Companion Document to the ACRL Framework for Information Literacy for Higher Education: Instruction for Educators

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Research as Inquiry

develop an awareness of the role that the process of information creation plays in source selection;
evaluate the format in which information is presented;
understand the different creation processes and audiences for scholarly and practitioner sources;
stay upto-date on new modes for the information creation process within particular fields or disciplines;
recognize the different creation processes for online information sources such as blogs and social media; and
evaluate the strengths, capabilities, and restrictions of different information creation processes.

Teacher Professional Practice

In their professional practice, educators:

Metacognition/Reflection

As teachers assess their information literacy processes, they:

- develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys;
- recognize the importance of documenting the steps taken and sources consulted to develop lesson plans, teaching activities, and other materials. Understand the need to cite these materials; and

online interactions affect the information they receive and the information they produce or disseminate online;
are able to compare and evaluate the differences between sponsored content and news articles or other materials, as well as OERs;
are able to articulate how information can be used for purposes of branding, advertising and propaganda;
can describe how the financial value of information is linked to misinformation;
understand that they can use technology to make societal, personal, and political change;
understand digital equity and the digital divide, and the ways this leads to unequal access to information.
advocate for equitable access to information resources, including online and offline content and educational technology; and
understand copyright, fair use, open access, and the public domain.

Metacognition/Reflection

As teachers assess their information literacy processes, they:

consider who is paying to have information published and how that impacts access to information;
reflect upon their own information privilege and how it relates to the materials they select for their classrooms; and
recognize that the material they create has value, and that they are contributors to the information environment.

Example Learning Objectives

Suggested activities for the objectives are in the online version of this document:
https://acrl.libguides.com/ed/

In an Education Context

Teacher Preparation and Education

As they prepare for service as educators, teacher education students:

- develop curiosity about curriculum development, pedagogy,

value systems used to disseminate information.

Digital/Media Literacy

As teachers develop their digital and media literacy skills, they:

- search for multiple perspectives and use multiple sources and techniques to find information;
- consider the sources that they have discovered and think critically about them, investigating them for bias; and

demonstrate their ability to trace the history of a given scholarly conversation using citations;

understand and teach their students that their work builds upon others and must give others credit when due, even with the ease of obtaining information and media from the web; and
guide their students to recognize the responsibility they take on when entering into online conversations, including exhibiting empathetic behavior and respecting intellectual rights and property.

Metacognition/Reflection

As teachers assess their information literacy processes, they:

understand that context influences perspectives and knowledge in the scholarly conversation. They are able to reflect on their own contexts and experiences to determine how the ideas they encounter in the scholarly conversation may or may not apply to their own practice;
consider that scholarly conversations are ongoing and that their role in the conversation is part of a continuum. They keep an open mind about the value of a piece of scholarship until the larger context is understood and facilitate this disposition in their students; and
reflect on the barriers to their participation and their students' participation within the scholarly conversations that are specific to their own contexts and identities.

Example Learning Objectives

Suggested activities for the objectives are in the online version of this document: https://acrl.libguides.com/ed/

Example Objective 1: Teacher education students will describe how citations show which scholarly works are in conversation with each other.

Example Objective 2: Teacher education students will describe how scholars in a topic are in conversation with one another and the benefits of gathering multiple perspectives and remaining up to date with the latest research.

Example Objective 3: Teacher education students will respond to the scholarly conversation with their own perspectives while providing citations to the scholars they are in conversation with.

Connection to Professional Standards

Relevant Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (April 2013): 4o.; 4p.; 5d.; 9f.; 10f.; 10g.; 10h.; 10s.

Relevant International Society for Technology in Education (ISTE) Standards for Educators (September 2021): 2.1.b.; 2.1.c.; 2.3.a.; 2.3.b.; 2.3.c.

Searching as Strategic Exploration

Teacher education students have unique searching needs that extend beyond their time in a teacher preparation program into their work as professional PK-12 educators. As they transition to becoming PK-12 educators their searching may be less about finding answers to questions, and more about finding resources that fit a specific need. Teacher education students and PK-12 educators show expertise in Searching as Strategic Exploration by seeking out and effectively using multiple sources of information, searching for evidence-based practices and curriculum resources created by expert practitioners, and comparing and evaluating information from multiple sources. After graduation, teachers strategically access scholarly resources in repositories, public and state accessible information, and open educational resources (OERs).

In an Education Context

Teacher Preparation and Education

As they prepare for service as educators, teacher education students:

- search for information in a wide range of resources so they are informed about the community in

consider the online