TAKING THE SHOW ON THE ROAD:

Helping Institutions Implement the IL Framework
Agenda

1. Best Practices

2. Examples of Workshop Activities

3. Moving Forward: Sharing IL Stories
Learning Outcomes

- Identify best practices in developing workshops so to help you explore the Framework.

- Illustrate examples of workshop activities so to help you develop a workshop to implement the Framework and develop an IL strategy.

- Build a community of practice so to provide a Canadian platform for you to share ideas on how to explore the Framework.
1. Best Practices

*Best practices in developing workshops, specific to the Framework*
Activity 1: Best Practices

Consider your own institution & your own experience attending trainings and workshops:

1. What made a past training/workshop a **successful learning experience**?
2. What factors **would** make such a training/workshop successful at your institution?
3. Consider trainings/workshops that were not productive learning experiences for you - **what didn’t work? Why?**
Best Practices

- Framework
- Specific

IL Workshops

- General
### Best Practices

<table>
<thead>
<tr>
<th>Framework specific</th>
<th>IL Workshops</th>
<th>General</th>
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<tbody>
<tr>
<td>introductory short tutorials</td>
<td>active and collaborative learning</td>
<td>Housekeeping/Logistics</td>
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<td>change groups up mid-way</td>
<td>show by example</td>
<td>provide a reading list/handout</td>
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<td>takeaway/document/archive the work done in a workshop</td>
<td>personal narratives</td>
<td>have an icebreaker</td>
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<td>foster/facilitate self-reflection</td>
<td>flipped classroom</td>
<td>know your audience</td>
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<td>honest expectations</td>
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<td>Learning Outcomes</td>
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<td>group close readings</td>
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<td>Brainstorm barriers and solutions</td>
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2. Workshop Examples

How we explored the ACRL Framework for IL for Higher Education
@Carleton: Full-day Workshop

Agenda

✧ **Morning**
  ○ The Global Context of Information Literacy
  ○ [Student to Scholar](#) Modules Participatory Demo

✧ **Afternoon**
  ○ ACRL IL Framework Implementation into Teaching Scenarios
  ○ Develop a Carleton University IL strategy
World Café Notes in response to the prompt: Describe Similarities between the ACRL IL Framework and other Global IL Documents.

- Describe, if anything, what is missing from the ACRL IL Framework.
- IL outside of university/academic - Transferability
- Student Buy-In (Undergrad, Librarians)
- Accessible language (to help instructors)
- Examples (for real teaching)
- Too many core concepts (?)
- Standards may not support "Messy Learning"
- Research takes time
Each of the 9 OA modules, represented as M-1 to M-9 stars, develop academic literacies required throughout the four phases of research.
@Carleton: Implementation

30 minutes

Construct a typical information literacy teaching scenario in order to implement at minimum 1 threshold concept from the ACRL IL Framework, keeping in mind learning outcome(s) and active learning strategies.

- 5 groups of 4
- For each scenario, groups will present:
  - Learning outcome(s)
  - Threshold concept(s)
  - Description of instruction
- Presentations (5 minutes/group)
Scenarios and handouts were given to participants to help them start developing an IL strategy at their institution.

- Group 1 - **Problematic Assignment**, presented scenario as a **role playing** sketch.

- Group 2 - **Elevator Speech**, notes recorded in **Padlet**.

- Group 3 - **Faculty Meeting**, notes recorded in **Google Slides**.

- Group 4 - Education Development Centre (EDC) **Faculty Workshop**, notes recorded in **Bubbl.us**.
@OISE: Half-day Tutorials

Agenda

- Discuss 2 threshold concepts
- Show by Example
- Mini poster fair on implementing the threshold concept(s)
@OISE: Half-day Tutorials

Example of how one of the participants implemented Searching as Strategic Exploration in IL instruction.
@Western: 2 Full Day Retreats

Agenda

- Flipped Classroom & Opening Qs
- Close Reading
- Yoga
- Presentations
- Dotmocracy Activity
- Developing Shared Tools
- Developing Shared Vision for Western Libraries
Research as Inquiry

Challenges:
- Disposition to seek multi perps during info gathering & assessment
- Fits key to Q form & res process

- Knowledge practices & dispositions
- Actions (do)
  - Affective thinking (feel)
  - Understanding

Outcomes:
- Grad’s will be able to develop questions in order to address info gaps/clarifying information
- Grad’s will be able to implement appr resch methods that include multi persp to inform Q & relev

*Will be able to...

Example IL Learning Outcomes with Dotmocracy Votes

Searching as Strategic Exploration

- Realize that information sources vary greatly
- Use different searching language types
- Recognize value of browsing and other serendipitous methods of searching (e.g., tutorials, journal tocs, blog entries)
- Able to design and refine search strategies
- Seek guidance from experts and peers in face of search challenges, knowing when/where information cannot be resource

Information has Value

1. Students will be able to examine
   - Critique their own info privilege
   - Recognize issues of access or lack of access to info sources
   - Understand how and why some individuals’ efforts may be under minimized or systematically marginalized within the systems that produce disseminate information

2. Understand how the commodification of their personal info and online interactions affect the info they receive

3. Understand that IP is a legal & social construct
   - Give credit to original ideas of others
   - Articulate purpose of CR for Deleing DA & pub domain

Example IL Learning Outcomes with Dotmocracy Votes

@Western: 2 Full Day Retreats
3. Sharing IL Stories

*Discover the TRY Wiki to share ideas on how you explored the Framework.*
Welcome to the TRY
ACRL Framework discussion space!

This wiki emerged out of discussions among librarians at the University of Toronto, Ryerson University, and York University (TRY) addressing the new Framework for Information Literacy for Higher Education.

It is intended as a space for collecting, sharing, and keeping the discussion going.

This Wikispaces Classroom will allow us to:

- Announce, schedule, and discuss in the news feed at the bottom of this page.
- Add pages, files, and more from the top right of every page.
- Add events to the Events calendar
- Create projects...

We look forward to the discussion!

Colourful brainstorm at UTL
Activity 2: Barriers & Opportunities

In your respective groups:

1. Brainstorm the **barriers** or the **opportunities** in implementing the ACRL IL Framework at your institution.

2. Record your answers on the flip chart paper

3. Return to the larger group to discuss your views.
Summary

**Best Practices**
We brainstormed best practices on how you would develop a workshop on the ACRL IL Framework.

**Workshop Examples**
We discussed and described examples of activities that you can use in a similar workshop at your institution.

**Sharing IL Stories**
With honest expectations, we shared our barriers and opportunities for the ACRL IL Framework.
References


Thanks!

Any questions?
Contact

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Special thanks to all the people who made and released these awesome resources for free:
- Presentation template by SlidesCarnival
- Photograph by Unsplash