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National Trends in Adoption of Information Literacy Standards versus Framework and Impact on Instructional Best Practices: 2005-2015

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National Trends in Adoption of Information Literacy *Standards* versus *Framework* and Impact on Instructional Best Practices: 2005-2015

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Overview

How are librarians adopting the *Framework* (2015) compared with how librarians adopted the *Standards* (2003)?

- Timeline of major developments in information literacy
- Original research study
- Current research study
- Analysis and implications
- What next?

History of Information Literacy

- 1974: “Information Literacy” - Paul G. Zurkowski
- 1989: ALA Presidential Commission advocated for the importance of Information Literacy in education and in society
- 1989: Formed the *National Forum on Information Literacy*
- 1998: AASL *Information Literacy Standards for Student Learning* (The Nine)
- 1999: SCONUL *The Seven Pillars of Information Literacy*

The *Standards*

- 2000: *Information Literacy Competency Standards for Higher Education*
  - October 1999: Adopted by AAHE
  - February 2004: Adopted by CIC

International Information Literacy

- 1999: *Seven Pillars*
- 2001: *ANZ Information Literacy Framework* (2004: 2nd ed)
- 2002: IFLA Information Literacy Section
- 2003: UNESCO Prague Declaration
- 2005: UNESCO Alexandria Proclamation
- 2014: UNESCO Lyon Declaration

Revisions

- 2007: AASL revised *Standards for the 21st Century Learner*
- 2011: SCONUL updated *Seven Pillars*
- 2012: ACRL Board recommended that *Standards* be “significantly revised”

The *Framework*

- ACRL - *Framework* - 2013-2016
  - Task Force revised *Standards* (now *Framework*), published drafts for open comment - February, April, June, November 2014
  - In-person and online forums for public comment throughout 2013-2014
  - Final draft submitted January 2015 - filed by ACRL
  - Adopted by ACRL January 2016

The *Framework*

"At the heart of this *Framework* are conceptual understandings that organize many other concepts and ideas about information, research, and scholarship into a coherent whole."

- Threshold concepts
- Focus on context and metaliteracies
- Maximum flexibility
- Information literacy is interactive (creators and consumers)
- Critical information literacy

Response to the *Framework*

N. Foasberg, “From Standards to Framework for IL: How the Framework Addresses Critiques of the Standards” (2015)

- Framework: information cannot be understood outside of social context; students have a role in that context

P. Morgan, “Pausing at the Threshold” (2015)

- Fundamental concerns with the threshold concepts that underly the *Framework*

M. Oakleaf, “A Roadmap for Assessing Student Learning Using the new *Framework for Information Literacy for Higher Education*” (2014)

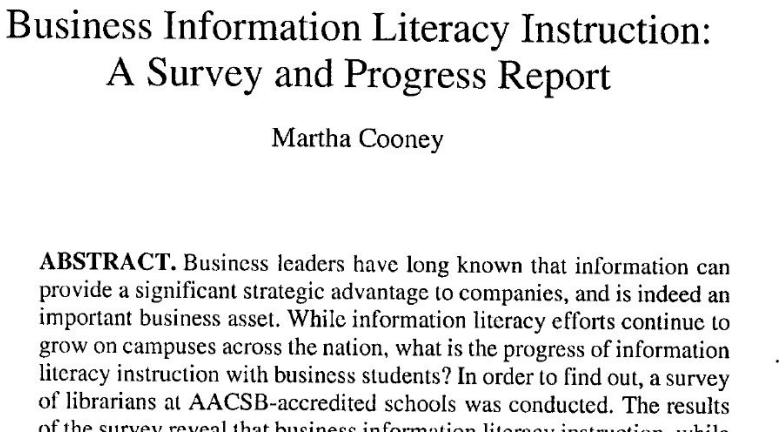
- Offers practical steps librarians can take

Context - Original Research Article

Seminal article in business IL

One of the most cited articles in *Journal of Business and Finance Librarianship* (28 citations in Scopus, 40 in Google Scholar)

Given timing of *Framework*, reproduced and updated the study



Business Information Literacy Instruction:
A Survey and Progress Report

Martha Cooney

ABSTRACT. Business leaders have long known that information can provide a significant strategic advantage to companies, and is indeed an important business asset. While information literacy efforts continue to grow on campuses across the nation, what is the progress of information literacy instruction with business students? In order to find out, a survey of librarians at AACSB-accredited schools was conducted. The results of the survey reveal that business information literacy instruction, while

Timeline of Cooney's Research

June and July 2003: Surveyed 399 US AACSB institutions on their business information literacy practices.

