



THE INFORMATION LITERACY CONSTELLATION: *UNDERSTANDING BY DESIGN* AS A MODEL TO INTEGRATE FRAMES AND STANDARDS

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Webinar for the
Academic Instruction & Information Literacy Member Group
Florida Library Association

Picture in Your Mind

Your Information Literacy Practice
and It's Relationship with the
ACRL Information Literacy Documents
(Past and Present)

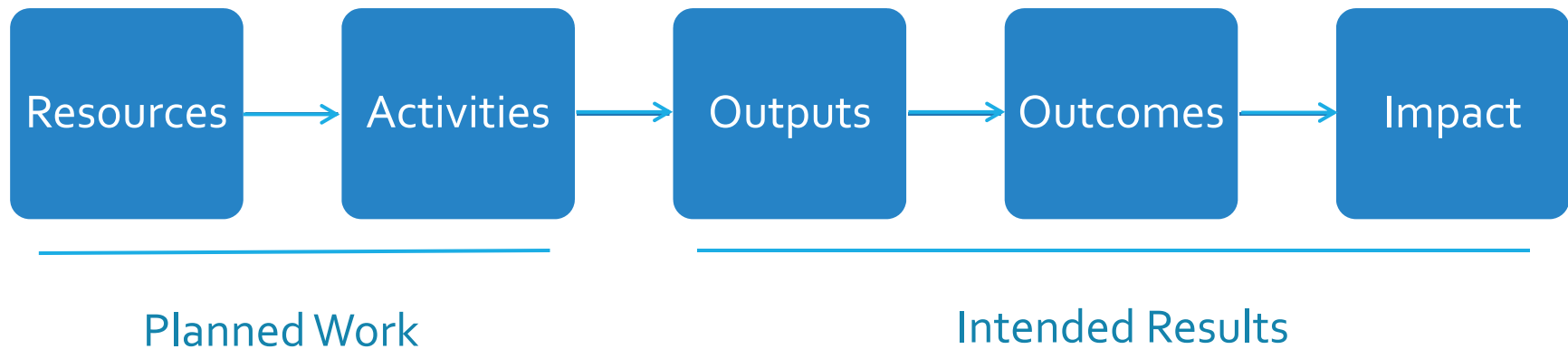
What's an
Information
Literacy
Program?

Comprised of?

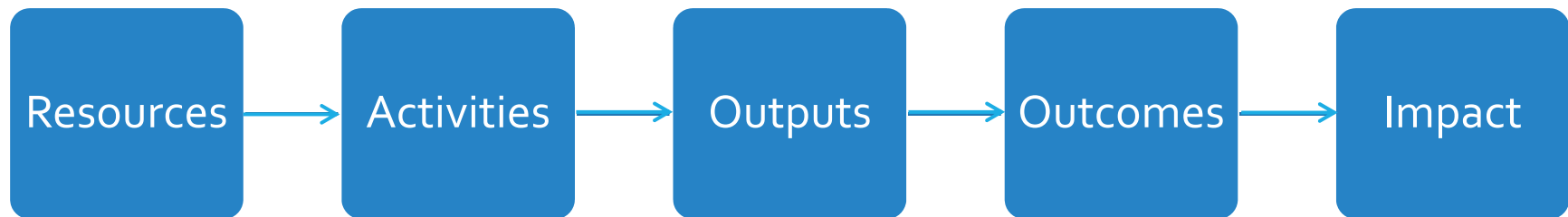
Targeted to?

Delivered by?

Basic Logic Model



Basic Logic Model



Planned Work

Intended Results

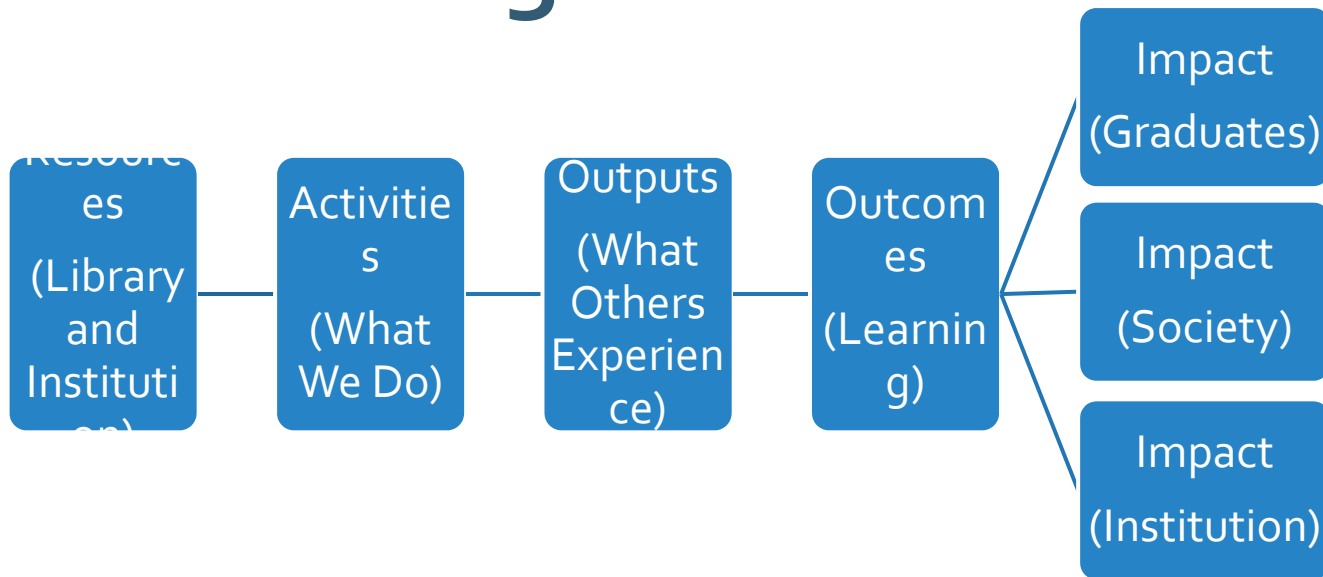


ITERATION AND ALIGNMENT

Basic Logic Model



Information Literacy Program Logic Model



Your Planned Work

Your Intended Results

“we have accepted the Framework
and it will assume its place among
the **constellation** of documents used
by information literacy practitioners”

ACRL Board, February 4, 2015

<http://www.acrl.ala.org/acrlinsider/archives/9814>

A CONSTELLATION?

