

STICK IT TO THE WALL: ACRL FRAMEWORK POSTER COLLABORATION

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IDEA

The ACRL Framework for Information Literacy for Higher Education has prompted academic librarians to consider information literacy in groundbreaking ways since its release in 2015. Over the summer of 2015, Research Services librarians at Bucknell University came together to collaborate on a project that sought to re-conceptualize the new ACRL Framework to make it accessible to students. After much brainstorming and discussion, we decided to create a series of posters, visually oriented learning objects that would attract students' attention and serve as effective tools for instruction. Each of the six posters (see Appendix) represents a "frame" (e.g., Research as Inquiry, Authority is Constructed and Contextual, etc.), and contains questions related to that frame. For example, the "Research as Inquiry" poster asks students to consider what they already know about their research topics, and what they need to explore further; what the dialogue or debate is that surrounds their topic; who might produce their "ideal" source; and whether they ought to consider modifying their focus if their research has taken them down an unexpected path. We want students to reflect on the poster questions as they engage in the research process, either as part of an information literacy session with a librarian, or independently when they use our instruction lab.

In the short time since the posters were shared through various librarian networks and social media (September of 2015), we have received feedback from librarians who are excited about using and modifying the posters. We have also begun to incorporate the posters into information literacy sessions, and we have captured anecdotal evidence of how the posters are being used. During our LOEX presentation, we provided a very brief overview of our creative design process and shared how we're using the poster concepts with participants. The majority of our interactive workshop had small groups view the posters, brainstorm, and share ideas for

reusing, remixing, and re-conceptualizing them for information literacy and library instruction. Each small group shared with the larger group the ideas generated through discussion and brainstorming. Participant feedback was captured and shared as an addendum to our poster LibGuide, where everyone can access and continue to build upon this evolving repository: <http://researchbysubject.bucknell.edu/framework>

CREATING

In the initial phase of our collaboration, we used a shared Google document to gather ideas and exchange comments, which helped us to determine the concepts that would be the most helpful to students. We then deconstructed the frames and the descriptions of the "Knowledge Practices" and "Dispositions" within each frame to craft sets of questions that would be the main focus of the posters. Our goal was to pose questions that would engage and help students at various points of the research process, but we quickly realized a need to be less verbose in order to grab and hold students' attention. The final product consisted of short but thought-provoking questions set around the theme of each poster.

Although we considered many options for the final layout of the poster, the infographic style emerged as our top choice because it has the most visual impact. Initially Piktochart seemed like a good design tool, but ultimately we decided to create our own infographic using PowerPoint in order to make posters that could be easily reused and modified by others. Using the official Bucknell color scheme (including designated complementary colors) for the template design, we worked to create an aesthetically pleasing balance of white space vs. text boxes on the poster. Once the design and wording were finalized, we printed the six posters in-house, framed them ourselves to minimize costs, and installed them in our library instruction classroom before the start of classes in 2015.

SHARING

To achieve our objective of making the posters truly shareable, and to encourage remixing, reusing, and re-conceptualizing, we turned to Creative Commons for a licensing solution (<https://creativecommons.org/licenses/>). We found the Attribution-NonCommercial-ShareAlike (CC-BY-NC-SA) license to be most compatible with our goals because it allows for reuse and remixing, with just a few stipulations. First, the new work must give credit to the original authors—in this case, the Research Services librarians at Bucknell University's Bertrand Library, ACRL for the Framework, and University of California Irvine Libraries, Department of Education and Outreach, for the image we used on the "Information Creation as a Process" poster. In addition, the license prohibits the use of the original or any derivative works for profit. Finally, it requires that derivative works contain the same terms. Derivative works must not incorporate any elements that contain a more restrictive license, nor may the new work employ a more restrictive license.

Before we could affix the CC-BY-NC-SA license to our work, we needed permission from ACRL to utilize the Framework in this manner. At that time, the Framework did not contain an explicitly stated license, though other ACRL standards documents contained a more restrictive license. After our inquiry, ACRL applied the CC-BY-NC-SA license to the Framework to encourage ongoing development of creative Framework-based works.

With the posters complete and the license applied, the next step involved distributing them widely and quickly. With its community-sharing feature, a LibGuide offered a means for sharing that allowed others to quickly replicate and then modify the posters to suit their own needs. Distribution of the LibGuide link through ACRL email lists, including the acrlframe and ili lists, allowed us to get the message out to our colleagues across the U.S. and beyond. From there, the posters have made their way into the Twittersphere, onto other institutions' LibGuides, and onto Librarian Design Share, <https://librariandesignshare.org/2015/09/22/visualizing-the-acrl-framework-for-students/>.

