

Introducing *The Framework*:
Incorporating Information Literacy Learning Outcomes in Your Assignments
Irene Korber & William Cuthbertson
4/22/2022

A recent survey of employers by Project Information Literacy (2012) reported that newly hired college graduates “rarely demonstrated” skills in research competency, research processes, information retrieval, and synthesizing sources¹. Information literacy (IL), defined by the American Library Association (1989), is the ability to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”² In 2017 the Greater Western Library Alliance, a consortium of 39 research libraries,³ conducted a study that demonstrated a direct correlation between IL instruction and student achievement: students who had IL instruction had higher retention rates, higher first-year GPAs, and completed more credit hours per year than those who did not have IL instruction.⁴ Information literacy has been added as a new Program Learning Outcome for Chico State’s General Education program, effective fall 2022,⁵ and while faculty at Meriam Library have historically been providing IL instruction to supplement disciplinary course instruction, disciplinary faculty may now have an increased interest in integrating IL into their curriculum.

The Association of College and Research Libraries’ *Framework for Information Literacy for Higher Education* is a guiding document that presents “...conceptual understandings that organize many... concepts and ideas about information, research, and scholarship into a coherent whole.”⁶ *The Framework* has been widely adopted at libraries in institutions of higher education, and is used to guide and inform student learning outcomes and curriculum.

This presentation will introduce the *Framework for Information Literacy for Higher Education* and discuss what information literacy is and why it is important for our students. Attendees will break out to explore and discuss *The Framework* and its knowledge practices and dispositions, and will have time to update an assignment in order to incorporate one of the *Frames* into their curriculum. Attendees will also gain knowledge of resources from which they can obtain IL curriculum.

¹ Head, A. J. (2012). Learning curve: How college graduates solve information problems once they join the workplace. *Project Information Literacy*.

http://www.projectinfolit.org/uploads/2/7/5/4/27541717/pil_fall2012_workplacestudy_fullreport-1.pdf

² Association of College and Research Libraries. (1989). *Presidential committee on information literacy: Final report*. <http://www.ala.org/acrl/publications/whitepapers/presidential>

³ Greater Western Library Alliance. <https://www.gwla.org/>

⁴ Blake, J., Bowles-Terry, M., Pearson, N. S., & Szentkiralyi, Z. (2017). The impact of information literacy instruction on student success: A multi-institutional investigation and analysis. *Central University Libraries Research*, 13. https://scholar.smu.edu/libraries_cul_research/13/

⁵ CSU, Chico. (2019). *GE 20/21 summary of changes*. <https://www.csuchico.edu/ge/2021/em19-021-summary.shtml>

⁶ Association of College and Research Libraries. (2019). *Framework for information literacy for higher education*. <http://www.ala.org/acrl/standards/ilframework>

Introducing *The Framework*:
Incorporating Information Literacy Learning Outcomes in Your Assignments
Irene Korber & William Cuthbertson
4/22/2022

Session Outcomes	How Participants Will Demonstrate It in Workshop
<i>Participants will be able to....</i>	articulate <i>The Framework</i> and its knowledge practices and dispositions.
<i>Participants will be able to...</i>	update an assignment in order to incorporate one of the <i>Frames</i> into their curriculum.
<i>Participants will be able to...</i>	utilize resources in which they can obtain information literacy curriculum.

Materials Needed:

- *An assignment of which the attendee would like to incorporate information literacy learning outcomes*