Received 146 responses (37% response rate).

Published in December 2005.

Our Research Timeline

Inquired with *JBFL* and Long Island University on the possibility of a return to Cooney's study.

Modeled her study and in September to October 2015 surveyed 516 US AACSB accredited institutions and received 195 completed responses (38% response rate).

Business Librarians vs. General Librarians

Like Cooney, focused on business librarians

45% of respondents had business-specific job titles (57% for Cooney)

Trends in academic libraries:

- Less focus on disciplinary expertise and more on specialized skills (instructional design, user experience, etc)
- Fewer business libraries

Findings

Statistically Significant Correlations:

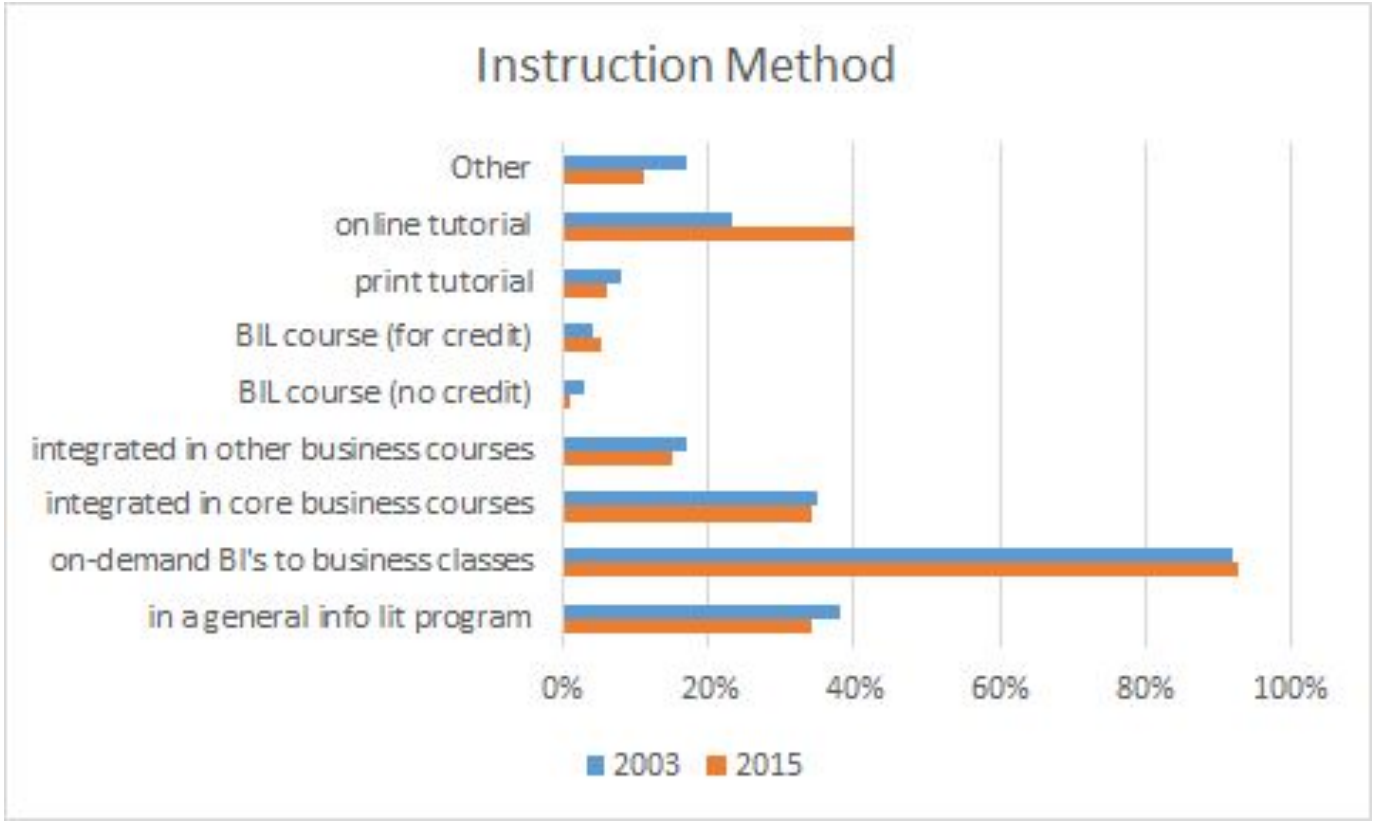
- Collaboration and assessment
- Collaboration and use of *Standards/Framework*
- Assessment and use of *Standards/Framework*
- Self-efficacy and collaboration
- Self-efficacy and assessment
- Self-efficacy and use of *Framework*

