FRAMING NEW FRAMES: EXPANDING THE CONCEPTUAL SPACE AND BOUNDARIES

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Today's Session*

- Assumes the Framework as Filed

- Asks the Potentials and Pitfalls in the Framework

- Presents Two Additional Frames

- Questions If Threshold Concepts Expand or Limit Information Literacy Instruction

* Disclosure: Lisa and Laura were members of the Information Literacy Threshold Concepts Delphi Study Panel but this was not known to each other until after the LOEX session proposal was accepted.

The Framework

Potentials

- Conceptually Based

- Inspires Pedagogy

- Metaphors Invite Exploration

- New-ness

Pitfalls

- Treat Frames as Standards

- Thresholds Become Ends

- Functions to Limit Not Expand

- Unclear States of Concepts Rejected

Yet – An Invitation to Explore and Adapt

"The Framework offered here is called a framework intentionally because it is based on a cluster of interconnected core concepts, with flexible options for implementation, rather than on a set of standards, learning outcomes, or any prescriptive enumeration of skills … Neither the knowledge practices nor the dispositions that support each concept are intended to prescribe what local institutions should do in using the Framework; each library and its partners on campus will need to deploy these frames to best fit their own situation, including designing learning outcomes. For the same reason, these lists should not be considered exhaustive."

(http://www.ala.org/acrl/standards/ilframework)

Concepts
(Note: Not Threshold Concepts)

"Concepts are the constituents of thoughts. Consequently, they are crucial to such psychological processes as categorization, inference, memory, learning, and decision-making."

Information Social Justice

Information is created within existing power structures, and those power structures can impact the production and dissemination of information as well as distort, suppress, or misrepresent information. To understand and use information most effectively, users must be able to examine and interrogate the power structures that impact that information, and analyze the ways that information can be used to both to inform and misinform.

First, Why?

- Mis- and disinformation

- Suppression and censorship (our instant access world makes it less obvious and harder to understand this)

- Cooperating across the Atlantic: Helping Realize Higher Education's Democratic Mission (https://www.aacu.org/publications-research/periodicals/cooperating-across-atlantic-helping-realize-higher-education%E2%80%99s)
  - By developing ideas and creating new pathways for engagement with community and societal partners, higher education can not only reimagine, but also revitalize and sustain inclusive and just democratic societies.

- Reframing and Reclaiming Democracy: Higher Education's Challenge (https://www.aacu.org/publications-research/periodicals/reframing-and-reclaiming-democracy-higher-educations-challenge)

- Colleges Embrace Social Justice Curriculum (https://www.insidehighered.com/news/2012/01/31/colleges-embrace-social-justice-curriculum)
  - "If we can provide a framework, we can get students to think about some of these problems and thinking about doing something to solve them."

Knowledge Practices

- Learners who are developing their information literate ability:

  - Analyze how each stage of the production, dissemination, organization, location, evaluation, and use of information can be impacted by power structures
  - Identify and interrogate those power structures
  - Analyze critically sources of information to go beyond basic checklist criteria of author credentials, peer review, etc. to body of research, methodologies, funding sources, conflict of interest, personal bias etc.
  - Identify how the commodification of information impacts access and availability
  - Recognize when information is missing, incomplete, or inaccessible and recognize the absence of information as an indicator of possible power dynamics and bias
  - Analyze how information– both in its absence and its presence, in how it is created, arranged, accessed, etc.– informs opinions and beliefs about the people, ideas, or situations it represents or reflects
  - Examine the ways that information can be used to persuade, promote, misinform, or coerce

Dispositions

- Learners who are developing their information literate ability:

  - Engage in informed skepticism when evaluating information and its sources
  - Question traditional sources of knowledge and publishing venues
  - Reflect critically on their own information behaviors and how they might reflect and perpetuate the status quo
  - Question traditional constructions of authority
  - Value information and sources from different perspectives
  - Recognizes the impact of the filter bubble/echo chamber and actively seeks out diverse sources of information
  - Is empowered to work for change in information structures

Information Apprenticeship in Community

An information community includes novices, apprentices, and experts in that field of study. Developing expertise is a process and learners can be assisted by those more expert in the field as well as those with allied expertise (e.g., librarians) who can assist in developing skills, understanding, etc.

First: Why?

How People Learn - Especially Chapter 2: How Experts Differ From Novices (http://www.nap.edu/read/9853/chapter/5)

Community of Practice (http://wenger-trayner.com/introduction-to-communities-of-practice/)

Model Statement of Objectives for Academic Bibliographic Instruction (https://web.archive.org/web/20000306133550/http://www.ala.org/acrl/guides/msobi.html)

Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

- The Domain (Note: May Not Be Externally Recognized as Expertise)

- The Community – Membership, Relationships, Interactions, Learn Together

- The Practice – Shared Repertoire

Knowledge Practices

Learners who are developing their information literate ability:

- Identify the characteristics that define and scope an information community
- Analyze different types of roles in different information communities
- Recognize how information is defined and valued by experts in an information community
- Analyze how expertise influences the processes through which information sources are accepted and disseminated in the information community
- Recognize that information sources go through various review processes to be accepted as credible by different information community
- Analyze how an information community dismisses or suppresses information
- Map their information questions and tasks into one or more information communities

Dispositions

Learners who are developing their information literate ability:

- Moves between and among information communities as required by information questions and tasks
- Seek mentors and guidance from others in an information community as well as allied experts such as librarians
- Question how information communities welcome or exclude information sources and practices
- Reconcile information resources and practices from different information communities
- Work to influence their information communities
- Recognizes the limits of their positionalities in different information communities

What Are Your (Additional) Frames?

- Key Concept

- Description

- Practices and Dispositions

QUESTIONS? COMMENTS?