

# A Conceptual Framework Model for Information Literacy Instruction:

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.

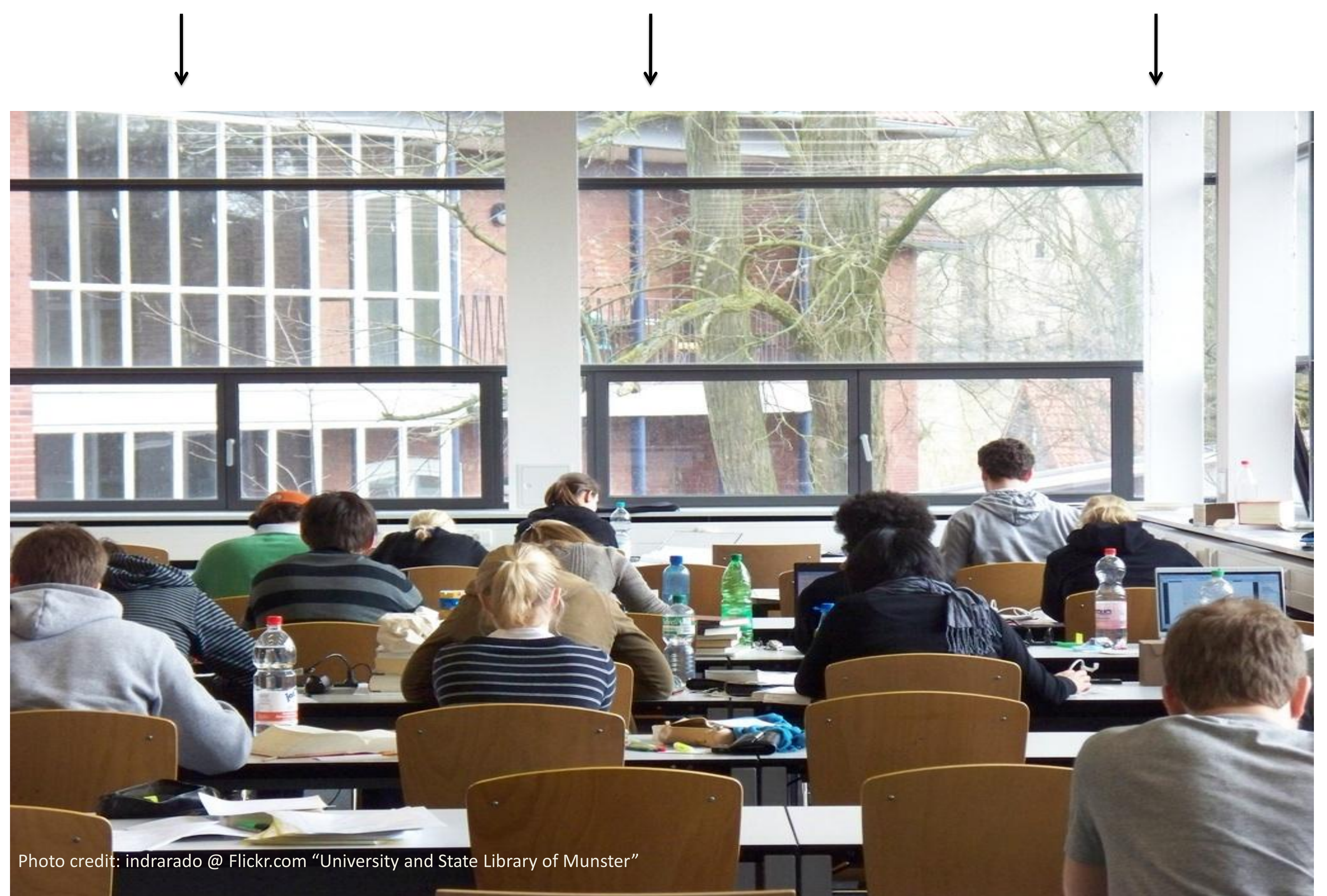
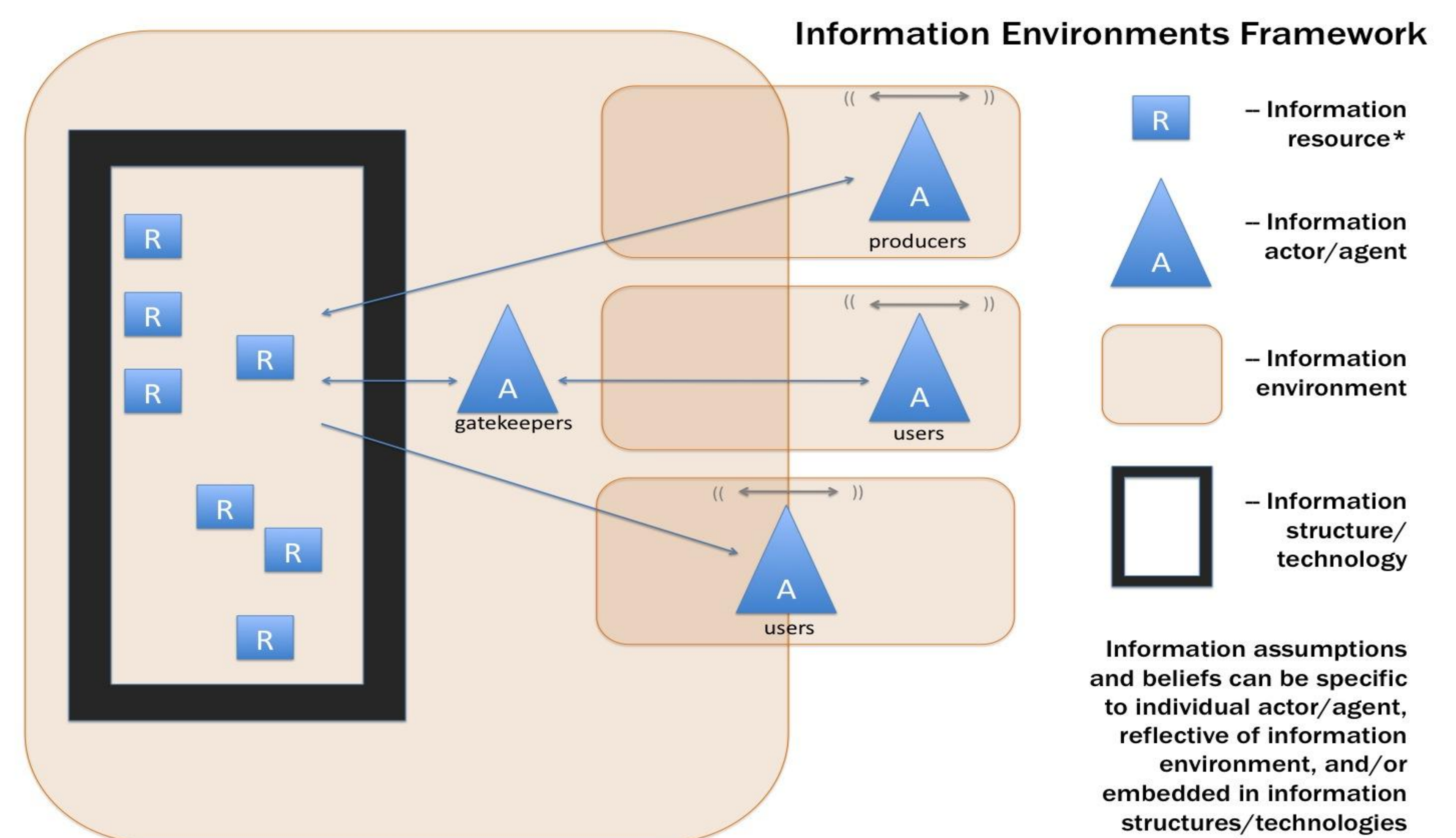
**METHOD:** Framework developed using pedagogical inquiry and analysis of information theory literature including theories of information seeking, information behavior modeling, situated learning, and the concept of semiotic domains.

