



Framework Information Literacy

Mehr als ein Hype aus den USA?

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Standards der Informationskompetenz



2000

The information literate student:

- determines the nature and extent of the information needed.
- accesses needed information effectively and efficiently.
- evaluates information critically and incorporates selected information into his or her knowledge base and value system.
- uses information effectively to accomplish a specific purpose.
- understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.



Standards der Informationskompetenz



2000



2007

Die informationskompetenten Studierenden erkennen und formulieren ihren Informationsbedarf und bestimmen Art und Umfang der benötigten Informationen.

Die informationskompetenten Studierenden verschaffen sich effizient Zugang zu den benötigten Informationen.

Die informationskompetenten Studierenden bewerten die gefundenen Informationen und Quellen und wählen sie für ihren Bedarf aus.

Die informationskompetenten Studierenden verarbeiten die gewonnenen Erkenntnisse effektiv und vermitteln sie angepasst an die jeweilige Zielgruppe und mit geeigneten technischen Mitteln.

Die informationskompetenten Studierenden sind sich ihrer Verantwortung bei der Informationsnutzung und -weitergabe bewusst.



Standards der Informationskompetenz



2000



2007

Zweiter Standard:

Die informationskompetenten Studierenden verschaffen sich effizient Zugang zu den benötigten Informationen.

Indikatoren:

Die informationskompetenten Studierenden

1. wählen die am besten geeigneten Recherchesysteme und Recherchemethoden aus, um Zugang zur benötigten Information zu erhalten,
2. entwickeln effektive Suchstrategien,
3. nutzen unterschiedliche Recherchesysteme und Suchstrategien zur Beschaffung von Informationen.



Standards der Informationskompetenz



2000

Outcomes include:

1. develops a research plan appropriate to the investigative method
2. identifies keywords, synonyms and related terms for the information needed
3. selects controlled vocabulary specific to the discipline or information retrieval source
4. constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
5. implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters



Standards

Lernziel

Indikator

Ergebnis

linear

aufeinander aufbauend

ergebnisorientiert



Nutzen Sie die Standards der Informationskompetenz ?

- A Ja.**
- B Derzeit nicht. Wir sollten uns aber damit beschäftigen.**
- C Nein. Wäre vielleicht nicht schlecht, haben aber keine Zeit und Ressourcen.**
- D Nein. Brauchen wir nicht.**



Standards der Informationskompetenz



2000



2007

Was können informationskompetente Studierende ?



Wie lernen sie es?



Warum ist es für sie wichtig?



In welchem Zusammenhang sollen sie sich damit beschäftigen?



A blue-tinted photograph of a computer keyboard, a white computer mouse, and a pair of round-rimmed glasses resting on the keyboard. The image serves as the background for the title area.

Information Literacy Competency Standards for Higher Education



Framework Information Literacy



2016

Threshold Concepts and Troublesome Knowledge (1): linkages to ways of thinking and practising within the disciplines

Authors and Institutions:

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Abstract

This paper arises from ongoing research undertaken by the Economics team of the ESRC/TLRP Project 'Enhancing Teaching and Learning Environments' (ETL)¹. This forms part of the large scale ESRC Teaching and Learning Research Programme Phase 2. ETL is seeking to identify factors leading to high quality learning environments within five disciplinary contexts across a range of HE institutions. Meyer's notion of a *threshold concept* was introduced into project discussions on learning outcomes as a particular basis for differentiating between core learning outcomes that represent 'seeing things in a new way' and those that do not. A threshold concept is thus seen as something distinct within what university teachers would typically describe as 'core concepts'. Furthermore, threshold concepts may represent, or lead to, what Perkins (1999) describes as 'troublesome knowledge' — knowledge that is conceptually difficult, counter-intuitive or 'alien'. The paper attempts to define characteristics of threshold concepts and, in the light of Perkins' work, to indicate correspondences between the notion of threshold concepts and that of 'troublesome knowledge.'

1.0 Introduction

A threshold concept can be considered as akin to a portal, opening up a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress. As a consequence of comprehending a threshold concept there may thus be a transformed internal view of subject matter, subject landscape, or even world view. This transformation may be sudden or it may be protracted over a considerable period of time, with the transition understanding proving troublesome. Such a transformed view or landscape may represent how people 'think' in a particular discipline, or how they perceive, apprehend, or experience particular phenomena within that discipline (or more generally). It might, of course, be argued, in a critical sense, that such transformed understanding leads to a privileged or dominant view and therefore a contestable way of understanding something. This would give rise to discussion of how threshold concepts come to be identified and prioritised in the first instance. However, first we require examples.

