

5-13-2017

## Meeting Your Class at the Crossroads: Using SLO/Frame Grids to Tailor Information Literacy Instruction

Patrick Wohlmüt  
*Linfield College*, [pwohlmüt@linfield.edu](mailto:pwohlmüt@linfield.edu)

Follow this and additional works at: [https://digitalcommons.linfield.edu/librariesfac\\_pres](https://digitalcommons.linfield.edu/librariesfac_pres)



Part of the [Curriculum and Instruction Commons](#), [Information Literacy Commons](#), and the [Scholarship of Teaching and Learning Commons](#)

---

### Recommended Citation

Wohlmüt, Patrick, "Meeting Your Class at the Crossroads: Using SLO/Frame Grids to Tailor Information Literacy Instruction" (2017). *Faculty & Staff Presentations*. Presentation. Submission 9.  
[https://digitalcommons.linfield.edu/librariesfac\\_pres/9](https://digitalcommons.linfield.edu/librariesfac_pres/9)

This Presentation is protected by copyright and/or related rights. It is brought to you for free via open access, courtesy of DigitalCommons@Linfield, with permission from the rights-holder(s). Your use of this Presentation must comply with the [Terms of Use](#) for material posted in DigitalCommons@Linfield, or with other stated terms (such as a Creative Commons license) indicated in the record and/or on the work itself. For more information, or if you have questions about permitted uses, please contact [digitalcommons@linfield.edu](mailto:digitalcommons@linfield.edu).

# MEETING YOUR CLASS AT THE CROSSROADS

Patrick Wohlmüt  
Teaching and Research Librarian  
Linfield College

Using  
SLO/Frame  
Grids To Tailor  
Information  
Literacy  
Instruction

information

process resources valued exploration ethically result dimensions sustained evaluation creators

interests several searching based used

method may often resulting

discovery different mental asking types new need contextual use

delivery integrated

researchers conversation need contextual use

time strategic convey answers

constructed develop set creating questions various value production inquiry occurring disseminating

reflect engage education produced differences interpretations understands authority commodity influence via

level legal determine reflects knowledge professionals possesses avenues increasingly context varied develops research credibility

range abilities sources literacy field iterative communities perspectives including researching complex

reflective processes encompassing means negotiating expertise recognize flexibility lines dissemination required turn scholarship

format revising scholars depends socioeconomic alternate insights requiring discoveries selected nonlinear required product shared creation

# ■ The Framework for Information Literacy for Higher Education

- Authority is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

## BUILT ON THRESHOLD CONCEPTS

Ideas that are *initiatory* to a discipline that are *disruptive* and *difficult* to acquire, but very *hard to unlearn* once mastered.

# SELECTED CRITIQUES

# DRABINSKI'S *KAIROS* VS. BEILIN'S "BEYOND THE THRESHOLD"

Chronos/Standards Based  
Instruction



Kairos/Contextually  
Responsive Instruction



# ALAN CARBERY, “ON THE THRESHOLD OF INFORMATION LITERACY”

- Every learner is different, and comes to the classroom from a different context.
- If we are to embrace threshold concepts, they should emerge from engagement with students and their experiences.
- Students often have trouble with some of the concepts and ideas we take for granted; those pain points could be a good starting point for instruction.

# THE PROBLEM OF ASSESSMENT

## Jacob Berg

- Unclear how to integrate assessment into a teaching model that embraces concepts rather than outcomes.

## Lane Wilkinson

- Concepts do not imply abilities.
- You could try to treat knowledge practices as abilities, but then aren't we back to the standards?



**CONTEXT: LINFIELD**

# STUDENT LEARNING OUTCOME STRUCTURE

- Two Parts:
  - An “X” statement.
  - A “Y” statement.
- Students should be able to “X” in order to “Y.”
  - The “Y” could be something assessable.
  - The “Y” could also be a “why.”
- If students can “X,” then they can “Y.”
  - The “X” becomes a logical antecedent.
  - The “Y” become a logical consequent.
  - A way to see if one statement follows from the other.

### Information Literacy Frames

Outcomes							
		Authority is Constructed and Contextual	Information Creation as a Process	Information Has Value	Research as Inquiry	Scholarship as Conversation	Searching as Strategic Exploration
	Students should be able to brainstorm and tailor appropriate search terms						

### Information Literacy Frames

Outcomes		Authority is Constructed and Contextual	Information Creation as a Process	Information Has Value	Research as Inquiry	Scholarship as Conversation	Searching as Strategic Exploration
	Students should be able to brainstorm and tailor appropriate search terms						

## Information Literacy Frames

Outcomes		Authority is Constructed and Contextual	Information Creation as a Process	Information Has Value	Research as Inquiry	Scholarship as Conversation	Searching as Strategic Exploration
	Students should be able to brainstorm and tailor appropriate search terms		In order to identify subject terms and terms of art within a field	In order to survey the different types and formats of information source that have been written on a topic	In order to compare and contrast information from varying sources around a topic	In order to define the scope of their line of inquiry	In order to discover the breadth of conversations within a field around a particular topic

## Information Literacy Frames

Outcomes		Information Literacy Frames					
		Authority is Constructed and Contextual	Information Creation as a Process	Information Has Value	Research as Inquiry	Scholarship as Conversation	Searching as Strategic Exploration
	Students should be able to brainstorm and tailor appropriate search terms	In order to identify subject terms and terms of art within a field	In order to survey the different types and formats of information source that have been written on a topic	In order to compare and contrast information from varying sources around a topic	In order to define the scope of their line of inquiry	In order to discover the breadth of conversations within a field around a particular topic	In order to broaden or narrow a search
Students should be able to brainstorm and tailor appropriate search terms	In order to capture perspectives not found in initial searches	In order to better understand the benefits and shortcomings of individual databases	In order to compare keyword search results with the quality of information returned	In order to reflect on the appropriateness of their research question	In order to identify the preferred language of scholars in the field	In order to broaden or narrow a search.	

- Helps us to better understand the Framework.
- Gets us out of the habit of seeing the Frames as just more Standards.
- Gives us themes, or lenses, to play with in our instruction.
- Increases our instructional options, ability to be responsive in the classroom.
- Suggests possible avenues of classroom assessment.

## BENEFITS

Linfield  
Librarians like  
this tool for the  
following  
reasons:

**ACTIVITY**



# SOME EXAMPLE “X” STATEMENT OUTCOMES

## I. Research Process

Students should be able to identify and develop a research topic.

Students should be able to employ a structured approach to research.

Students should be able to identify the stage of the research process in which they currently are with regards to their work.

Students should be able to select appropriate sources based on their information need and stage in the research process.

## II. Finding and Retrieving Sources

Students should be able to compare and contrast subject and keyword search.

Students should be able to brainstorm and tailor their search terms and identify related search terms.

Students should be able to citation chase.

Students should be able to refine a search using facets, limiters, and/or search phrasing.

Students should be able to find and retrieve sources they need, in print or electronic format, in a variety of ways.

## III. Evaluating Sources

Students should be able to identify criteria that signify a potentially trustworthy, useful, and relevant information source.

Students should be able to Analyze a source for trustworthiness, usefulness, and/or relevance.

Students should be able to compare and contrast different source formats and their usefulness and importance.

Students should be able to identify scholarly and/or peer-reviewed material.

Students should be able to compare and contrast the usefulness of different search tools (e.g. databases, search engines, catalogs, etc).

Students should be able to identify information about a source from a citation or entry in a search tool.

## IV. Knowledge and Synthesis

Students should be able to synthesize information found during research.

Students should be able to use synthesized information to create a scholarly or creative product (e.g. a paper, presentation, work of art, etc).

Students should be able to attribute and/or cite sources used in the creation of a product correctly and effectively.

Students should be able to recognize situations that entail plagiarism and avoid them.

**QUESTIONS/DISCUSSION**

# REFERENCES

- ACRL. (2016). *The Framework for Information Literacy in Higher Education*. Retrieved from <http://www.ala.org/>
- Beilin, Ian. (2015). "Beyond the Threshold: Conformity, Resistance, and the ACRL Information Literacy Framework for Higher Education." *In The Library With The Lead Pipe*. Retrieved from <http://www.inthelibrarywiththeleadpipe.org/>
- Berg, Jacob. (2014). "The Draft Framework for Information Literacy for Higher Education: Some Initial Thoughts" [Web Log]. *BeerBrarian*. Retrieved from <http://beerbrarian.blogspot.com/>
- Carbery, Alan. (2013). "On the threshold of Information Literacy: using Threshold Concepts in IL" [Web Log]. *edLibbs*. Retrieved from <https://edlibbs.wordpress.com/>
- Drabinski, Emily. (2014). "Toward a Kairos of Library Instruction." *The Journal of Academic Librarianship* 40: 480-485. doi:10.1016/j.acalib.2014.06.002
- Wilkinson, Lane. (2014). "The Problem With Threshold Concepts" [Web Log]. *Sense and Reference: A Philosophical Library Blog*. Retrieved from <https://senseandreference.wordpress.com/>