### 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

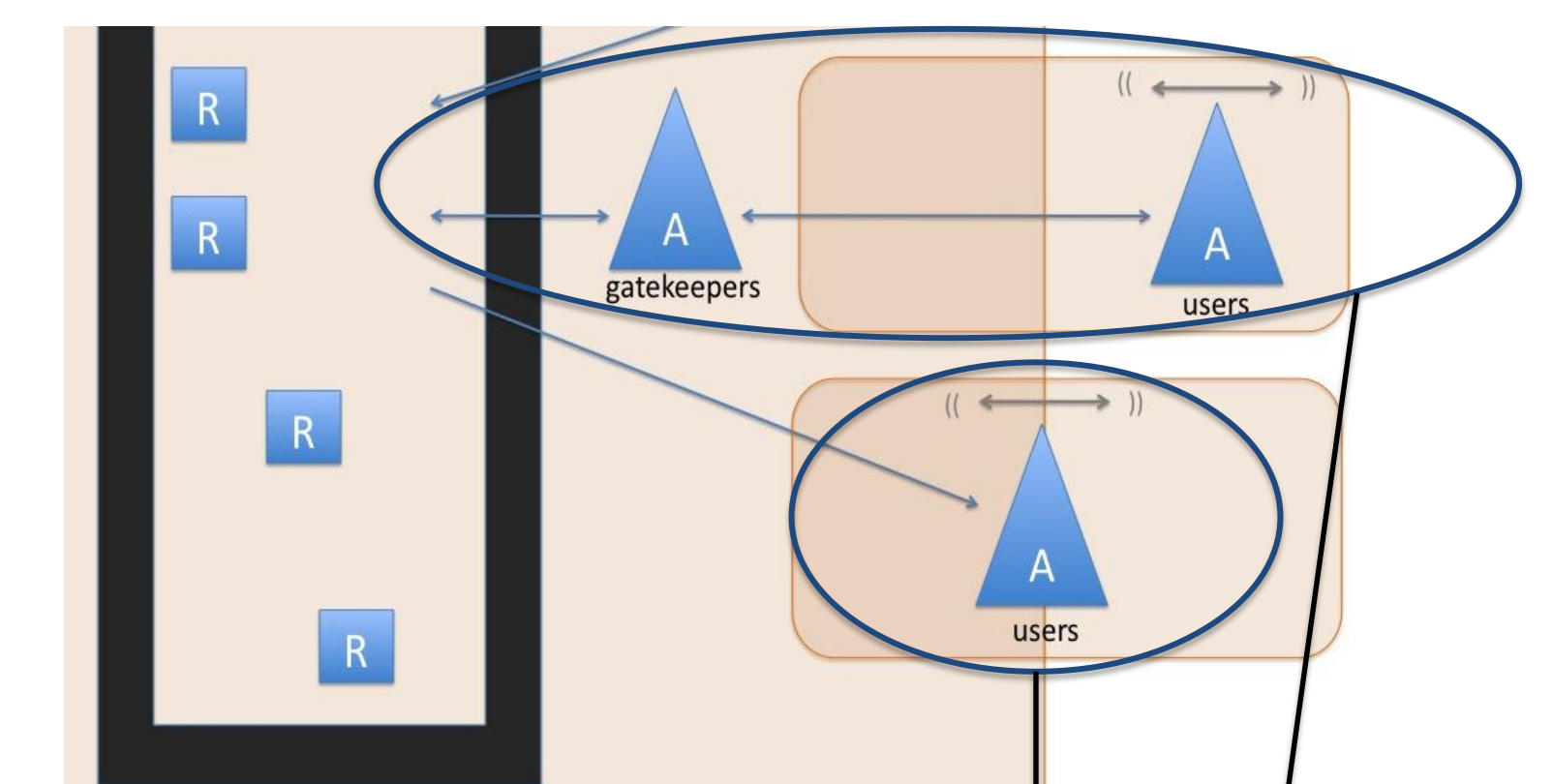
**FUTURE RESEARCH:** In order to ensure continued effectiveness a formal assessment model and feedback structure will be developed to support this framework. Pre- and post-testing analysis will be a large component in this framework.

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.



Skills	Concepts
•Citation format/styles	•Plagiarism, copyright and fair use
•Identify information needs	•Information cycles
•Identifies keywords/controlled vocabulary	•Primary and secondary sources
•OPAC/database search	•Scholarly publishing
•Determine reliability of sources	•Academic integrity

Students parse traditional skills and concepts and analyze according to the information environments framework. Concepts are used to contextualize skills and to support comprehensive understanding of these items. Using meta-cognitive skills, this prompts students to investigate situational dynamics and social construction of information skills, concepts and environments.



Students articulate theirs and other actors and agents' relationships within information environments. Identifying these associations, students are able to understand and predict the way a variety of ideological and discursive understandings can work with or against each other within specific information environments and contexts.

### Transferable critical analysis skills

- Regardless of technology or information resource, individuals learn to contextualize and articulate their information needs and uses.
- Individuals use framework to understand information, technologies, and resources as socially constructed.
- Prompts individuals to ask critical questions about relationships between actors/agents and between information environments, especially at points of contention, confusion, or curiosity.
- Students gain conceptual language to interpret and critically comprehend future information environments .