

LOEX 2015

Crafting the perfect blend:

Student cognitive development theory and threshold concepts for student success

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ACRL Framework

The summaries below come directly from the Framework for Information Literacy for Higher Education published by ACRL this year. For more detailed descriptions see the Framework in its entirety at: <http://www.ala.org/acrl/standards/ilframework>

Authority Is Constructed and Contextual

Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

Information Creation as a Process

Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.

Information Has Value

Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socio-economic interests influence information production and dissemination.

Research as Inquiry

Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field

Scholarship as Conversation

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

Searching as Strategic Exploration

Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.

Perry's Positions

Below are summaries of Perry's 9 positions, condensed into four major categories. For more information: Perry, W. (1999). *Forms of intellectual and ethical development in the college years :A scheme*. San Francisco: Jossey-Bass Publishers.

Dualist	Multiplist	Relativist	Commitment
-Black/White -Right/Wrong -Authorities have answers -Students receive knowledge	- Diversity recognized - Authorities disagree - Everyone's opinion equal	- Context matters - Authorities can be analyzed - "Truth" depends on evidence - Students actively make meaning	- Faced with relativity, make choices - Students stake a position in debate

Three ACRL Threshold Concepts at Perry's Major Stages

Threshold Concept: *Scholarship as Conversation*

Dualist

Unaware scholars are responding to one another's ideas through writing. In search of the one "ultimate expert" who holds all of the answers.

Multipelist

Recognizes that sources respond to one another about a topic. Recognizes every voice in that conversation with equal weight and merit. In search of sources that fulfill assignment requirements.

Relativist

Recognizes that sources respond to one another about a topic and that voices have different weight and merit. In search of sources that provide a better understanding of the conversation.

Commitment

Absorbs the conversation and makes decisions based on all of the voices. In search of sources that provide a better understanding of the conversation.

Threshold Concept: *Research as Inquiry*

Dualist

Struggles to choose a research question or chooses one from thin air. Frustrated when the title of a source doesn't match their topic explicitly and will likely want to change topics as a result.

Multipelist

Able to identify numerous articles about a specific topic. Unable to narrow results by scope, or use sources to identify emergent patterns or themes in existing research.

Relativist

Recognizes that research is an iterative process. Synthesizes research to identify gaps in existing body of knowledge.

Commitment

Recognizes that research is an iterative process. Engage research questions that explore and fill gaps in existing knowledge.

Threshold Concept: *Information Creation as a Process*

Dualist

Challenged to discern different types of sources. Views sources as good or bad as dictated by instructor and seeks approval to use a particular type of sources.

Multipelist

Recognizes that information comes in a variety of formats and begins to discover that some source formats are better than others in a given situation. Tendency to rely on source formats that have worked well for past assignments.

Relativist

Understands the varied processes and contexts in which sources are created. Appropriately identifies sources based on need.

Commitment

Understand that different source formats are valued differently depending on intended use and audience. Creates information sources most appropriate for intended use and audience.