Framing and Reframing:
Iterative Implementation of the ACRL Framework

Vanessa Lawrence & Heather MacDonald, Carleton University

12

Next Steps:
Reconsider having pre-readings

Based on student requests, pull citation out of the workshop and create an online module to focus on citation and introduce a specific citation style

Recombine identification and classification activities to use class time more effectively

Use talking points for in-class discussions to be more consistent in delivery

Reframing:
Revisited original learning outcomes to focus on a core outcome we saw as central to the frame we prioritized, Information Creation is a Process

Students will be able to interpret a format type as originating from a specific point in the research process

6

Assessment:
Student reflections were repetitive, planned to redesign assignment to include only one reflection section

Decided to redesign reflection prompt to get students to focus on process

Context:
First year seminar in science

Four sections with different instructors

Focused on the ACRL Framework, and Information Creation is a Process in particular

Connected the frame to the scientific process

7

11

Literature:
Redesigned assignment to emphasize marks for reflection, encouraging students to focus on self-reflective learning (Oakleaf)

Changed prompts for reflection to encourage comparison rather than defining, thus dissuading students from describing superficial features (Bloom)

Adjusted lesson plan to decrease lecture time and avoid frontloading lesson with knowledge in order to focus on student performance as early as possible (Wiggins & McTighe)

Outcomes:
Students assigned to find primary, secondary, and tertiary information, and reflect on differences between them as well as uses for each in their own research

The assignment was more demanding, and students seemed to struggle with it more

Students who did well showed more understanding of core concepts

5

1

Literature:
Introduced students to academic information formats, prioritizing identification through process (Seeber)

Included an assignment to assess learning through performance (Oakleaf)

Outcomes:
Students assigned to find primary, secondary, and tertiary information, and reflect on searching and identifying each

Most students completed assignment without difficulty

Students focused on superficial features and parroted lectures directly, making it difficult to assess understanding

Report | Question
Conclusion | Research
Hypothesis | Experiment

4

Instruction:
During pair work students engaged in discussions and learned collaboratively

Time management issues: lectures ran longer than expected

Improved on some issues by making changes between workshop sections

Lesson Plan:
Introduce academic information formats
Students identify examples in pairs
Regroup to discuss as a class
Student pairs identify citation elements
Regroup to discuss as a class
Introduce searching and assignment

2

10

Instruction:
Very few students completed pre-readings

Some groups completed tasks early while others struggled

Time management issues continued: lecture time was reduced but group work sessions often ran over time

Once again, improved on some issues by making changes between workshop sections

With less structured lecture, content shared when taking up group work varied between workshop section

3

Redesigned Lesson Plan:
Assign short pre-class reading

Begin with students identifying example information formats in groups

Regroup to discuss as a class

Introduce primary, secondary, tertiary in a science literature context

Groups classify examples and then take up

Groups identify citation elements

Introduce searching and assignment

8

9

Bloom, B. S., & Krathwol, D. R. (1956). Taxonomy of educational objectives: The classification of educational goals.
New York, NY: Longmans, Green, and Co.

Seeber, K. P. (2015). Teaching "format as a process" in an era of Web-scale discovery.
Reference Services Review, 43(1), 19-30. doi: 10.1108/RSR-07-2014-0023

Oakleaf, M. (2014). A roadmap for assessing student learning using the new Framework for Information Literacy for Higher Education.
The Journal of Academic Librarianship, 40(5), 510–514. doi: 10.1016/j.acalib.2014.08.001

Wiggins, G. P., & McTighe, J. (2005). Understanding by design (Expand 2nd ed.) [Kindle Edition].
https://www.amazon.com/Understanding-Design-Expanded-Grant-Wiggins-ebook/dp/B00BEN1I80