



ACRL Framework Review

<http://www.ala.org/acrl/standards/ilframework#frames>

Authority Is Constructed and Contextual

Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. 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.

Information Creation as a Process

Information in any format is produced 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 these differences.

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.

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.

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.

Searching as Strategic Exploration

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



Discussion and Brainstorming

Together, discuss:

Instructional spaces that need enlivening at your institutions—what are some of the challenges you face? How is student success affected by these challenges?

How this method of reframing instruction could be scaled up or down for differing institutions and libraries.

Changes libraries could make to learning activities & instruction to create a more Framework-reflecting environment.

Working individually or as a table:

Name at least one of the learning outcomes for a workshop/one-shot/course you'd like to teach more effectively.

Pair this outcome with one of the ACRL's Frames.

How might this new frame for your outcome change how you teach the course?

Of the learning activities currently used to reach this outcome, are any Framework oriented?

Work to create or adapt one learning activity that might reflect Framework principles or concepts as well as your own learning outcomes.