

Leveraging the Framework: transforming information literacy learning on campus

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Abstract: Stetson University librarians used the Framework to overhaul information literacy (IL) in the general education curriculum. Learn how we revised the Standards-based learning outcome and rubric to align with the Framework. Hear about professional development created to engage librarians with the Framework to focus on students' metaliteracy skills during reference interactions.

General Education

The current IL learning outcome and rubric at Stetson are based on the Standards and fail to make room for the IL skills students need to critically navigate information in our polarized and politically charged contemporary world. This concept limits IL to a few specific information behaviors and neglects to address transferability and contextuality of IL skills. Our hopes for IL learning are more aligned with the idea of IL grounded in metaliteracy and described by the Framework. Ideally, students will graduate with a wide variety of IL skills they can adapt to "real-world" situations outside of academics. In 2017, a critically engaged digital citizen must go beyond passively locating, evaluating, and using information to analyze, apply, understand, question, reject, or contribute to it. These are the issues the revised outcome and rubric are intended to address.

Current Learning Outcome

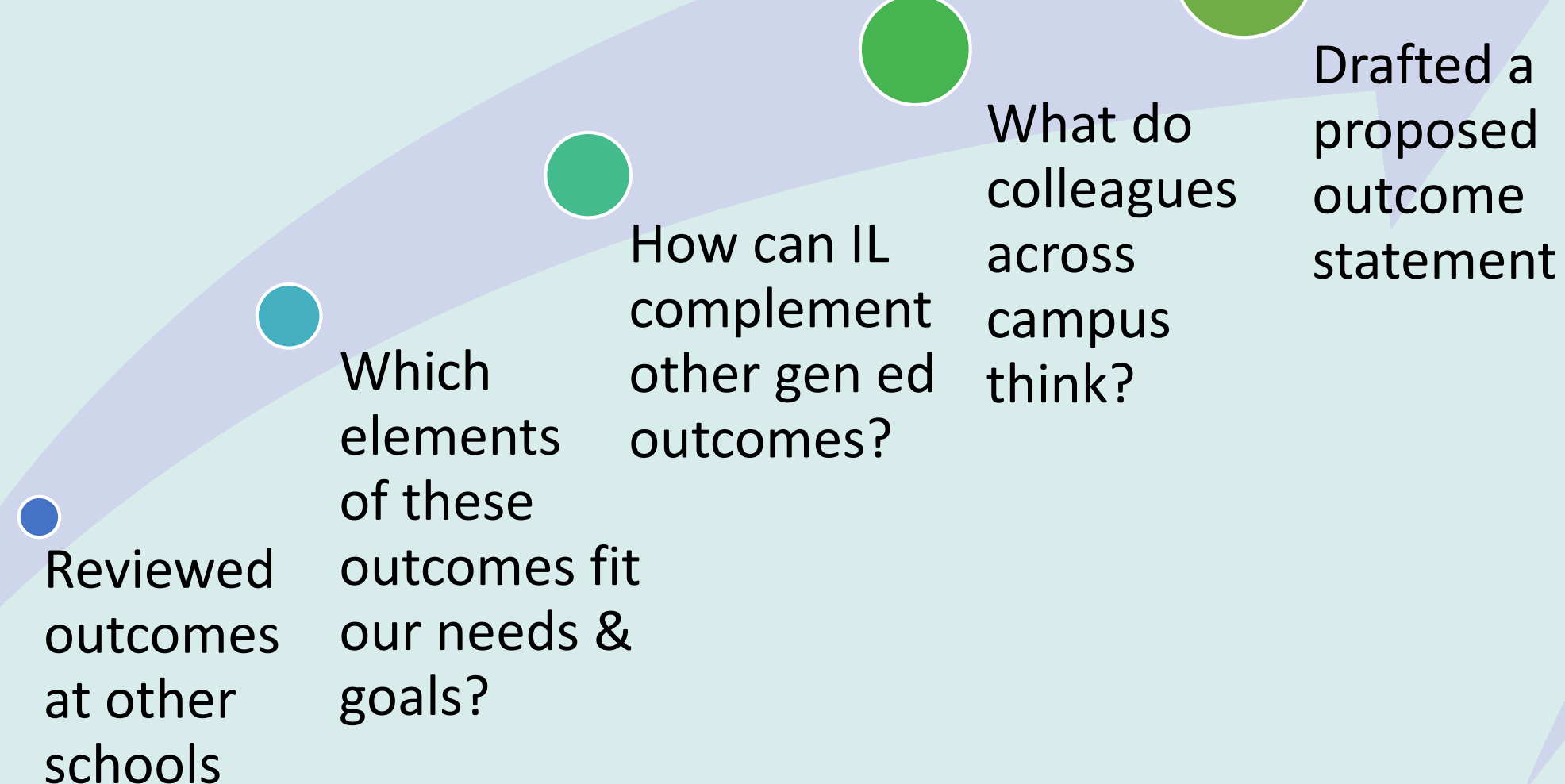
Using technology as appropriate, students know when there is a need for information and are able to locate, evaluate, and effectively and responsibly use that information for the task at hand.

