The New ACRL IL Framework: Scholarship as Conversation and Information Creation as a Process

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Scholarship as Conversation

Source:
https://www.youtube.com/watch?v=LT86Np7NW1Q
Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

- Framework for Information Literacy for Higher Education
Scholarship as Conversation: Knowledge Practices

Sample Knowledge Practices:

- Summarize the changes in scholarly perspective over time on a particular topic within a specific discipline.
- Recognize that a given scholarly work may not represent the only or even the majority perspective on the issue.
- For more, see: http://www.carli.illinois.edu/products-services/pub-serv/instruction/ToolkitConversation
Scholarship as Conversation: Possible Activities or Assignments

- Assign an entire class to conduct an investigation of a particular topic from its treatment in the popular media, then trace its origin in conversations among scholars and researchers.

- Create a timeline to track the evolving threads of a continuing scholarly conversation.

- Select a topic on which students have some knowledge or experience. Identify a venue (blog, discussion forum, or other social media site) in which a scholarly conversation is taking place. Ask students to:
  - Identify key players and their perspectives.
  - Compare a related scholarly article by one of the players to the online conversation.
  - Consider how to involve themselves in the conversation.

For more, see: https://resuscitewayourinstruction.files.wordpress.com/2014/09/get-active-framework-handout-pretty1.pdf
Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising and disseminating information vary, and the resulting product reflects these differences.

--Framework for Information Literacy for Higher Education
Information Creation as Process

- Learner as an active participant in creating information
- Research as dynamic, non-linear, and cyclical
Information Creation as Process

The Library Research Cycle

1. Planning
2. Background
3. Finding Your Way
4. Evaluating
5. Putting It All Together
6. Reflection
Information Creation as Process: Knowledge Practices

- Articulate the capabilities and constraints of information developed through various creation processes
- Assess the fit between an information product's creation process and a particular information need
- See more: http://www.carli.illinois.edu/products-services/pub-serv/instruction/ToolkitProcess
Information Creation as Process: Activities or Assignments

- Students will identify the format of the sources they find for a given research project and articulate why the chosen formats are appropriate for the information need.

- Ask students to transform information they have created in one format to another format, and to write a reflection on what they needed to consider as they went through the process.