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

Resources → Activities → Outputs → Outcomes → Impact

Planned Work → Intended Results
Basic Logic Model

Resources → Activities → Outputs → Outcomes → Impact

Planned Work

Intended Results

ITERATION AND ALIGNMENT
Basic Logic Model

Planning
Monitoring
Diagnosing
Assessing
Managing
Leading

Resources
Activities
Outputs
Outcomes
Impact
Information Literacy Program Logic Model

Resources (Library and Institution) → Activities (What We Do) → Outputs (What Others Experience) → Outcomes (Learning) → Impact (Graduates) → Impact (Society) → Impact (Institution)

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 REVISION** Standards for Proficiencies for Instruction Librarians and Coordinators (2007) - [http://www.ala.org/acrl/standards/profstandards](http://www.ala.org/acrl/standards/profstandards)


AND MORE!
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

<table>
<thead>
<tr>
<th>ACQUIRE</th>
<th>MAKE MEANING</th>
<th>TRANSFER</th>
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</thead>
<tbody>
<tr>
<td>This goal seeks to help learners <em>acquire</em> factual information and basic skills.</td>
<td>This goal seeks to help students <em>construct meaning</em> (i.e., <em>come to an understanding</em>) of important ideas and processes.</td>
<td>This goal seeks to support the learner’s ability to <em>transfer</em> their learning autonomously and effectively in new situations.</td>
</tr>
<tr>
<td>Direct Instruction: In this role, the teacher’s primary role is to <em>inform</em> the learners through explicit instruction in targeted knowledge and skills; differentiating as needed.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Strategies include:

- diagnostic assessment
- lecture
- advanced organizers
- graphic organizers
- questioning (convergent)
- demonstration/modeling
- process guides
- guided practice
- feedback, corrections
- differentiation

- 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

- 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.

Stage 3: Plan learning experiences and instruction.

Should be the focus of discussion with classroom faculty for course integrated instruction.
Stage 1: Identify desired results.

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Stage 3: Plan learning experiences and instruction.

Primarily the responsibility of the instruction librarian.

Course assignment and faculty expectations are context.
Stage 1: Identify desired results.

Stage 2: Determine acceptable evidence.

Stage 3: Plan learning experiences and instruction.

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

Primary use of IL Standards and Framework for IL.
UbD Design Process

Stage 1: Identify desired results.

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Stage 3: Plan learning experiences and instruction.
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 to write a 5-page position paper in which they cite at least 3 scholarly articles to support their argument.
- Professors have 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
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: 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

- Informal checks for understanding
- Observation/dialogue
- Quiz/test
- Academic prompt
- Performance task/project

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

Useful for Formative Assessment (Acquire, Make Meaning)
Kinds of Learning Assessments

Informal checks for understanding
Observation/dialogue
Quiz/test

Academic prompt
Performance task/project

Useful for Summative Assessment (Make Meaning, Transfer)
Kinds of Learning Assessments

- Informal checks for understanding
- Observation/Dialogue
- Quiz/Test
- Academic prompt

Most Authentic (Transfer)

Performance task/project
Kinds of Learning Assessments

Useful for Formative Assessment (Acquire, Make Meaning)
“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.*

<table>
<thead>
<tr>
<th></th>
<th>Scholarly Journals</th>
<th>Popular Magazines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author credentials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Footnotes or bibliographies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphics or illustrations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertisements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 Goal
2. a meaningful Role for the student
3. authentic (or simulated) Audience(s)
4. a contextualized Situation that involves real-world application
5. student-generated Products and Performances
6. performance Standards (criteria) by which successful performance would be judged.
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

Helpful GRASPS Prompts

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

<table>
<thead>
<tr>
<th>Scale Level: Excellent</th>
<th>Scale Level: Proficient</th>
<th>Scale Level: Developing</th>
<th>Scale Level: Unacceptable</th>
</tr>
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<tbody>
<tr>
<td><strong>Citation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes all citation elements and no more than one formatting error.</td>
<td>Includes all citation elements and no more than three formatting errors.</td>
<td>Includes piece title, author and date of publication.</td>
<td>Lacks piece title, author, or date of publication.</td>
</tr>
<tr>
<td><strong>Abstract</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoughtful, detailed abstract that thoroughly summarizes the piece. Well written; free of minor or technical errors (spelling, grammar, punctuation, etc.).</td>
<td>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.).</td>
<td>Abstract does not include the main point. Poorly written.</td>
<td>Abstract misrepresents the piece. So poorly written that it cannot be understood.</td>
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# Let’s Improve - Rubric

**Assignment: Annotated Bibliographic Item**

**Dimensions + Scale**

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<td>Lacks piece title, author, or date of publication.</td>
</tr>
<tr>
<td>Abstract Content</td>
<td>Thoughtful, detailed abstract that thoroughly summarizes the piece.</td>
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<td>Abstract does not include the main point.</td>
<td>Abstract misrepresents the piece.</td>
</tr>
<tr>
<td>Abstract Writing</td>
<td>Well written; free of minor or technical errors (spelling, grammar, punctuation, etc.).</td>
<td>Clearly written; a few technical errors (spelling, grammar, punctuation, etc.).</td>
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Resources for Rubrics

• RAILS Project (http://railsontrack.info/)

• AAC&U VALUE Rubric for Information Literacy (http://www.aacu.org/value/rubrics)

• Introduction to Rubrics (http://www.introductiontorubrics.com)
UbD Design Process

Stage 1: Identify desired results.

Stage 2: Determine acceptable evidence.

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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