Comparison - 2003 and 2015

Longitudinal analysis - then versus now.

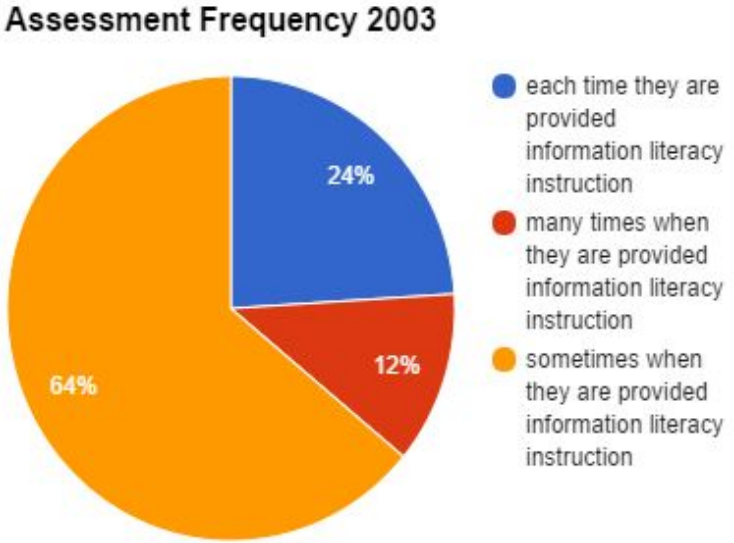
- Trend away from business libraries/liaisons and toward more generalists
  - Economic effects of 2008 recession?
- Move toward online instruction
- Collaboration rate = same, but intensity of collaboration increased
- Assessment culture (accountability) - trend in higher ed as a whole