ACRL Constellation of Documents

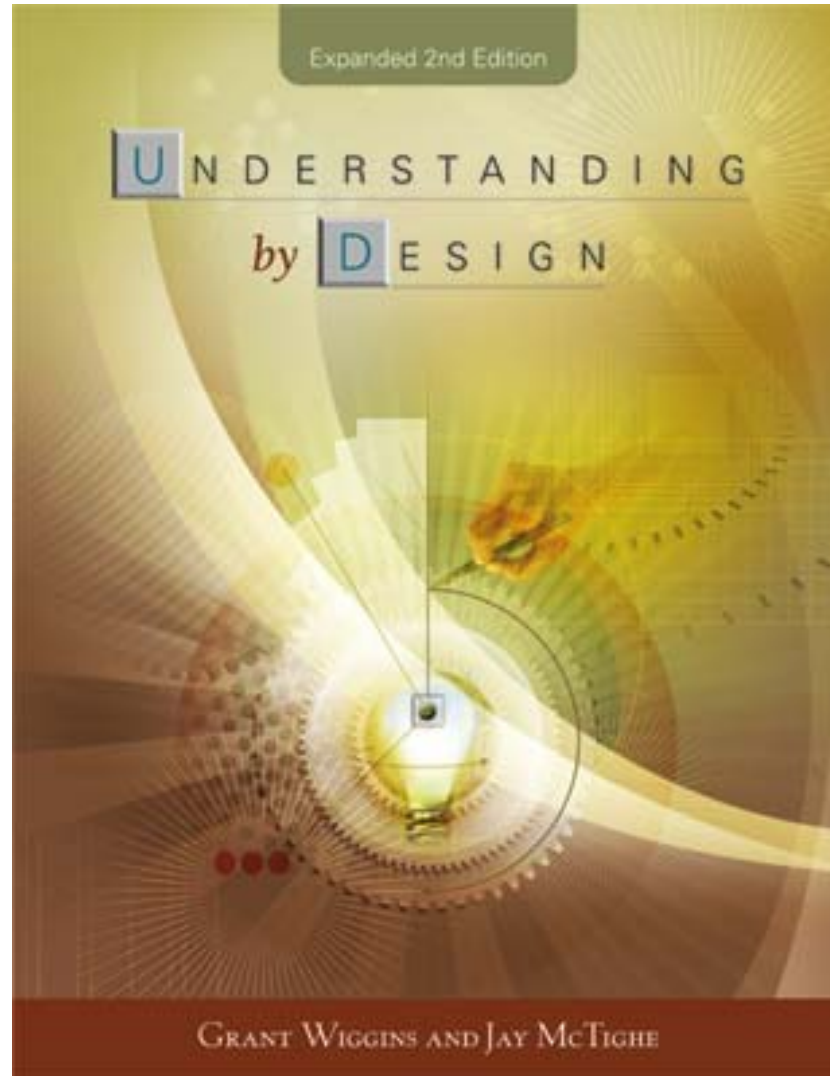
- **IN REVIEW** Standards for Libraries in Higher Education (2011) - <http://www.ala.org/acrl/standards/standardslibraries>
- Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline (2003, 2012) - <http://www.ala.org/acrl/standards/characteristics>
- Guidelines for Instruction Programs in Academic Libraries (2003, 2011) - <http://www.ala.org/acrl/standards/guidelinesinstruction>
- **IN REVISION** Standards for Proficiencies for Instruction Librarians and Coordinators (2007) - <http://www.ala.org/acrl/standards/profstandards>
- **RESCINDED** Information Literacy Competency Standards for Higher Education (2000) - <http://www.ala.org/acrl/standards/informationliteracycompetency>
- Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians (2001) - <http://www.ala.org/acrl/standards/objectivesinformation>
- Framework for Information Literacy for Higher Education (2016) - <http://www.ala.org/acrl/standards/ilframework>

AND MORE!

Expanded 2nd Edition

U N D E R S T A N D I N G
by D E S I G N

GRANT WIGGINS AND JAY MCTIGHE



When we truly understand we ...

- Can explain
- Can interpret
- Can apply
- Have perspective
- Can empathize
- Have self-knowledge

As experts, we understand ...
... but we must not fall into thinking we can
transfer our understanding directly to others.

Learning Goals/Teaching Roles

ACQUIRE	MAKE MEANING	TRANSFER
<p>This goal seeks to help learners <i>acquire</i> factual information and basic skills.</p>	<p>This goal seeks to help students <i>construct meaning</i> (i.e., <i>come to an understanding</i>) of important ideas and processes.</p>	<p>This goal seeks to support the learner's ability to <i>transfer</i> their learning autonomously and effectively in new situations.</p>
<p>Direct Instruction : In this role, the teacher's primary role is to <i>inform</i> the learners through explicit instruction in targeted knowledge and skills; differentiating as needed.</p>	<p>Facilitative Teaching : Teachers in this role engage the learners in actively processing information and guide their inquiry into complex problems, texts, projects, cases, or simulations; differentiating as needed.</p>	<p>Coaching: In a coaching role, teachers establish clear performance goals, supervise on-going opportunities to perform (independent practice) in increasingly complex situations, provide models and give on- going feedback (as personalized as possible). They also provide "just in time teaching" (direct instruction) when needed.</p>
<p>Strategies include:</p> <ul style="list-style-type: none"> • diagnostic assessment • lecture • advanced organizers • graphic organizers • questioning (convergent) • demonstration/modeling • process guides • guided practice • feedback, corrections • differentiation 	<p>Strategies include:</p> <ul style="list-style-type: none"> • diagnostic assessment • using analogies • graphic organizers • questioning (divergent) & probing • concept attainment • inquiry-oriented approaches • Problem-Based Learning • Socratic Seminar • Reciprocal Teaching • formative (on-going) assessments • understanding notebook • feedback/ corrections • rethinking and reflection prompts • differentiated instruction 	<p>Strategies include:</p> <ul style="list-style-type: none"> • on-going assessment • providing specific feedback in the context of authentic application • conferencing • prompting self assessment and reflection

