A Conceptual Framework Model for Information Literacy Instruction:

Pedagogical Tool and Guided Student Framework

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PROBLEM: A survey of college level information literacy textbooks and instructional materials reveals a focus on context specific, skills-based lessons that introduce students to library-based, academic research. While this narrow focus can promote success within an academic context, it does not prepare students with transferrable skills necessary for many future professional activities and information environments.

METHOD: Framework developed using pedagogical inquiry and analysis of information theory literature including theories of information seeking, information behavior modeling, situated learning, and the concept of semiotic domains.

BENEFITS OF THIS APPROACH:
• Has predictive value
• Scaffolds development of meta-cognitive skills and approaches to understanding new media and information use interactions
• Maps to ACRL proficiencies and skills
• Flexible: reacts to new events and media technologies (Internet, Twitter, etc)
• Promotes critical thinking and investigation
• Students prompted to examine social construction of information/information environments
• Students prompted to investigate their role in relationship with other actors, agents, resources, and technologies
• Students understand their roles as active, rather than passive information consumers and producers

FUTURE RESEARCH: In order to ensure continued effectiveness a formal assessment model and feedback structure will be developed to support this framework. Pre- and post-testing analysis will be a large component in this framework.

Student feedback will be collected at the end of the spring 2011 semester. Student assignments implementing the information environments framework will be analyzed and used to inform future course work and to help develop assessment and feedback models.