Resource List

Framework for Information Literacy for Higher Education
Task Force website. **http://bit.ly/1k7aVUB**

The Problem with Threshold Concepts. Lane Wilkinson.
Sense & Reference (blog). **http://bit.ly/1tY5zkA**

What's the Matter with Threshold Concepts? Lori
Townsend. ACRLog (blog). **http://bit.ly/16bErTR**

Reflecting on the Standards. *Communications in Information
Literacy* (Special Issue). **http://bit.ly/1ce2nrf**

Crossing Thresholds and Learning in Libraries. Barbara
Fister. Library Babel Fish (blog). **http://bit.ly/1Dvnizu**

**A Roadmap for Assessing Student Learning Using the
New Framework….** Megan Oakleaf (2014). Preprint.
http://bit.ly/1z7cDqJ

Teaching stories

Waving the Framework. Kevin Seeber.
Kevin Seeber/MLIS (blog). **http://bit.ly/1zcYo8G**

Threshold Concepts in Practice. Andy Burkhardt.
Information Tyrannosaur (blog). **http://bit.ly/1KpsveS**

#acrlrevisions Next Steps. Nicole Pagowsky.
pumpedlibrarian (blog). **http://bit.ly/16bG0RI**

Crossing the Threshold: Research & Inquiry in the FYE

Anne-Marie Deitering
Oregon State University Libraries
anne-marie.deitering@oregonstate.edu

> **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.
>
> -- ACRL Framework for Information Literacy

34th Annual Conference on the First-Year Experience
Dallas, Texas
9 February 2015

Authority is Constructed and Contextual

Information resources reflect their creators' expertise & credibility.... Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

What does this mean for first-years? From the Framework:

"An understanding of this concept enables novice learners to critically examine all evidence .... and ask relevant questions about origins, context, and suitability for the current information need. Thus, novice learners come to respect the expertise that authority represents while remaining skeptical of both the systems that have elevated that authority and the information created by it."

Selected **practices & dispositions:**

- Define different types of authority, such as subject expertise, societal position, or special experience;
- Recognize that authoritative content may be packaged formally or informally, and may include sources of all media types;
- Acknowledge that they themselves are developing their own authoritative voices in a particular area and recognize the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice.

- Develop & maintain an open mind when encountering varied & sometimes conflicting perspectives;
- Develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview;
- Are conscious that maintaining these attitudes and actions requires frequent self-evaluation.

Searching as Strategic Exploration

Searching for information is often nonlinear and iterative, requiring the evaluation of a broad range of information sources and the mental flexibility to pursue alternate avenues as new understanding is developed.

What does this mean for first-years? From the Framework:

"Novice learners may search a limited set of resources, while experts may search more broadly and deeply to determine the most appropriate information sought within the project scope. Likewise, novice learners tend to use few search strategies, while experts select from a variety of search strategies, depending on the sources, scope and context of the information need."

Selected **practices & dispositions:**

- Determine the initial scope of the task required to meet their information needs;
- Identify interested parties... who might produce information about a topic and determine how that information might be accessed;
- Match information needs and search strategies to appropriate search tools;
- Design and refine needs and search strategies as necessary, based on search results;
- Understand how information systems are organized in order to access relevant information.

- Exhibit mental flexibility and creativity;
- Understand that first attempts at searching do not always produce adequate results;
- Seek guidance from experts, such as librarians, researchers, and professionals;
- Recognize the value of browsing and other serendipitous methods of information gathering;
- Persist in the face of search challenges, and know when they have enough information to complete their information task.

Scholarship as Conversation

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

What does this mean for first-years? From the Framework:

"While novice learners and experts at all levels can take part in the conversation, established power and authority structures may influence their ability to participate and can privilege certain voices and information. Developing familiarity with the sources of evidence, methods and modes of discourse in the field assists novice learners to enter the conversations."

Selected **practices** & **dispositions**:

Cite the contributing work of others in their own information production;

Contribute to scholarly conversation at the appropriate level such as local online community, guided discussion, undergraduate research journal, conference presentation/poster session;

Critically evaluate contributions made by others in participatiory information environments;

Recognize that a given scholarly work may not represent the only – or even the majority – perspective on the issue at hand;

Recognize that they are often entering into an ongoing scholarly conversation, not a finished conversation;

Seek out conversations that are taking place in their area of research;

Recognize that scholarly conversations take place in a variety of venues;

Suspend judgment on the value of a particular piece of scholarship until the larger context for the scholarly convesation is better understood;

Understand the responsibility that comes with entering the conversation through participatory venues;

Information Creation as a Process

Information in any format is produced intentionally to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising and disseminating information vary, and the resulting product reflects those differences.

What does this mean for first-years? From the Framework:

"Novice learners begin to recognize the significance of the creation process, leading them to increasingly sophisticated choices when matching information products with their information needs."

Selected **practices** & **dispositions**:

Articulate the capabilities & constraints of information developed through various creation processes;

Articulate the traditional and emerging processes of information creation and dissemination in a particlar discipline;

Recognize that information may be perceived differently based on the format in which it is packaged;

Recognize the implications of information formats that contain static or dynamic information;

Are inclined to seek out characteristics of information products that indicate the underlying creation process;

Accept that creation of information may begin initially trhough communicating in a range of formats or modes;

Accept the ambiguity surrounding the potential value of information craton expresssed in emerging formats or modes;

Resist the tendency to equate fomat with the underlying creation process;

Research as Inquiry

Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.

What does this mean for first-years? From the Framework: "The spectrum of inquiry ranges from asking simple questions that depend upon basic recapitulation of knowledge, to increasingly sophisticated abilities to refine research questions, use more advanced research methods, and explore more diverse disciplinary perspectives. Novice learners acquire strategic perspectives on inquiry and a greater repertoire of investigative methods."

Selected **practices & dispositions**:

- Consider research and open-ended exploration and engagement with information;
- Formulate questions for research based on information gaps or reexamination of existing, possibly conflicting information;
- Determine an appropriate scope of investigation;
- Deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations;
- Use a variety of research methods, based on need, circumstance and type of inquiry;
- Synthesize ideas gathered from multiple sources;
- Value intellectual curiosity in developing questions and learning new investigative methods;
- Maintain both an open mind and a critical stance;
- Seek multiple perspectives during information gathering and assessment;
- Seek appropriate help when needed;
- Follow ethical and legal guidelines in gathering and using information;

Information Has Value

Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.

What does this mean for first-years? From the Framework: "The novice learner may struggle to understand the diverse values of information in an environment where "free" information and related services are plentiful and the concept of intellectual property is first encountered through rules of citation or warnings about plagiarism and copyright law."

Selected **practices & dispositions**:

- Give credit to the original ideas of others through proper attribution and citation;
- Understand that intellectual property is a legal & social construct that varies by culture;
- Decide how and when their information is published;
- Make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information;
- Respect the original ideas of others;
- Value the skills, time, and effort needed to produce knowledge;
- See themselves as contributors to the information marketplace rather than only consumers of it;
- Are inclined to examine their own information privilege;