UbD Design Process

Stage 1:
Identify desired
results.



Stage 2:
Determine
acceptable
evidence.



Stage 3:
Plan learning
experiences and
instruction.

Note though that the process is in actuality iterative and messy. This is the final design structure and not necessarily a linear process.

UbD Design Process

Stage 1:
Identify desired
results.



Stage 2:
Determine
acceptable
evidence.

Should be the focus
of discussion with
classroom faculty
for course integrated
instruction.

Stage 3:
Plan learning
experiences and
instruction.

UbD Design Process

Stage 1:
Identify desired
results.



Stage 2:
Determine
acceptable
evidence.

Primarily the
responsibility of the
instruction librarian.

Course assignment
and faculty
expectations are
context.



Stage 3:
Plan learning
experiences and
instruction.

UbD Design Process

Stage 1:
Identify desired
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Stage 2:
Determine
acceptable
evidence.

Should be the focus
of discussion with
classroom faculty
for course integrated
instruction.

Primary use of IL
Standards and
Framework for IL.

Stage 3:
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UbD Design Process

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UbD: Stage 1 – Identify desired results.

Goals →

Understandings (Big Ideas) and Predictable
Misunderstandings →

Essential Questions (to foster inquiry, understanding,
transfer of learning) →

Learners will know and do →

Goals:

- Standards for Information Literacy Competency Standards in Higher Education
- VALUE Rubric from AAC&U (<https://www.aacu.org/value/rubrics/information-literacy>)
- TATIL Outcomes (<https://thresholdachievement.com/the-test/about-the-test>)

Also:

- General Education Learning Outcomes
- Major/Minor Learning Outcomes
- Graduate Attributes
- Accreditation Standards

Understandings:

Components:

- Big Ideas
- Specific Understandings
- Predictable Misunderstandings

Essential Questions:

- Stimulate ongoing thinking and inquiry
- Raise more questions
- Spark discussion and debate
- Asked and re-asked throughout unit/year/etc.
- Demand justification and support
- “Answers” may change as understanding deepens

Example: Scenario

- ❖ Students are assigned write a 5 page position paper in which they cite at least 3 scholarly articles to support their argument.
- ❖ Professors has scheduled a library instruction session and asked that students learn to search for and retrieve scholarly articles.
- ❖ The paper is due in two weeks.

Example: Goal, Understandings, Question

Goals:

- ILCS1.2: “identifies a variety of types and formats of potential sources for information”
- TATIL R&S 1: “understand the process of scholarly communication and knowledge building”

Understandings:

- Big Ideas – Scholarly Communication Cycle; FW2: Information Creation as a Process; FW5: Scholarship as Conversation
- Specific Understandings – Peer Review and Formal Cited Sources as Defining Characteristic of Scholarly Articles
- Predictable Misunderstandings – Database Limiter; Reviewed = True; “Information Survivalism”

Essential Questions: If authority is constructed and contextual (FW1), what is the relationship of authority and information quality, credibility, and trustworthiness?

Outcomes (Know and Do):

KNOWLEDGE AND SKILLS

BE ABLE TO

Information Literacy Standards
Framework for Information Literacy
Assignment
Course Goals
Curricular Goals
Certification
Accreditation

Example: Outcomes (Know and Do):

KNOWLEDGE AND SKILLS

- describe the peer review process as typically structured in their discipline
- explain advantages and limitations of information published through the peer review process
- describe the process for determining whether a particular article was peer reviewed
- describe reasons for their professors' requirement to cite peer reviewed sources

BE ABLE TO

- identify peer reviewed articles in a set of retrieved results from a database search
- determine whether a particular article was peer reviewed
- use peer reviewed articles as required and/or appropriate to their information-based work

Reflect on Your Outcomes

- ❑ Student is noun
- ❑ Possible formats:
 - ❑ Separate - knowledge/skill; application
 - ❑ Combine - knowledge/skill IOT application
- ❑ Check for:
 - ❑ Acquire
 - ❑ Make meaning
 - ❑ Transfer
- ❑ Judge-able

