BLC Expanding Knowledge
Library Instruction and Teaching

Dianne N Brown
Social Science Research & Instruction Librarian
Tisch Library, Tufts University

Lorraine Heffernan
Business & Economics Librarian
Claire T. Carney Library, UMass Dartmouth
1. How did we get here?

From bibliographic instruction to information literacy instruction
Finding information
Evaluating information
Using information
Limited role in accreditation

7.22 The institution provides access to library and information resources, services, facilities, and qualified staff sufficient to support its teaching and learning environments and its research and public service mission as appropriate.

https://cihe.neasc.org/standards-policies/standards-accreditation/standards-effective-july-1-2016#standard_seven
2. What is information literacy?

Defining what we teach
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.

http://www.ala.org/acrl/standards/ilframework
More literacies

- Media literacy
- Visual literacy
- Data literacy
- Critical information literacy (critlib)
3. Why do we teach?

Teaching in the librarian role
4. From Standards to Frameworks

The evolution of thinking around information literacy
Information Literacy Competency Standards for Higher Education

- January 2000
- Standards, Performance Indicators, Outcomes
- Tool for assessment
Standard Three
The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Performance Indicators:
The information literate student summarizes the main ideas to be extracted from the information gathered.

Outcomes Include:

- Reads the text and selects main ideas
- Restates textual concepts in his/her own words and selects data accurately
- Identifies verbatim material that can be then appropriately quoted

http://www.ala.org/Template.cfm?Section=Home&template=/ContentManagement/ContentDisplay.cfm&ContentID=33553
Framework for Information Literacy for Higher Education

- January 2016
- Frames, Knowledge Practices, Dispositions
- 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 or learning outcomes, or any prescriptive enumeration of skills.

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

http://www.ala.org/acrl/standards/ilframework
Knowledge Practices
Learners who are developing their information literate abilities

▸ 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);
▸ use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility;

Dispositions
Learners who are developing their information literate abilities

▸ develop and maintain an open mind when encountering varied and sometimes conflicting perspectives;
▸ motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways;

http://www.ala.org/acrl/standards/ilframework
5.

What do we teach?

How we tailor our content to different populations
Just about everything!

From freshman English to working with Ph.D candidates
6. How do we teach?

It's no longer just database demos!
One size does not fit all

Many models of teaching

Developing pedagogy on the job
Case study: UMass Dartmouth

Multiple engagements with freshman English courses
Case study: Tufts University

Active learning to engage students
Culture of research consultations
7. Assessing our teaching

How we qualify and quantify the work that we do
http://www.ala.org/acrl/AiA
8. Bringing the rest of the library into the classroom

How we can share your good work in our teaching
We want to bring you into our classes!
Thank you!

Any questions?

Dianne.Brown@tufts.edu / LHeffernan@umassd.edu
Resources

- Assessment in Action: Academic Libraries and Student Success: [http://www.ala.org/acrl/AiA](http://www.ala.org/acrl/AiA)
- Framework for Information Literacy for Higher Education: [http://www.ala.org/acrl/standards/ilframework](http://www.ala.org/acrl/standards/ilframework)
- Information Literacy Competency Standards for Higher Education: [http://www.ala.org/Template.cfm?Section=Home&template=/ContentManagement/ContentDisplay.cfm&ContentID=33553](http://www.ala.org/Template.cfm?Section=Home&template=/ContentManagement/ContentDisplay.cfm&ContentID=33553)
- Roles and Strengths of Teaching Librarians: [http://www.ala.org/acrl/standards/teachinglibrarians](http://www.ala.org/acrl/standards/teachinglibrarians)