Revised Learning Outcome

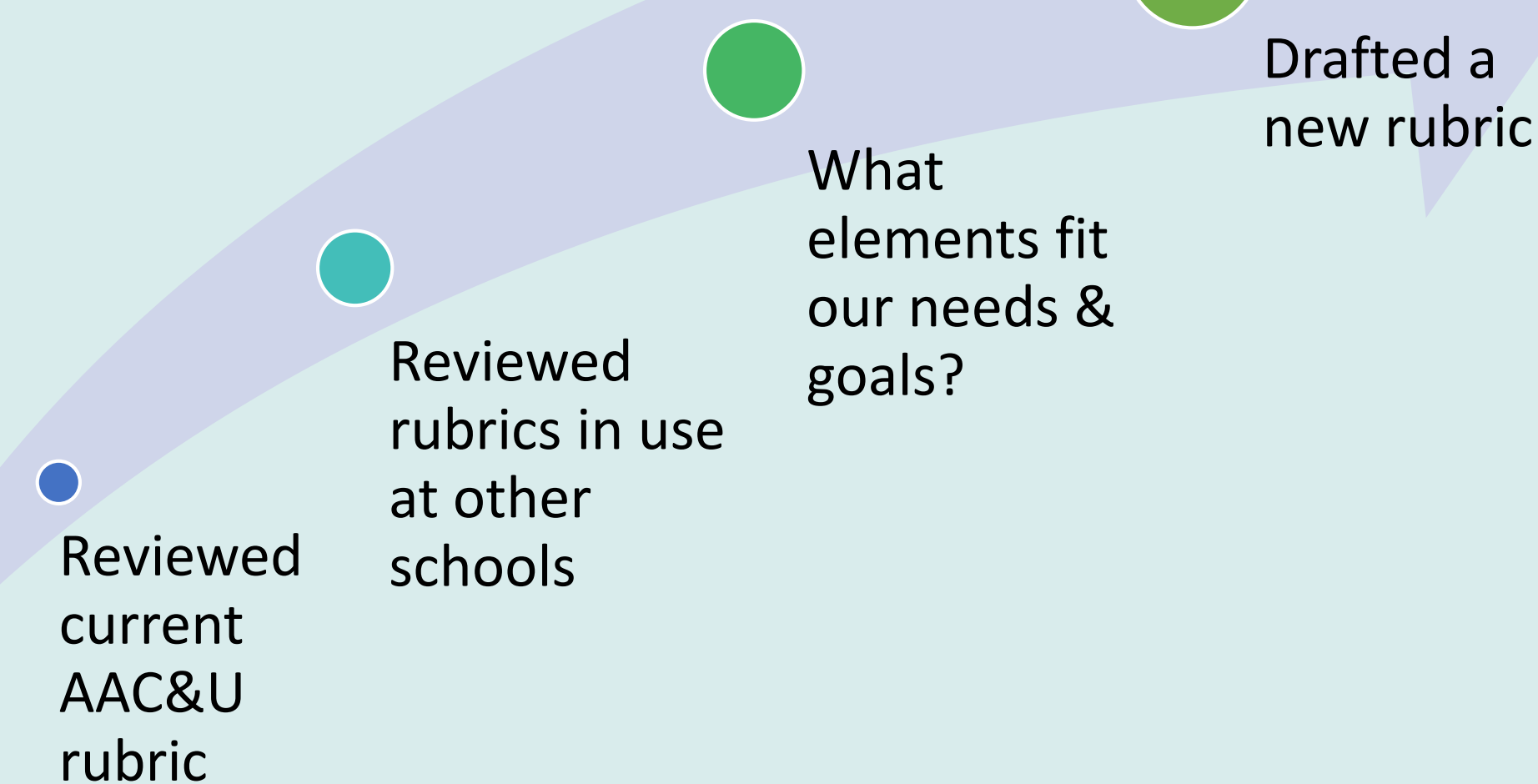
Students engage with information effectively and for a variety of purposes.

Our revision processes are illustrated below. The goal was to reconceptualize IL at Stetson to better align it with the realities of engaging with information in the 21st century in a variety of contexts. Both revision processes involved evaluating outcomes and rubrics at other universities, considering institutional needs, gathering feedback, and preparing drafts.