UbD Design Process

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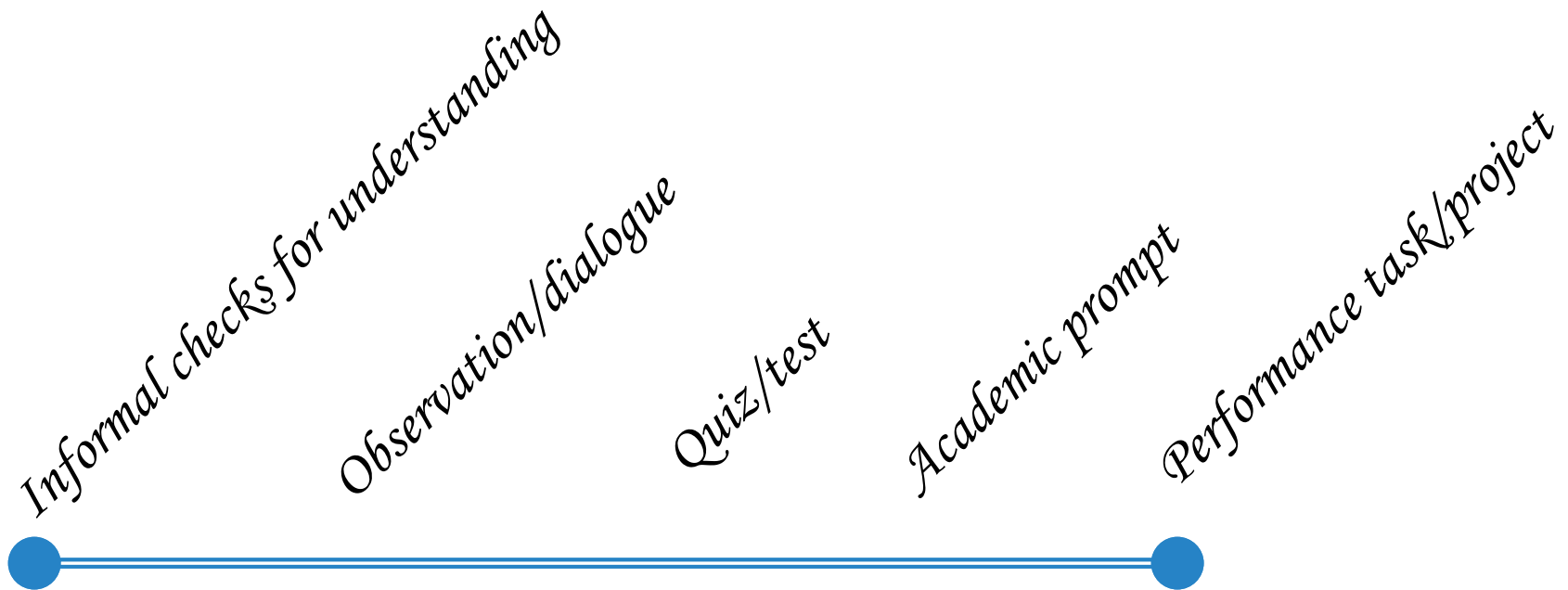
UbD: Stage 2 –
Determine acceptable evidence.

What is Evidence?

UbD: Stage 2 – Determine acceptable evidence.

- Performance tasks and criteria for judging performance
- Student reflection and self-assessment