USING

Once the decision had been made to create both physical and digital posters (LibGuide) as tools to communicate the ideas of the ACRL Framework, it made sense that the physical versions would be placed in our library instruction lab. This would allow them to be used during library instruction classes.

Over the last two semesters, our librarians have integrated the posters into their instruction as visual aids to help students understand the more abstract and difficult information literacy concepts and as springboards for discussion and reflection activities. Additionally, the posters were used as blueprints for workshops that the librarians facilitated as part of Bucknell's First-Year Integration Series, which is the

University's transition to college life and academics workshop series. It is also our hope that students who use the lab as a study space will serendipitously come across the posters and the ideas they contain as they are working on research papers and projects.

In addition to the posters in our library lab, there are several other ways librarians will be able to use the poster concepts beginning this fall. We are in the process of placing a set of the posters in our Research Help Area. This will give librarians a readily available tool to use during walk-in and scheduled reference appointments especially when there are teachable moments related to Framework concepts. Also, the original poster LibGuide is receiving an upgrade this summer to enhance it as a teaching tool and resource for students doing research. We are in the process of embedding content in the question boxes that will link out to research guides, videos of faculty members discussing Framework concepts, and much more. This will transform the LibGuide version of the posters into digital learning objects that students can use to clarify research-related concepts. Lastly, upon a faculty member's recommendation, we created brochures based on the posters to hand out during classes and workshops. The brochures have added content to help guide students in the research process.

COLLABORATING

Our LOEX 2016 interactive workshop focused on participants working in small groups to view the posters, brainstorm, and share ideas for reusing, remixing, and re-conceptualizing them for use in information literacy and library instruction. One of the primary goals of the workshop was to capture ideas generated during the session, and come away from LOEX with a repository of suggestions and ideas for reusing the posters. The repository, housed on one of the pages of the poster LibGuide, is open for contributions from anyone who wants to share what they are doing or what they plan to do with the poster concepts.

In our workshop, after providing a brief overview of the creative and design processes behind the project and giving participants a chance to review the posters, we asked them to discuss in their small groups "If you had to select one framework poster to use in your teaching, which one would you choose, and why?" We then asked participants "Which of the framework concepts do you think students struggle with most, and why?" Participants got to the heart of the workshop when we asked, "What ideas do you have for using or re-mixing the posters at your own institution?" We provided groups with large pads of paper, markers, along with guiding questions to foster their creativity, and gave them 20 minutes to work out the details. Finally, we asked each group to share their creative ideas.

The workshop, in which participants worked in five small groups, resulted in a variety of ideas and re-conceptualizations. One group, for example, proposed an idea for the "Research as Inquiry" concept that was reminiscent of early computer text adventure games, in which the game player

needs to find a way to move through a series of obstacles to meet a final goal. Another group re-conceptualized the “Information Has Value” concept in terms of using Google wisely, including a recommendation to visit a librarian when Google or Google Scholar indicates that the researcher would need to pay to access the full text version of an article.

A third group noted that the “Scholarship as Conversation” concept does not necessarily resonate with students, and they would instead refer to this concept as “Research as Conversation.” They recognized that during conversation much happens, including the emergence of those whose voices dominate (authority/privilege), of different perspectives, of different modes of discourse, and agreements and disagreements. They would further break down the poster concepts to ensure that they would resonate with students, and that students could more fully connect with the concepts.

A fourth group indicated interest in working closely with students, who would serve as co-creators in re-conceptualizing the posters into a video tutorial series. Students would use their own language to describe the concepts, and the tutorials would be used before one-shot instruction sessions. The video series would put research concepts into context for the students, and help them to think about what they need before beginning their research.

The fifth group worked with the “Research as Inquiry” concept, but decided to leave this terminology out of their re-conceptualization because they felt that it fails to reflect student language. Their remix would include a series of fill-in-the-blank questions (e.g., “What do you know about _____?” where students fill in the blank with a topic of interest) that walks them through research step-by-step.

