

Creating a Framework Tutorial: A Transformative Process

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When the University at Albany's Student Library Advisory Board expressed interest in a tutorial about scholarly articles, the Information Literacy department took on a project to create a tutorial that both met the students' needs and incorporated ideas from the ACRL *Framework for Information Literacy*, which at the time had only been recently finalized.

Choose a frame from the Framework

Many of the frames have elements that could be applicable in some way to the topic of scholarly articles. However, the literature on best practices for tutorials emphasizes the importance of keeping content manageable. The "Scholarship as Conversation" frame was chosen as the one that most closely fit the students' request.

Create learning outcomes based on needs expressed by students

The first priority was to ensure that the tutorial being planned would meet the needs expressed by the Student Advisory Board. Initial learning outcomes were created to match these needs.

Revise learning outcomes using chosen frame as a lens

After undertaking further research on the nature of threshold concepts and their relationship to learning outcomes/assessment, the initial learning outcomes were revised using the Scholarship as Conversation frame as a lens. This influence can be seen in the tutorial's focus on the more rhetorical aspects of research rather than superficial characteristics that can be used to distinguish scholarly articles from other types of sources.

Devise an assessment mechanism

Two methods of active learning/assessment were incorporated into the tutorial. The first were multiple choice Check Your Knowledge questions, which appear at the end of each section and match the learning outcome for that section. The second was a form at the end of the tutorial in which users are asked to describe one thing they learned as a result of the tutorial.

Create a tutorial that uses the frame as an influence

In *Naming What We Know*, Adler-Kassner and Wardle advise against conflating threshold concepts with learning outcomes. While the original intention of the project was to create a *Scholarship as Conversation* tutorial, the goal of which would have been to teach users about the frame, it was more effective to create a *Working with Scholarly Articles* tutorial (<http://library.albany.edu/infolit/scholarly1>) that instead used the frame as a lens through which to view the topic.

References

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