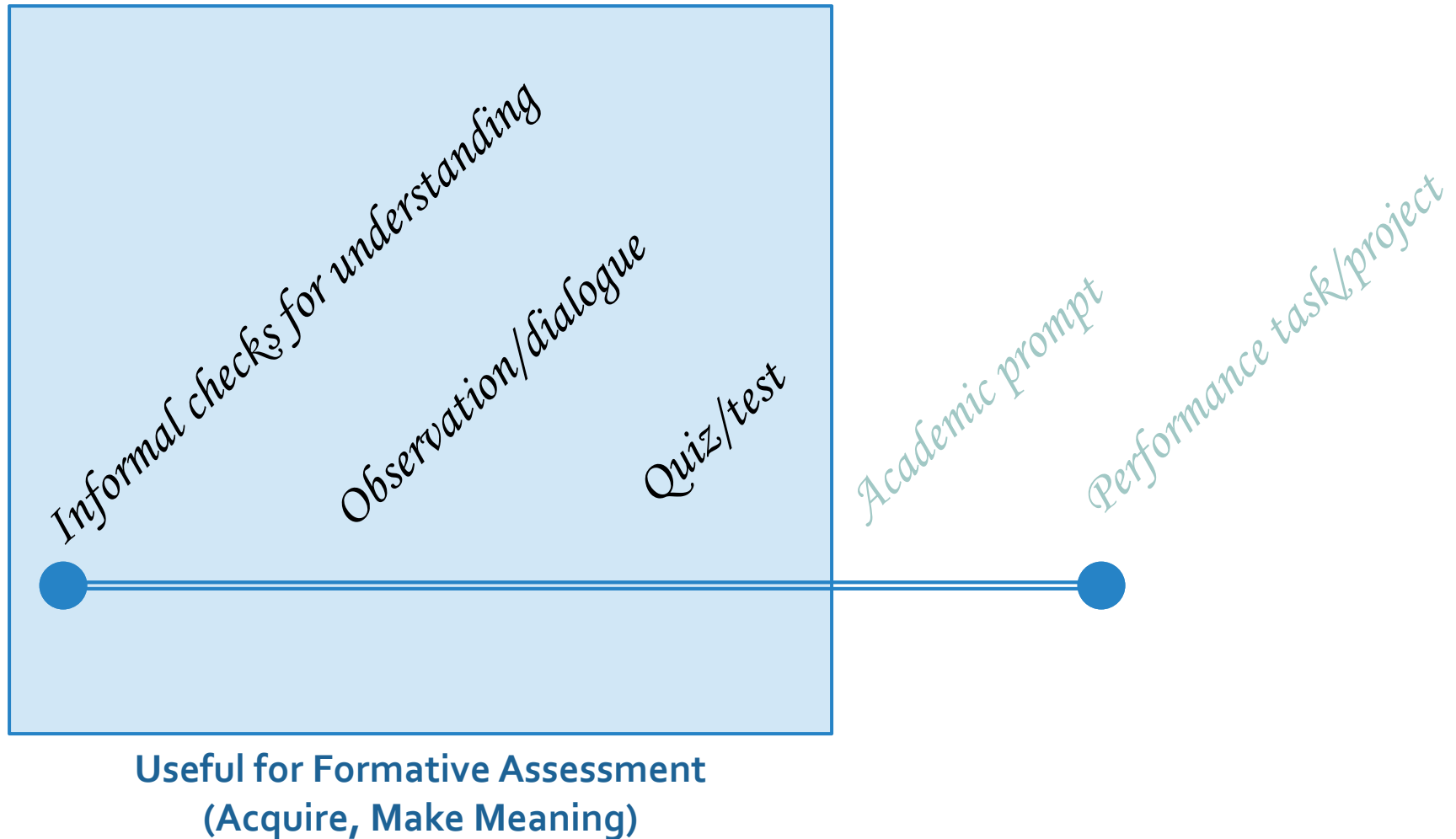
Kinds of Learning Assessments



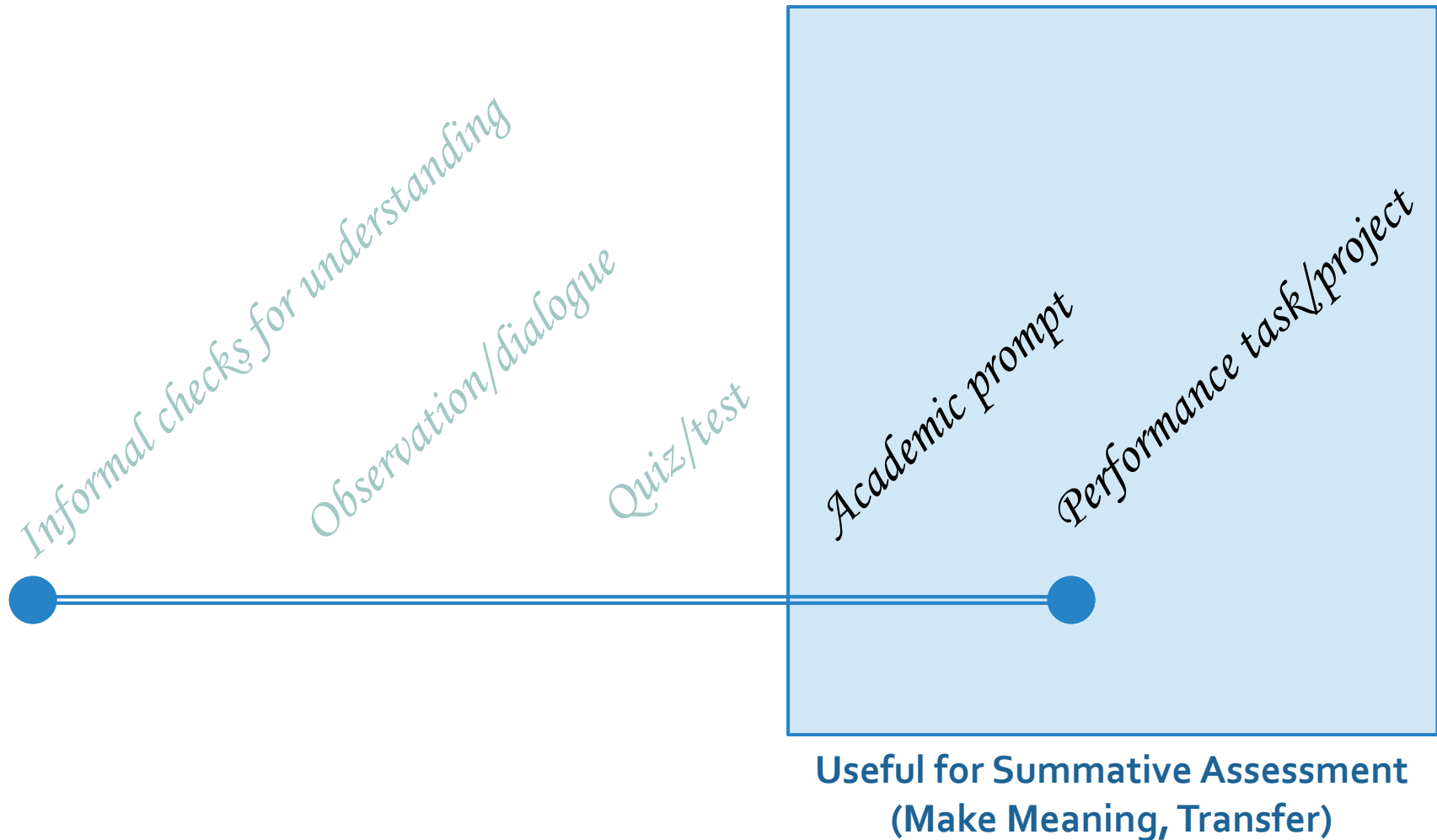
Key Questions for Assessments:

- What kind of data does this assessment collect?
- How would one analyze the data?
- What kinds of follow up could be appropriate?