A simple illustrative example can be taken from the kitchen. Cooking is fundamentally a process of using heat (in various degrees and sources) to effect desired outcomes. In physics one encounters the concept of *heat transfer* and its mathematical formalisation

¹ESRC Teaching and Learning Research Programme Project No L139251099

A threshold concept can be considered as akin to a portal, opening up a new and previously inaccessible way of thinking about something...

Meyer, Jan, and Ray Land. *Threshold concepts and troublesome knowledge: Linkages to ways of thinking and practising within the disciplines*. Edinburgh: University of Edinburgh, 2003.

**Framework Information Literacy**

2016



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Informationskompetenz ist wie ein Portal,
das einen neuen und bisher unzugänglichen
Weg zu einer neuen Art zu denken und zu
studieren und zu forschen öffnet ...

**Framework Information Literacy****2016****Scholarship as Conversation****Research as Inquiry****Searching as Strategic Exploration****Information Creation as a Process****Authority is Constructed and Contextual****Information Has Value**

ACRL Framework for Information Literacy for Higher Education

1. Authority is Constructed and Contextual

Knowledge Practices:

- a) Define different types of authority
- b) Determine the credibility of sources
- c) Understand discipline-specific contexts of authority and contested authority
- d) Recognize authority across media formats and content types
- e) Acknowledge the process of developing authority as a scholar
- f) Understand the social nature of the information ecosystem

Dispositions:

- a) Have an open mind when encountering conflicting perspectives
- b) Be motivated to find authoritative sources
- c) Assess content with informed skepticism and self-awareness of biases
- d) Question authority; recognize diverse ideas
- e) Purposefully employ recursive self-evaluation

2. Information Creation as a Process

Knowledge Practices:

- a) Articulate the impact on information developed through various processes
- b) Evaluate information product's usefulness based on its creation process
- c) Articulate a discipline's traditional and emerging creation and dissemination processes
- d) Recognize the impact of format on how information is perceived
- e) Recognize when a format is static or dynamic, and associated implications
- f) Be aware of the value placed on information products in different contexts

Dispositions:

- a) Seek characteristics that indicate the underlying creation process
- b) Value matching an information product to an information need
- c) Accept that information may be created in a variety of modes and formats
- d) Accept ambiguity
- e) Identify the mode of creation and dissemination that is most applicable to the information to be conveyed

3. Information has Value

Knowledge Practices:

- a) Give credit through proper attribution
- b) Understand intellectual property as a legal and social construct
- c) Understand copyright, fair use, open access, and the public domain
- d) Understand information politics (the systematic underrepresentation of certain perspectives)
- e) Recognize issues of access to information sources
- f) Decide where and how information will be published
- g) Understand "big data"; be informed digital citizens with respect to privacy and the commodification of personal information

Dispositions:

- a) Respect the original ideas of others
- b) Value the skills, time, and effort needed to produce information
- c) Participate as a contributor to the information marketplace, not just as a consumer
- d) Examine own information privilege

4. Research as Inquiry

Knowledge Practices:

- a) Formulate research questions
- b) Determine an appropriate scope of investigation
- c) Deconstruct complex research questions into simple ones
- d) Use various research methods
- e) Monitor gathered information; assess info. gathered for gaps and weaknesses
- f) Organize information meaningfully
- g) Synthesize ideas from multiple sources
- h) Draw reasonable conclusions based on analysis and interpretation

Dispositions:

- a) Consider research as open-ended exploration
- b) Appreciate that a question may be more complex than it appears
- c) Value intellectual curiosity
- d) Maintain an open mind and critical stance
- e) Value persistence, adaptability, and flexibility in the research process
- f) Seek multiple perspectives
- g) Seek appropriate help when needed
- h) Follow ethical and legal guidelines when gathering and using information
- i) Demonstrate intellectual humility

5. Scholarship as Conversation

Knowledge Practices:

- a) Cite others' contributions
- b) Contribute to scholarly conversation in the appropriate forum and format
- c) Identify barriers to entry
- d) Critically evaluate others' contributions
- e) Identify the contributions that seminal works make to disciplinary knowledge
- f) Summarize changes in scholarly perspective over time
- g) Recognize that a given scholarly work is not the only perspective on the issue

Dispositions:

- a) Recognize scholarship as an ongoing conversation
- b) Seek conversations within their discipline
- c) Identify as both a contributor and consumer of scholarly information
- d) Recognize that scholarly conversations take place across venues and formats
- e) Suspend judgment on a particular piece until the larger context is understood
- f) Understand the responsibilities of participating in scholarly conversations
- g) Value and evaluate user-generated content
- h) Recognize that knowledge of a discipline empowers participation and engagement

6. Search as Strategic Exploration

Knowledge Practices:

- a) Determine the scope of the info. need
- b) Identify potential information contributors for a topic and determine how to access their information
- c) Utilize divergent (brainstorming) and convergent (selecting best source) thinking
- d) Align information needs, search strategies, and search tools
- e) Adapt search strategy based on results
- f) Understand how information systems are organized to efficiently access relevant information
- g) Use different searching language types
- h) Manage search processes and results

Dispositions:

- a) Exhibit mental flexibility and creativity
- b) Understand the recursive nature of research
- c) Realize that information sources have varying relevance and value
- d) Seek guidance from experts
- e) Recognize the value of browsing and other serendipitous methods of information gathering
- f) Persist in the face of search challenges; recognize when adequate information has been gathered

**Framework Information Literacy****2016**

Searching as Strategic Exploration

Knowledge practices:

- utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching;
- match information needs and search strategies to appropriate search tools;
- ...

Dispositions:

- understand that first attempts at searching do not always produce adequate results
- realize that information sources vary greatly in content and format and have varying relevance and value, depending on the needs and nature of the search
- ...



Framework Information Literacy



2016

Authority is Constructed and Contextual

Knowledge practices:

- define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event);
- understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time
- ...

Dispositions:

- develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview;
- ...



Standards	Framework
Lernziel	Rahmen
Indikator	Praxis
Ergebnis	Dispositions
linear	diskontinuierlich
aufeinander aufbauend	eigenständig
ergebnisorientiert	prozessorientiert



Framework Information Literacy



2016



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**Kann uns das Framework Anhaltspunkte geben,
über unsere Vorgehensweise nachzudenken?**



Framework Information Literacy



2016



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Die verschiedenen Medientypen kennen ...

... um zu wissen, wie man danach sucht.

... um zu verstehen, welche Informationen
darin enthalten sein können.



Framework Information Literacy



2016

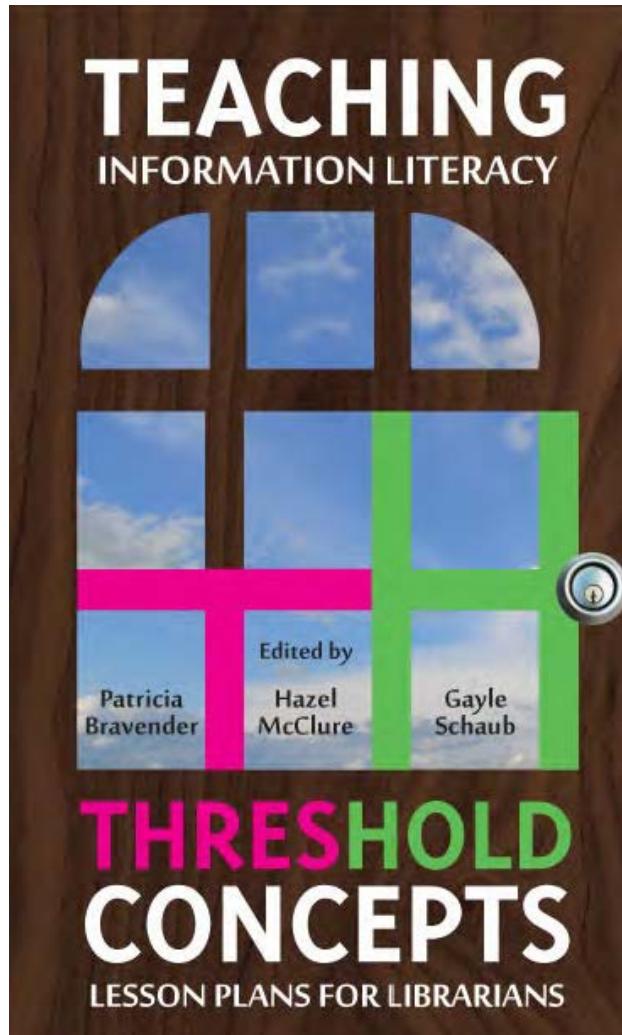


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Suchstrategien entwickeln ...

... um zu wissen, wie man eine Datenbank nutzt.

... um die Möglichkeiten und Grenzen der Rechercheinstrumente zu verstehen..



Teaching Information Literacy Reframed

50+ framework-based exercises for creating information-literate learners



JOANNA M. BURKHARDT



Kann das Framework auch für uns in Deutschland hilfreich sein?

- A Ja.**
- B Weiß nicht. Wir sollten es zunächst mal genauer diskutieren.**
- C Weiß nicht. Lohnt sich aber wohl nicht, dass wir uns damit beschäftigen.**
- D Nein. Brauchen wir nicht.**