Learning Outcome Revision Process



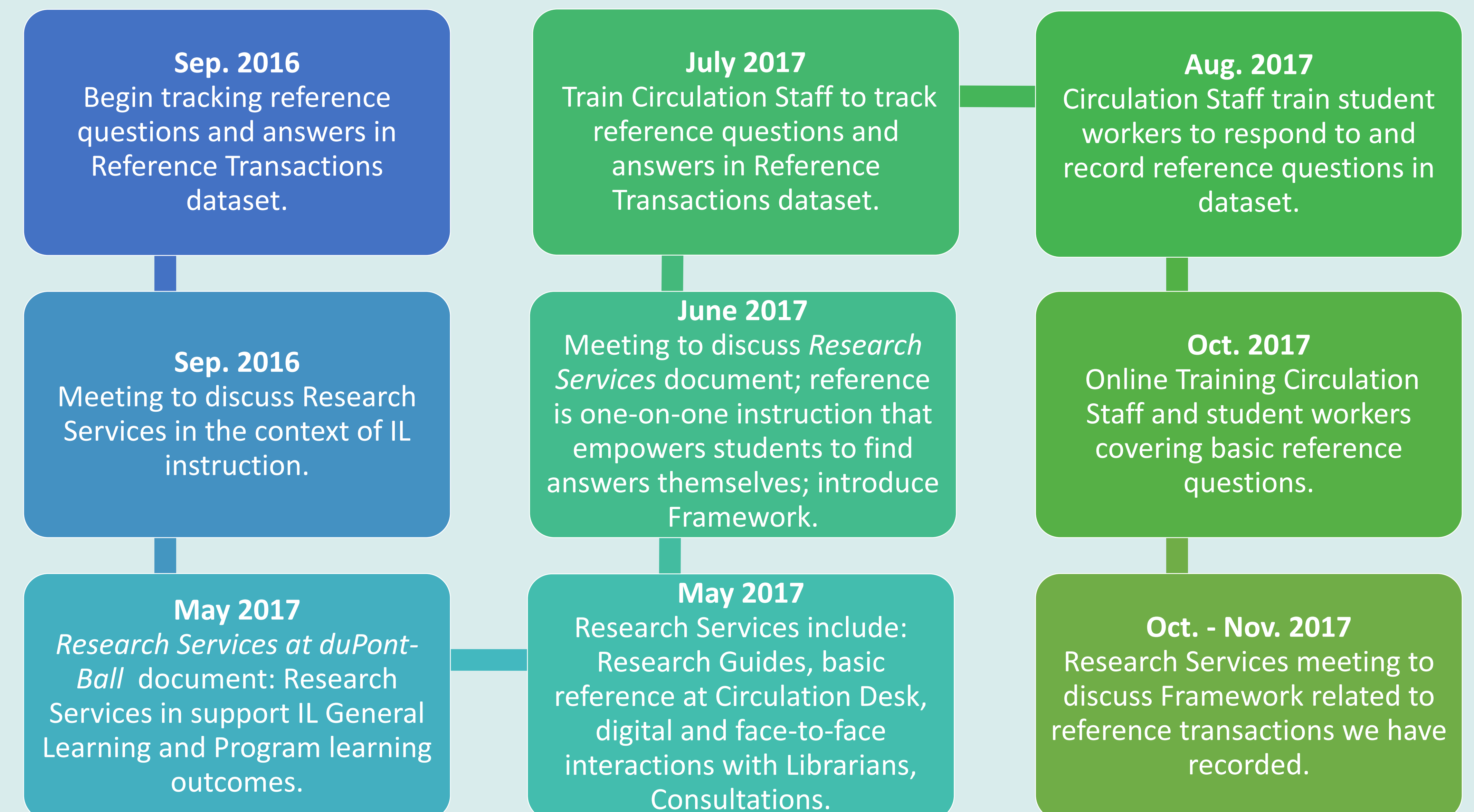
Rubric Revision Process



Research Services

Research Services librarians provide point of need, one-on-one educational interactions to complement course-related instructional services and support IL learning in general. Reference librarians have long sought to empower users to become self-sufficient in finding and using information through "teaching at the desk." (Elmborg) Studies of reference services have used the Standards to analyze types of instruction at the desk. (Avery and Ward; Graves and Desai; Oakleaf and Van Scoy) Given the adoption of the Framework for IL instruction on campus, Research Services Librarians need to be conversant with the document. In an effort to introduce the Framework and make connections to our work with students, we provided professional development for librarians and circulation staff with the overall goal to empower students to find answers on their own.

Professional Development Plan



An internal document *Research Services at duPont-Ball Library* outlines the components of research services, including the role of the Circulation personnel, who refer questions to on-call librarians.

References: see <https://guides.stetson.edu/facrl2017poster>

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