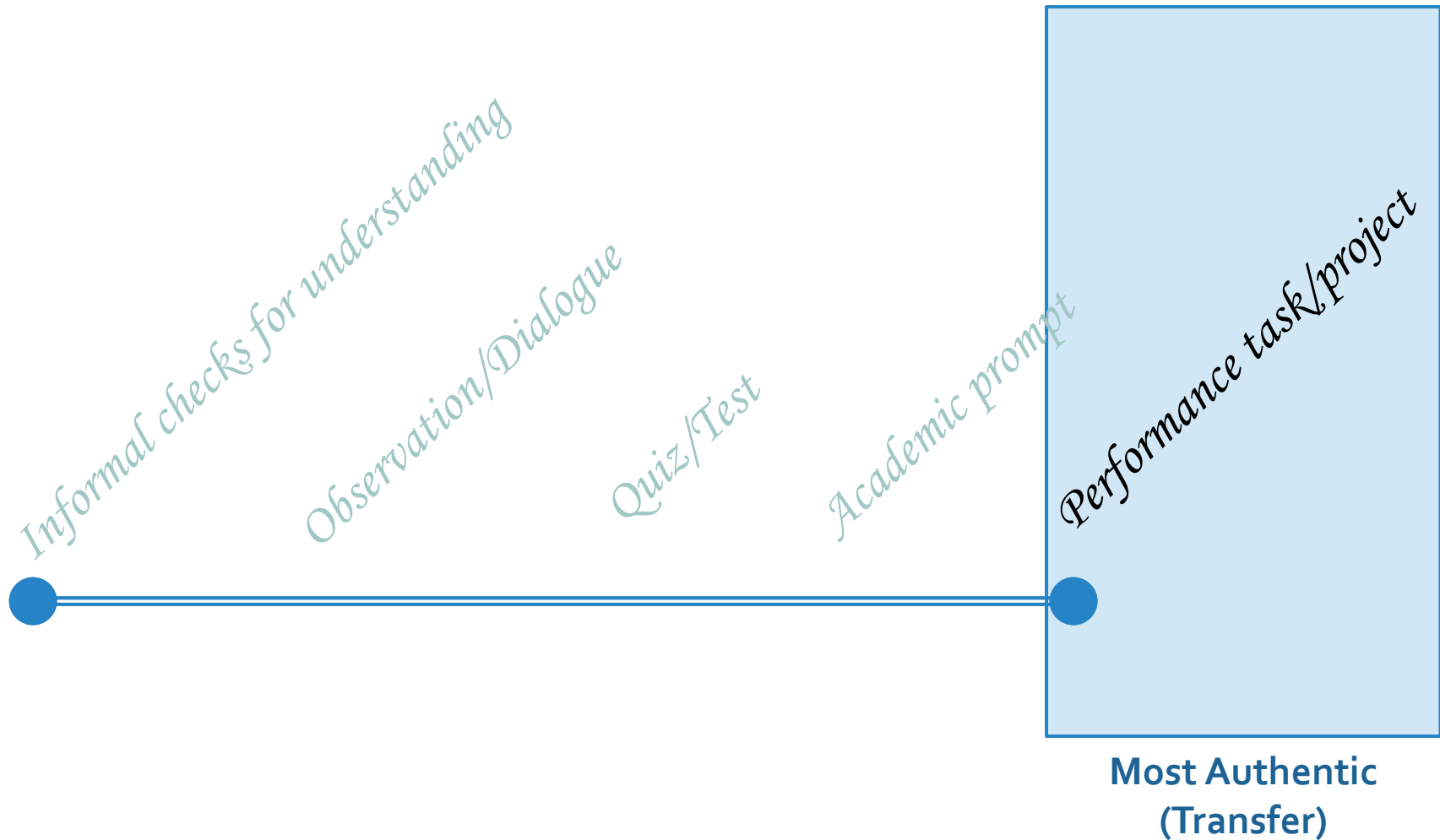
Kinds of Learning Assessments



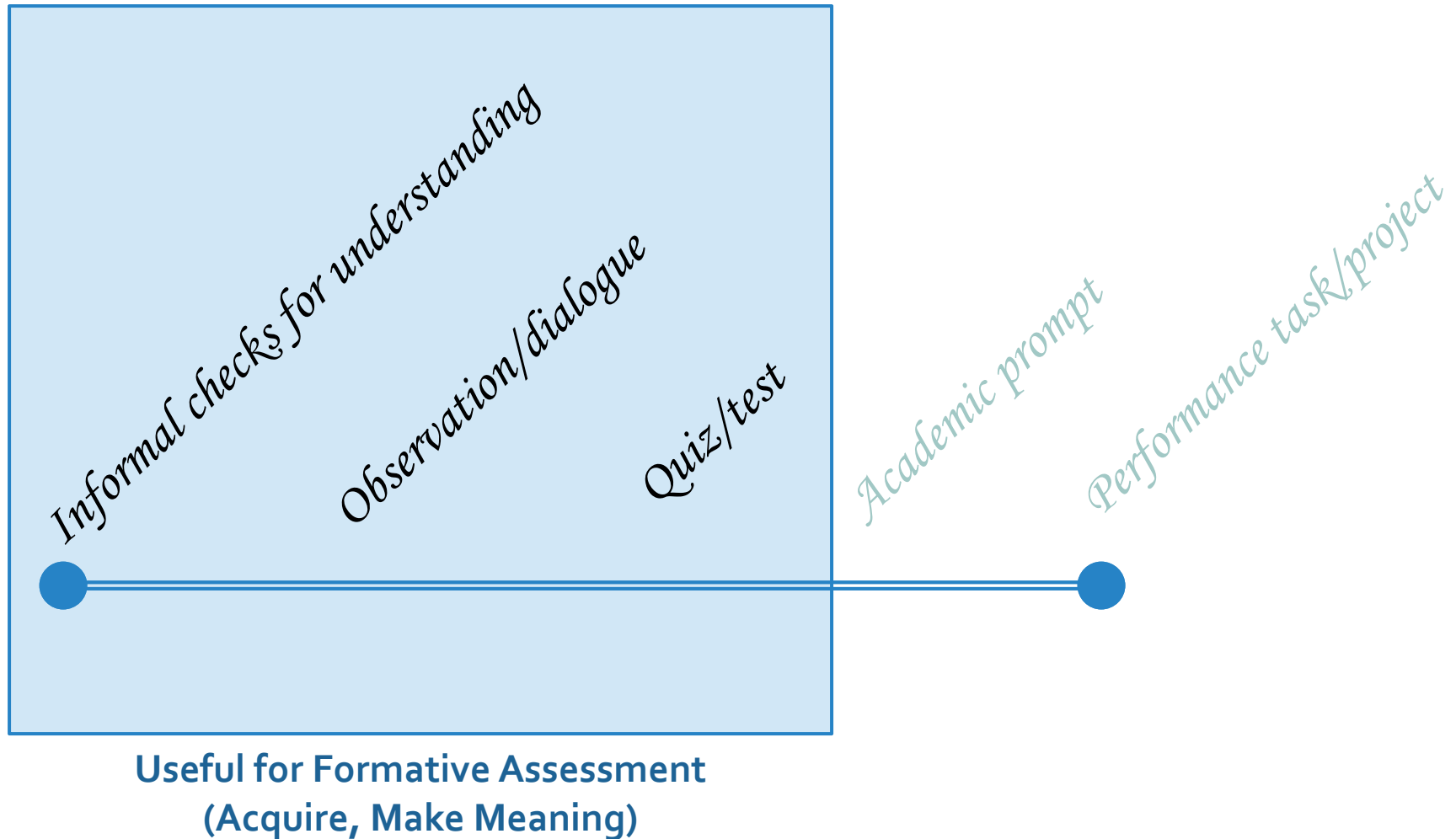
Kinds of Learning Assessments



Kinds of Learning Assessments

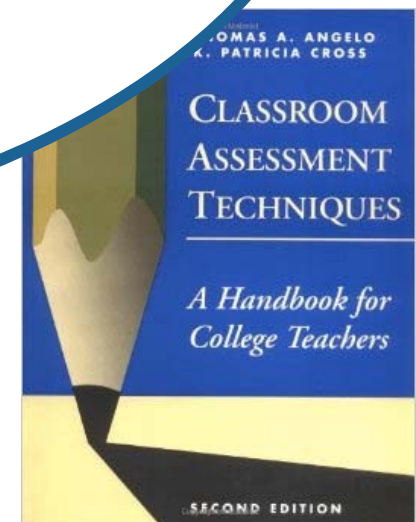


Kinds of Learning Assessments



“Classroom Assessment helps individual college teachers obtain useful feedback on what, how much, and how well their students are learning ... can then use this information to refocus their teaching to help students make their learning more efficient and more effective.”

Thomas A. Angelo & K. Patricia Cross,
Classroom Assessment Techniques



Example: #5 Memory Matrix

A 2-dimensional diagram (usually a rectangle divided into rows and columns) used to organize information and illustrate relationships.

Example:

Complete the following chart to indicate the characteristics of each type of publication.

	Scholarly Journals	Popular Magazines
<i>Author credentials</i>		
<i>Footnotes or bibliographies</i>		