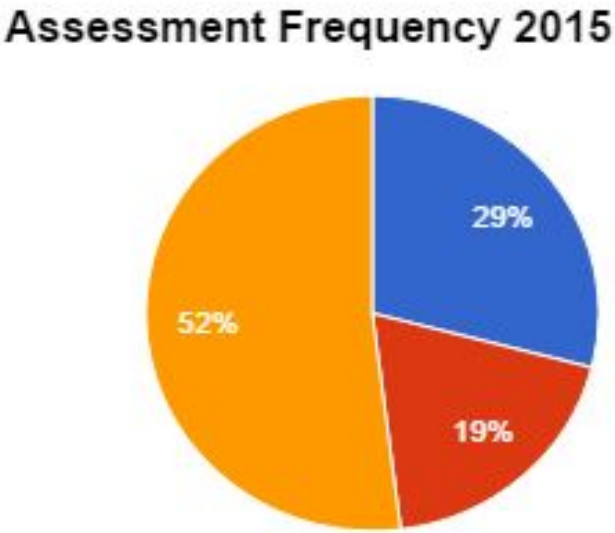
Trends in Instruction Methods

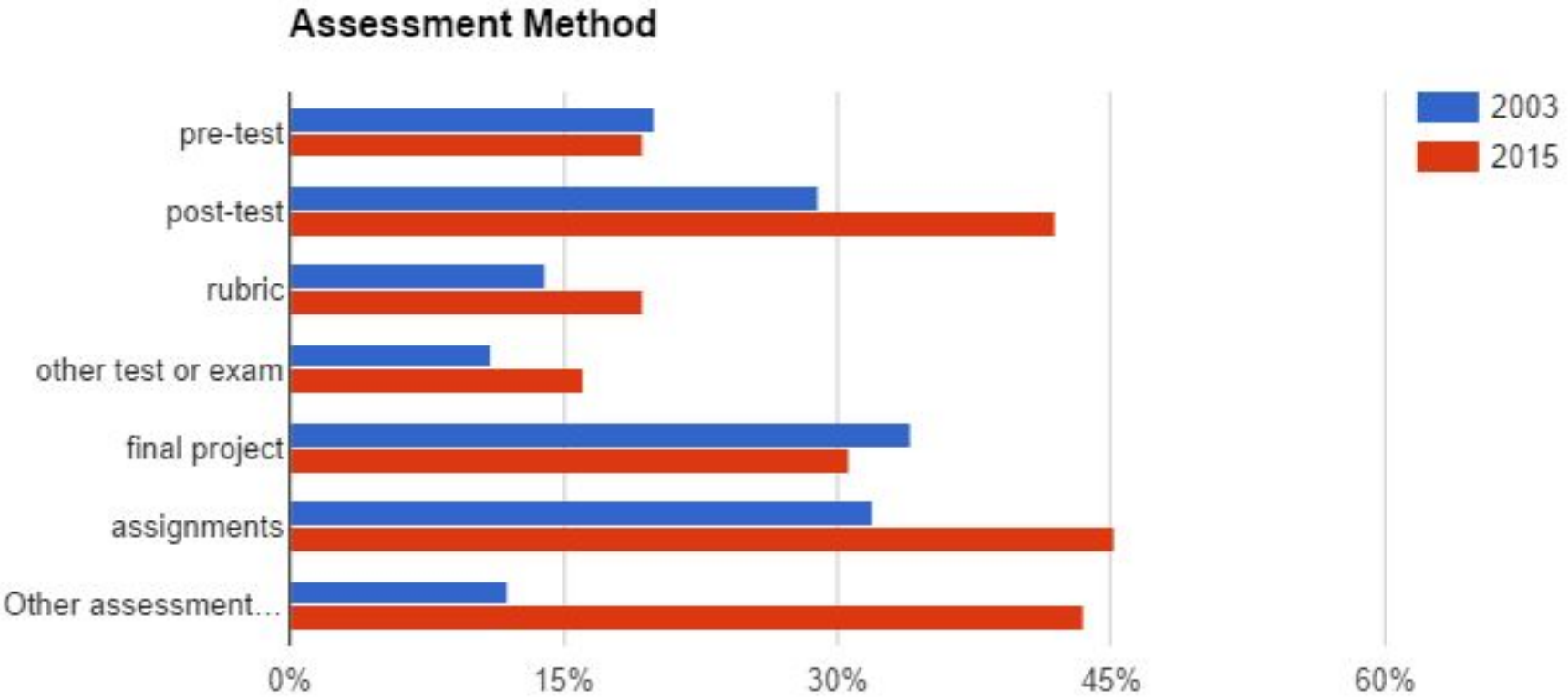


Trends in Assessment Methods

- More assessment (37% in 2015 vs 27% in 2003)
- Of those who assess, increases in the *frequency* of assessment.
- General increase in types of assessment used--more variety and experimentation.
- Many mentions in comments of in-class assignments--flipped classroom trend?


