Diversify the Forest:

Applying the ACRL Framework Companion Documents to Information Literacy Program Assessment and Development

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your thoughts, in this moment

What is the purpose of the ACRL *Framework* Companions?

Why are discipline-specific *Framework* Companions potentially useful?

What are some barriers you’ve perceived or encountered to using *Framework* Companions?

In what ways might the *Framework* Companions improve the ACRL *Framework*?
objectives

- Identify disciplinary language and approaches in the Companion Documents
- Evaluate your IL teaching and programs using the Companion Documents
- Identify Framework gaps that are addressed in the Companion Documents
the framework: perspectives

general
Encompassing, not exhaustive.
Feature, not a bug.

jargon
Uses library science and education terminology.
Omits language from other disciplines.

theoretical
Provides core ideas to be built upon.
Does not take on “how to.”
the framework companions: perspectives

unique
Add disciplinary context.
Add specificity.

jargon
All incorporate disciplinary vocabulary.
Some eschew Framework terminology for specific reasons.

approaches
Some mirror the Framework.
Some find value in and need for alternate approaches.
relationship to the framework

“The Framework has been conceived as a set of living documents on which the profession will build.”

-ACRL Framework, Appendix 1

The Companion Documents are a key part of that set, and help keep the Framework “living.”
a living document?

Never updated.

Subject to ACRL guidelines and procedures.

Usually a 5 year review cycle.

We are between 8 and 10 years without review.
“given the dramatic shift in approaches to information literacy that the Framework presented, the ACRL Board decided to extend this review cycle in order to allow the profession to have more time to use and operationalize the document. Additionally, the pandemic has caused a delay.”

-ACRL Framework Review Working Group page
The review cycle is about to begin.

“given the dramatic shift in approaches to information literacy that the Framework presented, the ACRL Board decided to extend this review cycle in order to allow the profession to have more time to use and operationalize the document. Additionally, the pandemic has caused a delay.”

-ACRL Framework Review Working Group page
Companion documents → more living framework

01 timing
Companions developed subsequent to the Framework.

02 framework discourse
Companion work benefited from more developed discourse.

03 framework experience
Companion work benefited from time working with the Framework.
The Framework companions help advance IL thinking and can be applied in:

- Preparing & delivering instruction
- Developing programs that better align with values and priorities of both the institution and academic departments
- Discussions with faculty
- Assessment efforts
these ideas are important to

01 disciplinary IL work

02 general IL work

03 ACRL review/revision efforts
companion themes

01
DEISJ
Improved & specific language

02
authority
Efforts to improve, clarify, and contextualize concepts

03
open access
More emphasis and clarity on importance

04
technology
Advancements and applications have altered the information ecosystem
we believe this commonality indicates gaps and areas the Framework can be improved.
practical applications

01 faculty communication

STEM - USF Biology faculty
- Authority issues in science, such as privileged voices & western-centric biases
- Community Science
- Specifically stresses discipline-specific language (STEM is broad)
practical applications

WGS - a reflection of feminist literature and values
- Actions & Attitudes

Social Work - a practitioner lens
- “Most vulnerable and oppressed”
- “Lived experience” = authority

01 faculty communication
practical applications

02 resource development

USF - OA/OER
- Finding aids for open resources/research
- Workshop development for OER use & creation for K-12
practical applications

02 resource development

Education & Social Work
- professional/practitioner programs
  - “Vulnerable and oppressed” populations

Understanding these issues helps empower practitioners to find answers to problems
practical applications

03 assessment

USF Canvas mapping project
- Asynchronous Online Badging Workshops
- Revision cycle
- Better understanding of what we have
practical applications

03 assessment

USF Canvas mapping project

● How?
  ○ Look at Framework KP connections with workshops
    ■ Frames most represented
  ○ What was there?
  ○ What could be there?
practical applications

USF Canvas mapping project

- But wait...
- What concepts are better represented through Companion Documents?
  - Added two to our work:
    - WGS
    - STEM
practical applications

03 assessment

USF Canvas mapping project - Lit Review Workshop

- WGS
  - “Considers the lack of women’s voices in scholarly and other sources, such as primary sources, literary works, datasets, and the role of intersectionality in these gaps.”
practical applications

03 assessment

USF Canvas mapping project - Lit Review Workshop

- STEM
  - “Seek multiple perspectives during information gathering and assessment, including those from non-dominant or non-Western traditions, including ethical, global, economic, environmental, and social perspectives”
## practical applications

### assessment

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and so, framework companions

- Give space to the Framework to be encompassing and more resilient
- Provide subject librarians context, specificity, and a better-aligned vocabulary
- Have common themes indicating where the Framework can be improved in review/revision
- Apply to general IL work, which helps keep the Framework living
- Are seemingly underutilized resources
some challenges

- Not all disciplines are represented with Companion Documents
- This is early and observational work
- To fully incorporate concepts from all companions is a lot of work
- Many ACRL Sections have approached this work differently
so we recommend

01 pick one to start
Become familiar with the companion closest to your work

02 enlist colleagues
Encourage colleagues to do the same for their areas

03 meet & discuss
Find areas of commonality or where a specific concept applies to general work

04 be involved
Be part of the development/revision process
Key Sources


Key Sources


Thank you!

Questions?

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