<i>Graphics or illustrations</i>		
<i>Advertisements</i>		

What kind of data does this assessment collect?

How would one analyze the data?

What kinds of follow up could be appropriate?

Example: #6 Minute Paper

Please answer each question in 1-2 sentences.

1. What was the most useful or meaningful thing you learned during this session?
2. What question(s) remain upper-most in your mind as we end this session?

What kind of data does this assessment collect?
How would one analyze the data?
What kinds of follow up could be appropriate?

Example: #10 Pro & Con Grid

Students identify benefits and drawbacks.

Considering everything you know about peer review for scholarly articles at this point, what do you see as the most important pros/cons, or costs/benefits of relying on peer review to determine whether an article should be published? List at least 2 important pros/benefits and 2 important cons/costs.

Pros:

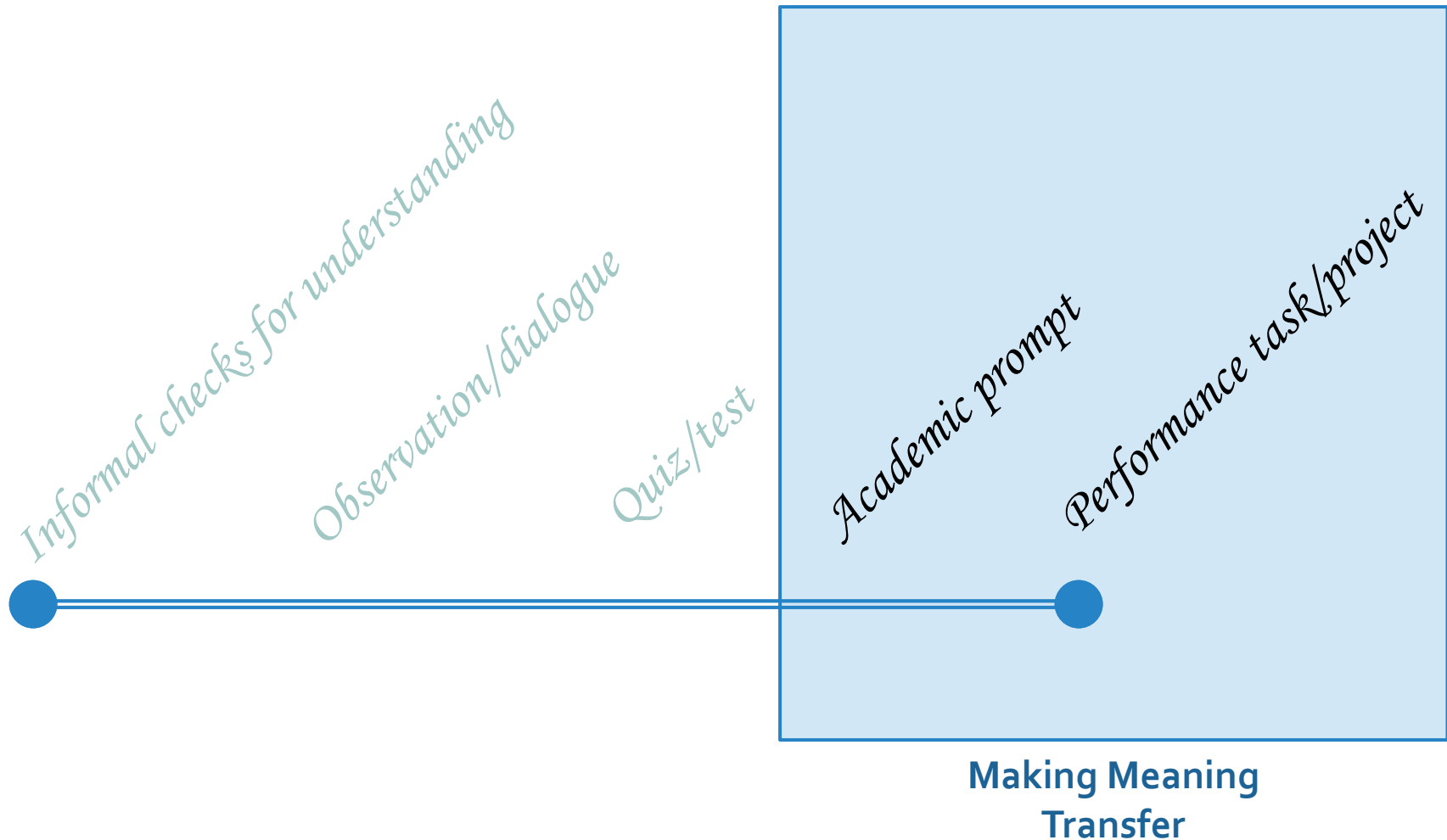
Cons:

What kind of data does this assessment collect?

How would one analyze the data?

What kinds of follow up could be appropriate?

Kinds of Learning Assessments



G.R.A.S.P.S.

1. a real-world **G**oal
2. a meaningful **R**ole for the student
3. authentic (or simulated) **A**udience(s)
4. a contextualized **S**ituation that involves real-world application
5. student-generated **P**roducts and **P**erformances
6. performance **S**tandards (criteria) by which successful performance would be judged.

Helpful GRASPS Prompts

Goal

- Your task is
- The goal is to
- The problem/challenge is
- The obstacle(s) to overcome is (are)

Role

- You are
- You have been asked to
- Your job is

Audience

- Your client(s) is (are)
- The target audience is
- You need to convince

Situation

- The context you find yourself in is
- The challenge involves dealing with

Product/Performance and Purpose

- You will create a
in order to
- You need to develop
so that

Standards & Criteria for Success

- Your performance needs to
- Your work will be judged by
- Your product must meet the following standards
- A successful result will

RUBRICS

From Outcomes to Evidence and Criteria

- Move Beyond “I know it when I see it”
- Provide clear guidelines for students
- Make visible what is valued/judged
 - Teacher, Profession, and/or Institutional

Accomplished by:

- Defining what the results should look like
- Clarifying interpretations of terms like “effective” and “understand”
- Developing lists of expectations

A Checklist Approach

- Listing of Criteria
- Artifact/Student Learning Reviewed for Presence/Absence

Let's Practice - Checklist

Assignment: Annotated Bibliographic Item

Dimensions:

-
-

Let's Practice - Checklist

Assignment: Annotated Bibliographic Item

Dimensions:

- Citation – Present/Absent
- Abstract – Present/Absent

Rubrics

- Criteria + Scale
- Artifact Reviewed for Absence/Presence and Quality

Let's Practice - Rubric

Assignment: Annotated Bibliographic Item

Dimensions + Scale

	Scale Level: Excellent	Scale Level: Proficient	Scale Level: Developing	Scale Level: Unacceptable
Citation	Includes all citation elements and no more than one formatting error.	Includes all citation elements and no more than three formatting errors.	Includes piece title, author and date of publication.	Lacks piece title, author, or date of publication.
Abstract	Thoughtful, detailed abstract that thoroughly summarizes the piece. Well written; free of minor or technical errors (spelling, grammar, punctuation, etc.).	Abstract addresses the main point in the piece but omits one or more key concepts. Clearly written; a few technical errors (spelling, grammar, punctuation, etc.).	Abstract does not include the main point. Poorly written.	Abstract misrepresents the piece. So poorly written that it cannot be understood.

Let's Improve - Rubric

Assignment: Annotated Bibliographic Item

Dimensions + Scale

	Scale Level: Excellent	Scale Level: Proficient	Scale Level: Developing	Scale Level: Unacceptable
Citation	Includes all citation elements and no more than one formatting error.	Includes all citation elements and no more than three formatting errors.	Includes piece title, author and date of publication.	Lacks piece title, author, or date of publication.
Abstract Content	Thoughtful, detailed abstract that thoroughly summarizes the piece.	Abstract addresses the main point in the piece but omits one or more key concepts.	Abstract does not include the main point.	Abstract misrepresents the piece.
Abstract Writing	Well written; free of minor or technical errors (spelling, grammar, punctuation, etc.).	Clearly written; a few technical errors (spelling, grammar, punctuation, etc.).	Poorly written.	So poorly written that it cannot be understood.

Resources for Rubrics

- RAILS Project (<http://railsontack.info/>)
- AAC&U VALUE Rubric for Information Literacy (<http://www.aacu.org/value/rubrics>)
- Introduction to Rubrics (<http://www.introductiontorubrics.com>)

UbD Design Process

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Stage 2:
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Stage 3:
Plan learning
experiences and
instruction.

UbD: Stage 3 – Plan learning experiences and instruction.

W – Where instruction going? What expected? Where students coming from?

H – Hook all learners? Hold interest?

E – Equip learners? Experience key ideas? Explore the issues?

R – opportunities to Rethink and Revise

E – learner self-Evaluate?

T – Tailored to different needs, interests, abilities?

O - Organized to maximize initial/sustained engagement and learning?

Our Unique Context

- Typically Guest Instructor
- Classrooms Have Established Culture/Patterns
- Negotiated Goals/Content/Pedagogy

A Review of Key Components for Putting UbD Into Practice

1. Identify Desired Results – i.e., Learning Outcomes:

- What will your learners KNOW?
- What will your learners be able to DO?

2. Determine Acceptable Evidence

- Assessing for acquisition, meaning, or transfer?
- How will you collect, analyze, and follow up on the data?

3. Plan Learning Experiences and Instruction

QUESTIONS/COMMENTS?

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