Assessment Frequency 2003
24%
12%
64%
each time they are provided information literacy instruction
many times when they are provided information literacy instruction
sometimes when they are provided information literacy instruction


Assessment Frequency 2015
29%
19%
52%


Assessment Method
pre-test
post-test
rubric
other test or exam
final project
assignments
Other assessment…
0%
15%
30%
45%
60%
2003
2015

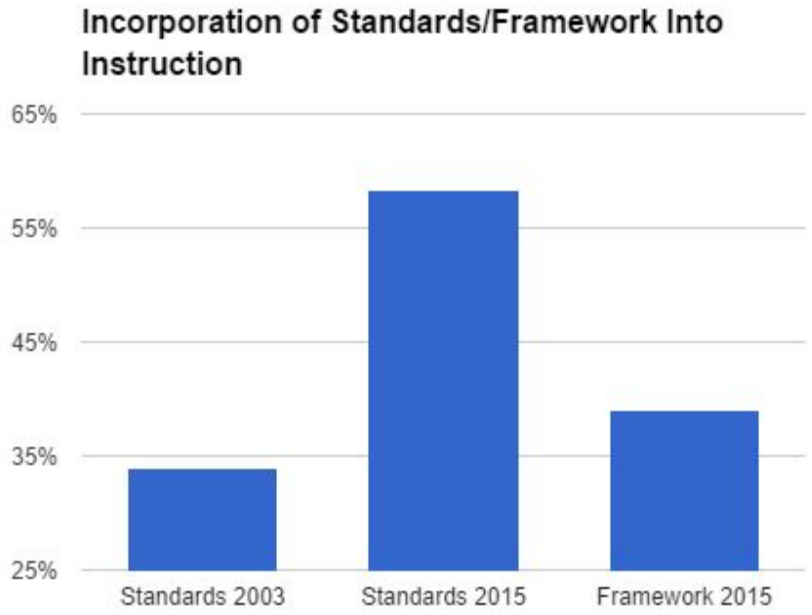
Trends in Adoption of *Standards* v. *Framework*

Similar (though not identical) rates of adoption.

- *Standards* (2003): approx. 34%
- *Standards* (2015): approx. 58%
- *Framework* (2015): approx. 38%

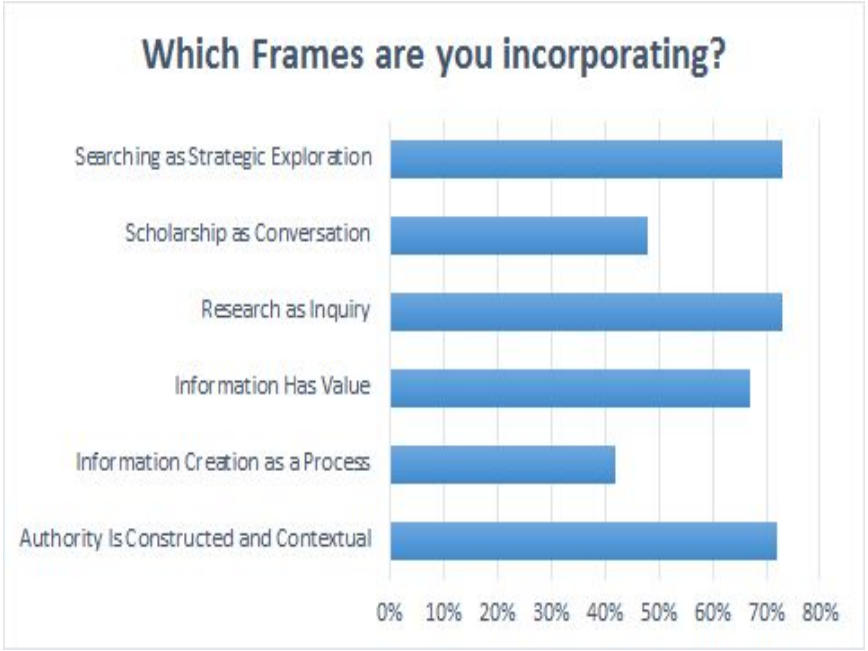
In some ways, *Framework* is being adopted **faster**:

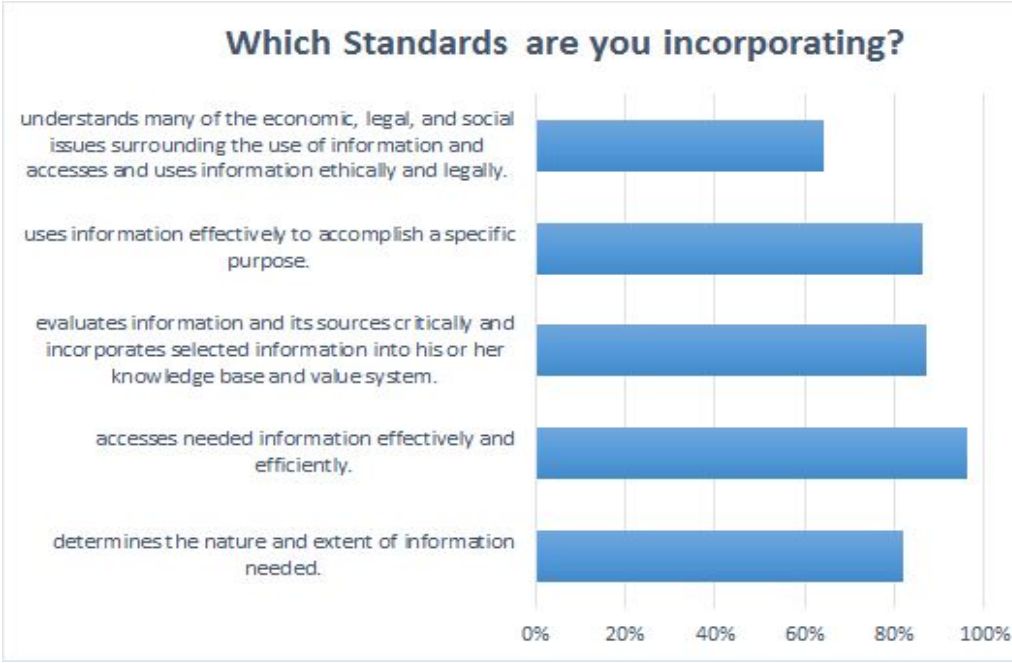
- Our survey 9-10 months after *Framework* officially filed
- Cooney's survey 41-42 months after *Standards* officially adopted



Compare Adoption of *Standards/Framework*

Which Standards/Frames are being adopted into instruction?





Comments on *Standards* and *Framework*

“Business faculty like the standards and understand what I attempt to convey. They find the new framework less clear and too lengthy.”

“I don't disagree with the Framework, but I find it less applicable to the "one-shot" classes I teach. The Standards are more concrete and more useful when I get only one chance with a group of students.”

“They [the Standards] are generally too tedious...I prefer more of a free-wheeling discussion about the principles of information research, rather than trying to tick off the million features embedded in the 2000 standards. I like the new ACRL standards [the Framework] much better.”

How Can Librarians use *Framework*?

Extensive and active research, both theoretical and practical

Themes:

- More discussion, less demonstration
- Promote student discovery
- Integrate student lived experience
- Focus on underlying issues and their connection to disciplinary work

See “Framework: Spotlight on Scholarship”

Discuss

How are *you* using the *Framework*?

How would you *like* to use the *Framework*?

What's next?

Continue to examine how librarians are incorporating the *Framework*

Why are there such strong correlations between collaboration and assessment and the adoption of professional documents?

Forthcoming research from Merinda Hensley (University of Illinois Urbana-Champaign) and Elizabeth Berman (University of Vermont)

- Examining perceptions and understandings of the *Framework* compared with the *Standards*
- Both members of the *Framework* Task Force

Your Turn!

- What are your top “tips” for effective collaboration and outreach with disciplinary faculty?
- Final poll

- http://libguides.wmich.edu/miala2016

Questions?

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