CONCLUSION

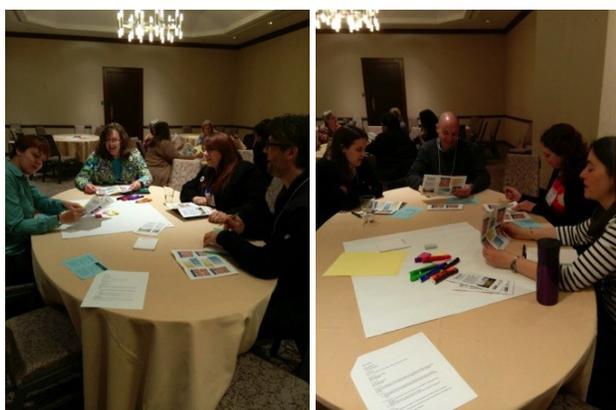
We plan to use ideas generated through our LOEX interactive workshop to remix the original posters, using wording that will resonate better with students. As our project continues to evolve, we look forward to collaborating with others to remix, reuse and re-conceptualize our initial idea to make the Framework concepts even more accessible to students. We invite feedback through our poster LibGuide, where everyone can access and continue to build upon this evolving repository:

<http://researchbysubject.bucknell.edu/framework>.

REFERENCES

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Figure 1: Photos of groups working during the workshop



APPENDIX

Authority is Constructed and Contextual

Think critically about information – whether it’s from a blog post, a book, or a peer-reviewed journal article. Ask questions about the author(s), the purpose, and the context of the information. Recognize the value of diverse ideas and world views.

How do you determine the credibility of a source?

What makes a source authoritative?

Whose voice does the information represent?

What points of view might be missing?

Information resources reflect their creators’ expertise and credibility, and are evaluated based on the informational needs and the context in which the information will be used. Authority is constructed in that various communities may recognize different layers of authority. It is contextual so that the information need may help to determine the level of authority required. (ACRL Framework for Information Literacy for Higher Education, 2016)

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Research Services, 2015

Information Creation as a Process

Consider the characteristics of information resources that indicate how and for whom they were created. Understand that information may be perceived differently based on the format in which it is presented.

How might the process influence the kind of sources you will use?

Why did the author(s) select this format for the publication of their work?

How and for whom was the information produced?

A Cycle of Revolving Research

Information is one format is produced to convey a message and is shared via a common delivery method. The iterative processes of researching, creating, reusing, and disseminating information work, and the resulting products, reflects three differences. (ACRL Framework for Information Literacy for Higher Education, 2016)

Bucknell University
Bernard Library
Research Services, 2015

Information Has Value

Give credit to the original ideas of others through proper attribution and citation. Recognize your opportunity for multiple roles – as a contributor or a creator as well as a consumer of information.

What is the purpose of this information?

Who has access to this information, and who does not?

Is the material licensed in a specific way that promotes or prohibits reuse?

Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of organizing and understanding the world. Legal and social-economic realities influence information production and dissemination. (ACRL Framework for Information Literacy for Higher Education, 2016)

Bucknell University
Bernard Library
Research Services, 2015

Research as Inquiry

Approach research as open-ended exploration and engagement with information. Tap into your intellectual curiosity, ask questions, and be flexible – ambiguity can help the research process!

What do you already know about the topic, and what do you need to explore further?

What is the dialogue or debate surrounding your topic?

Has your research taken you down an unexpected path? Should you modify your focus?

Think about your ideal source. Who might produce this information?

Research is iterative and recursive: open-ended, ongoing, changing, or new questions whose answers in turn describe additional questions or lines of inquiry in any field. (ACRL Framework for Information Literacy for Higher Education, 2016)

Bucknell University
Bernard Library
Research Services, 2015

Scholarship as Conversation

Understand that the research process gives you the chance to participate in an ongoing scholarly conversation in which information consumers and creators come together and negotiate meaning. You have an opportunity to contribute to the conversation!

Have you sought a variety of perspectives?

What are the modes of discourse in your field?

Do you have the information you need to cite your sources?

What are the established authority structures that privilege certain voices and information?

Contributions of scholars, researchers, or professionals engage in sustained dialogue with one another and disciplines concerning new areas as a result of varied perspectives and interpretations. (ACRL Framework for Information Literacy for Higher Education, 2016)

Bucknell University
Bernard Library
Research Services, 2015

Searching as Strategic Exploration

Realize that information sources vary in content, format, and relevance to your needs, depending on the nature of your search and the scope of your research. Be flexible and understand that your first attempts at searching are just the starting point. Keep asking questions!

What questions are you asking to direct your information search?

What is the scope of your research?

What type(s) of information do you need?

Who might produce this information? (e.g. scholars, organizations, governments)

Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the continual flexibility to expand or narrow the scope of the search. (ACRL Framework for Information Literacy for Higher Education, 2016)

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Research Services, 2015