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Introduction
Frames

These six frames are presented

Introduction

This Framework for Information Literacy for Higher Education (Framework) grows out of a belief that information literacy as an educational reform movement will realize its potential only through a richer, more complex set of core ideas. During the fifteen years since the publication of the Information Literacy Competency Standards for Higher Education,[1] academic librarians and their partners in higher education associations have developed learning outcomes, tools, and resources that some institutions have deployed to infuse information literacy concepts and skills into their curricula. However, the rapidly changing higher education environment, along with the dynamic and often uncertain information ecosystem inh0.011 Tc -0.011 Tw 1 T

This Framework depends on these core ideas of metaliteracy, with special focus on metacognition,[9] or critical self-reflection, as crucial to becoming more self-directed in that rapidly changing ecosystem.

Because this Framework envisions information literacy as extending the arc of learning throughout students' academic careers and as converging with other academic and social learning goals, an expanded definition of information literacy is offered here to emphasize dynamism, flexibility, individual growth, and community learning:

> 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.

The Framework opens

The information creation process could result in a range of information formats and modes of delivery, so of selectsing

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jl a an to jn dl sa sn fb ig dg ha lv
lg. dl is n fn fn fh dh

The value of information is manifested in various contexts, including publishing practices, access to information, the commodification of personal information, and intellectual property laws. The novice learner may struggle to understand the diverse underw 3.59el.75 0 ac 0 Tw e

Research as Inquiry

Research in scholarly and professional fields is a discursive practice in which ideas are formulated, debated, and weighed against one another over extended periods of time. Instead of seeking discrete answers to complex problems, experts understand that a given issue may be characterized by several competing perspectives as part of an ongoing conversation in which information users and creators come together and negotiate meaning. Experts understand that, while some topics have established answers through this process, a query may not have a single uncontested answer. Experts are therefore inclined to seek out many perspectives, not merely the ones with which they are familiar. These perspectives might be in their own discipline or profession or may be in other fields. While novice learners and experts at all levels

About the Framework

Scope and Use of the Framework

The Framework is a mechanism for guiding the development of information literacy programs within higher education institutions while also promoting discussion about the nature of key concepts in information in general education and disciplinary studies. The Framework encourages thinking about how librarians, faculty, and others can address core or portal concepts and associated elements in the information field within the context of higher education. The Framework will help librarians contextualize and integrate information literacy for their institutions and will encourage a deeper understanding of what knowledge practices and dispositions an information literate student should develop. The Framework redefines the boundaries of what librarians teach and how they conceptualize the study of information within the curricula of higher education institutions.

The Framework has been conceived as a set of living documents on which the profession will build. The key product is a set of frames, or lenses, through which to view information literacy, each of which includes a concept central to information literacy, knowledge practices, and dispositions. The Association of College & Research Libraries (ACRL) encouramm9 -0.002 Tw 0.239 0 Td 0.2311 Tw [(e(e674 0 Td [(di)-4.8(s) Tc 0.228

F F W o U F

A vital benefit in using threshold concepts as one of the underpinnings for the F is the potential for collaboration among disciplinary faculty, librarians, teaching and learning center staff, and others. Creating a community of conversations about this enlarged understanding should engender more collaboration, more innovative course designs, and a more inclusive consideration of learning within and beyond the classroom. Threshold concepts originated as faculty pedagogical research within disciplines. Because information literacy is both a disciplinary and a transdisciplinary learning agenda, using a conceptual framework for information literacy program planning, librarian-faculty collaboration, and student co-curricular projects can offer great potential for curricular enrichment and transformation. As a faculty member, you can take the following approaches:

Investigate threshold concepts in your discipline and gain an understanding of the approach used in the F as it applies to the discipline you know.

— What are the specialized information skills in your discipline that students should develop, such as using primary sources (history) or accessing and managing large data sets (science)?

Look for workshops at your campus teaching and learning center on the flipped classroom and consider how such practices could be incorporated into your courses.

— What information and research assignments can students do outside of class to arrive prepared

Appendix B. Selected Bibliography

The following sources are suggested readings for those who want to learn more about the ideas underpinning the Framework, especially the use of threshold concepts and related pedagogical models. Some readings here also explore other models for information literacy, discuss students' challenges with information literacy, or offer examples of assessment of threshold concepts. Landmark works on threshold concept theory and research on this list are the edited volumes by Meyer, Land, and Baillie (Threshold Concepts and Transformational Learning) and by Meyer and Land (Threshold Concepts and Troublesome Knowledge: Epistemological Considerations and a Conceptual Framework for Teaching and Learning). In addition, numerous research articles, conference papers, reports, and presentations on threshold concepts are cited on the regularly updated website Threshold Concepts: Undergraduate Teaching, Postgraduate Training, and Professional Development; A Short Introduction and Bibliography, available at http://www.ee.ucl.ac.uk/~mflanaga/thresholds.html. See the Framework Wordpress site for current news and resources.

ACRL Information Literacy Competency Standards Review Task Force. "Task Force Recommendations." ACRL AC12 Doc 13.1, June 2,