understands:
- The need to manage, share and curate information clearly
- The application of obligations and requirements from relevant legislation such as data protection and the freedom of information
- Intermediary ownership, and by extension the implications of copyright and licensing
- The concept of attribution and recognition of contributors and co-authorship
- The relevance of citation and bibliometrics

Is able to:
- Demonstrate awareness of rights of other researchers and research participants

Understanding information management over time, and operating in various environments
- Ability to access and retrieve these tools
- That research processes should be open and transparent enough to facilitate external validation

Is able to:
- Identify and communicate data management requirements to other stakeholders
- Plan if the start of a project how information/data will be managed
- Take responsibility for dissemination of information/data and findings as part of the knowledge management process

Undertakes:
- The role of information sharing and accessibility to maximise opportunity for collaborative research, further subject and enhance open science
- How sharing and reusing data increases research value and facilitates new research

Is able to:
- Critically analyse, synthesise, evaluate and evaluate new and existing information from different sources
- Incorporate new research findings into the context of existing knowledge, and use connections between subsets of data and relevant literature
- Assess and advise on the credibility, quality, integrity, and authority of primary and secondary information
- Use statistics in an evaluative manner

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Knowledge and intellectual abilities
The knowledge, intellectual abilities and techniques to do research.

DOMAIN A

Discovery
Delivery / access
Evaluating
Keep up to date
Organise
Personal effectiveness
The personal qualities and approach to be an effective researcher.

Professional and career development (B3)
Self manage (B2)

Integrity
Plagiarism
Planning
Networking
Domain C

Research governance and organisation

The knowledge of the standards, requirements and professionalism to do research.

Reference management
Data management

Finance, funding and resources (C3)
Engagement, influence and impact
The knowledge and skills to work with others and ensure the wider impact of research.
About the authors

Moira Bent is Science Faculty Librarian at Newcastle University and a National Teaching Fellow Her research interests are focused around Information literacy, transition into HE and international student support. As well as publishing journal articles, she is co-author of "Providing Effective Library Services for Research" (Facet, 2007) and the SCONUL "Guidelines on Library Services for International Students" (2008). She is a member of the SCONUL Working Group on Information Literacy and the RIN Information Handling Working Group.

Pat Cannon-Leary is director of Bede Research and Consultancy. She worked in libraries in the UK and USA for over twenty years prior to taking up research posts in information science, learning and teaching. She is co-author of two books - Providing Effective Library Services for Research and Customer Care: a Training Manual for Library Staff - as well as an author of many articles in learned journals.

Stéphane Goldstein works for the Research Information Network, where his responsibilities have included taking forward the RIN-led programme of activities on information-handling and data management skills. He has played the leading role in setting up and developing of the Information Handling Working Group. He has managed research projects, facilitated events and supported policy work in the full range of RIN-led activities since 2005.

Tennie Videleir is programme manager: researchers for Vitae. Before that she was a researcher in structural biology for nearly twenty years.

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RDF Framework + / -

+ Researcher focused
+ Based on interviews with researchers
+ To integrate in academic skills programs
+ Complete overview of all IL activities
+ Attractive leaflet (with a quiz!)
+ Open ended: no learning outcomes, no assessments

But...
- Difficult to implement learning pathways
- Complicated model
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Dutch higher education system
Frameworks in the Netherlands

• Most common: ACRL standards (Dutch translation)
• Discussion about using ACRL Framework
• Academic libraries move to RDF
• Universities for applied sciences:
  - RDF – researchers?
Frameworks?

- Why Frameworks?
- Which Framework?
Spannend
Thank you!

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Sources

- Webshop V&D, closed now
- Leiden University and Leiden University Library beeldbank
- ACRL Standards (Jan 2010) http://www.ala.org/acrl/standards/informationliteracycompetency
- Icelandic Met Office (2015) http://en.vedur.is/weather/forecasts/areas/
- Museum Boerhaave Leiden
- Vitae Researcher Development Framework https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework