



# Crossing the Threshold: Engaging with the ACRL Framework

SCIL Works 2016 Schedule

Pollak Library, California State University Fullerton

## Schedule

9:00 - 9:35am	Registration, Networking, Breakfast
9:35 - 9:45am	Welcome
9:45 - 10:45am	Research and Practice I: O'Neill, Terrones, Prieto, Lambert, Sage, Cornforth
10:50 - 11:20am	Lightning Rounds / Poster Sessions
11:25am - 12:25pm	Research and Practice II: Orblych
12:30pm-12:45pm	Closing and evaluations

### Wireless:

CSUF-zGuests (complete short registration for access)

### Mark your calendars!

SCIL Business Meeting – March 18, 2016, 10:30-noon at National University, San Diego (<http://library.nu.edu/>).

CARL IG Showcase – April 1, 2016, How do we advocate for underrepresented students? A panel on how critical pedagogy and social justice value the student experience at Westin South Coast Plaza, Costa Mesa.

Check the website for details: <http://www.carl-acrl.org/ig/scil/>

### Continue the networking! Here are some suggestions for nearby lunch options:

Fuoco Pizzeria Napoletana  
101 N Harbor Blvd  
(714) 626-0727  
Italian restaurant specializing in Neapolitan pizza  
<http://www.fuocopizza.com/>

Tlaquepaque Restaurant  
101 W. Santa Fe Ave.  
Excellent Mexican cuisine  
(714) 528-0110  
<http://www.tlaquepaquerestaurant.com/>

Pie Dog  
229 E. Commonwealth Ave., Suite A  
Serving burgers, dogs, and sausages  
(714) 681-1298  
<http://www.piedogfullerton.com/>

Rutabegorz  
9523 Culver Blvd  
Circa 1970; Eclectic, healthy menu; veggie options; no red meat  
(714) 738-9339  
<http://www.rutabegorz.com/>

Kentro Greek Kitchen  
100 S Harbor Blvd, Suite A  
Spanakopita, mousaka, dolmades, and more!  
(714) 278-0944  
<http://kentrogreekkitchen.com/>

The Olde Ship  
709 N Harbor Blvd  
British pub fare  
(714) 871-7447  
<http://www.theoldeship.com/>

For more options visit [www.yelp.com/c/fullerton-ca-us/restaurants](http://www.yelp.com/c/fullerton-ca-us/restaurants)

SCIL would like to acknowledge CSU Fullerton, Pollak Library, for hosting this program.

Presenters and attendees – thank you!

Your participation makes this event successful, year after year!

## Crossing the Threshold: Engaging with the ACRL Framework SCIL Works 2016 Program

### Research and Practice

#### **Dance into the FIRE: Engaging with the Framework to Develop an Information Literacy Curriculum for Freshmen** Lindsay O’Neill, Lettycia Terrones, Adolfo Prieto, Joy Lambert, Joy Sage, Jon Cornforth (CSU Fullerton)

This presentation will describe the work of a team at California State University, Fullerton’s (CSUF) Pollak Library that is responding to institutional needs for curricula that engage students in active learning to acquire information literacy (IL) skills to promote critical thinking. CSUF has begun to emphasize IL as a core competency for student mastery, as identified by the university’s accrediting body, the Western Association of Schools and Colleges (WASC). During the course of the presentation, participants will learn how the Committee for INfolit DEsign (CINDER) approached the task of applying the ACRL *Framework for Information Literacy for Higher Education* specifically to freshman students.

The library’s goal is to provide IL instruction that addresses ACRL’s specific frames, supports the move of academic departments toward meeting WASC core competencies, and is scalable (in its first stage) to all entering freshmen. Thus, CINDER designed an IL curriculum that will be implemented first as a customizable suite of online modules.

In order to integrate and scaffold IL into a variety of degree programs, CINDER began its work by unifying individual librarian pedagogical approaches to IL lesson planning to identify student learning outcomes (SLOs) that meet university needs for IL instruction. In the future, the IL curriculum will be expanded so that it spans a student’s academic career. CINDER will provide tools and support for subject liaison library faculty to consult with instructional faculty and assist with integrating library resources that promote departmental SLOs for information literacy.

#### **Flipping the One-Shot Towards the Framework: The Flipped Classroom and Threshold Concepts** Teague Orblych (University of Michigan, Dearborn)

The “flipped classroom”—a pedagogical model in which instructional content is delivered outside the classroom, and time in the classroom is dedicated to learning activities—will be discussed in terms of its value to instruction librarians seeking to align their teaching with ACRL’s *Framework for Information Literacy for Higher Education*.

The presenter will describe an implementation of the flipped classroom model that leverages active learning processes towards helping students grasp the threshold concepts which form the basis of the Framework. Thus, this presentation will provide instruction librarians with an approach to teaching one-shot instruction sessions that engage with the Framework in terms of both the form and substance of one-shot sessions.

For this project, the presenter flipped the standard one-shot session by having students create learning modules about various information literacy topics. Students worked in small groups to prepare a presentation, a handout, and a learning activity. Through the process of creating library instruction learning modules, students are encouraged to engage in various knowledge practices associated with the Framework’s threshold concepts. For example, being tasked with creating a brief presentation about different types of sources that might be used in the research process requires students to formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information (“Research As Inquiry”) and to identify interested parties, such as scholars, organizations, and industries, who might produce information about a topic and then determine how to access that information (“Searching As Strategic Exploration”).

## Lightning Rounds

### **Choose Your Own Research Adventure**

**Scott Stone** (UC Irvine)

In the 1980's and 90's millions of children across the United States regularly read books from the popular "Choose Your Own Adventure" series. These books placed the reader as the protagonist and allowed them to make crucial plot decisions that would change how the story developed. Using Google Forms, UCI's Research Librarian for Performing Arts, Scott Stone, created two different versions of a "Choose Your Own Research Adventure" instructional tool for undergraduate music students. This information literacy tool highlights that there are many different paths and choices one makes when researching and that some will be fruitful, but others will make one need to choose another research pathway. This lightning session directly addresses the "Searching as Strategic Exploration" frame by demonstrating that searching is an iterative process with many possible ways of locating the necessary information.

### **Reference Mining, Citation Mapping & Publishing Overviews: Techniques for Teaching Scholarship as Conversation**

**Zemirah Lee** (National University)

What we find in scholarly literature are scholars presenting their original research findings, agreeing with some, disagreeing with others, all the while moving their field of knowledge further and further forward from various points in time. As academic librarians and purveyors of scholarly information we understand this process and know to depend on the continuance of these "conversations" in building out our collections and managing our resources. However, while we understand this, how much time is actually taken in class to teach students the basic fundamentals of these "articles" they're required to find as a momentary need to accomplish a graded end? And, what bearing does this knowledge have on these students' own requirements in school as they are tasked with creating bibliographies and writing research papers? This presentation will focus on one of the 6 frames of the new ACRL Framework and will look at teaching "Scholarship As Conversation" by focusing on the value of reference mining, citation mapping, and reviewing the mechanisms by which scholars submit manuscripts for publication. By making these distinctions in class, students should be able to make the connection between what scholars and professionals are doing in their respective fields to disseminate their knowledge and what the students are doing in class with respect to their own research in contributing to these conversations.

### **Teaching Critical Thinking and the Business Case Study**

**Robin Lockerby** (National University)

Use of case studies is a standard teaching tool for business faculty. The critical thinking skills that help students verify relevant data and comparison with competitors is not always included within the case studies. This presentation will focus on the types of library resources and search skills students need to incorporate into their search process as they develop reliable search strategies for the various research questions they need to address as part of the critical analysis process. The teaching strategy used helps students map the different types of data needed to critically review and analyze a case study as a systematic process. The ACRL frame, "Information Creation as Process", will be addressed since mapping helps students visualize the different types of business information needed to critique and develop business case studies.

Thank you for attending SCIL Works 2016!!

Please take a moment to complete a short evaluation of the program.

**About SCIL**

The Southern California Instruction Librarians (SCIL -- pronounced "skill") interest group is dedicated to providing professional development and discussion opportunities focused on information literacy and instruction-related activities for library professionals from all types of institutions.

CARL is committed to providing reasonable accommodations to people with disabilities at all CARL-sponsored events. Please indicate your special needs or dietary requirements when registering or RSVPing to events. Requests for special accommodations must be received at least two weeks prior to the event.