Thriving in New Landscapes: Metaliteracies, Framework, and Partnerships

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1-2-4-All

What are the most important issues and contexts facing our work today?

- Name 3
- 2 minutes
What are the most important issues and contexts facing our work today?

• Work in pairs
• Decide upon top 2 issues/contexts
• 3 minutes
1-2-4-All

What are the most important issues and contexts facing our work today?

- 2 Pairs together (4 people)
- Decide upon THE top issues/context
- 3 minutes
What are the most important issues and contexts facing our work today?

• Each team report to the group
IL Issues/Contexts

- Limited Resources
- New Framework
- Metaliteracies
- Accreditation
- Lifelong Learning
- Debate of one-shots
- Existential crisis of profession
- Space reallocation
- Digitization
WHY
The Golden Circle

Why

How

What

Sinek, 2009
Novices, Experienced Non-Experts, Experts
Placing seeds, as an Instruction Librarian, that is the Essence of my work. #acrlframework

People all worked up over the #acrlframework vs the old Standards. Can’t we all just agree that both are dumb and move on?

A2. This is why the framework is useful! Authority is constructed & contextual is very useful in these conversations. #arlisriss #acrlframework

“We base our program on #infolit standards our natl org has rescinded” -- sounds off somehow
The Framework and NLA

The frames can guide the redesign of information literacy programs for general education courses, for upper level courses in students’ major departments, and for graduate student education. The frames are intended to demonstrate the contrast in thinking between novice learner and expert in a specific area; movement may take place over the course of a student’s academic career. Mapping out in what way specific concepts will be integrated into specific curriculum levels is one of the challenges of implementing the Framework. ACRL encourages librarians to work with faculty, departmental or college curriculum committees, instructional designers, staff from centers for teaching and learning, and others to design information literacy programs in a holistic way.

ACRL realizes that many information literacy librarians currently meet with students via one-shot classes, especially in introductory level classes. Over the course of a student’s academic program, one-shot sessions that address a particular need at a particular time, systematically integrated into the curriculum, can play a significant role in an information literacy program. It is important for librarians and teaching faculty to understand that the Framework is not designed to be implemented in a single information literacy session in a student’s academic career; it is intended to be developmentally and systematically integrated into the student’s academic program at variety of levels. This may take considerable time to implement fully in many institutions.
Getting Meta About Literacies
New Literacies Perspective

T-shirt: James Hance: jameshance.com
New Literacies Perspective:
1. social practice
2. deictic
3. mobilize new values or ethos in how people practice literacy
"A Discourse is a socially accepted association among ways of using language ... thinking, feeling, believing, valuing, and acting, as well as using various tools, technologies or props that can be used to identify oneself as a member of a socially meaningful group...to signal (that one is playing) a socially meaningful "role," or to signal that one is filling a social niche in a distinctively recognizable fashion. "(Gee, 2012)
New Literacies are deictic
New literacies, new ethos
New Literacies in the U environment
Clinician

Patient

Evidence
Joelle’s literacy

Constructivism

• “The human mind does not simply take in the world but makes it up in an active way” – Brandt & Perkins, 2000

Making meaning

Questions that determine long-term storage:

– Does this make sense?
– Does this have meaning?
Metaliteracies
Our Story

Why
Why
LITERACIES

Leveling Platform
Our Story - The How

Convergent

Divergent
Our Story - The How
Our Story - The How

Marshall McLuhan - “The Medium is the Message”

- Metaliteracies
- Liminal spaces
- Frames/literacies
- Problem solving
- Rapid Prototyping
Rapid Prototyping

- Sketches
- Storyboards
- Computer-based simulations
- Slide shows and crude videos
- Fully functional prototypes

Low fidelity

High fidelity
Our Story - The What

What makes this different?
• Agnosticism
• True learning objects
• Hosted or embeddable
• Framework-based
• Symbiotic Relationship

http://guides.lib.k-state.edu/nla
Why search strategically?

You'd like to gather information on a topic. You've created a research question. You've identified the likely information types you need and which search tools to use. Now it's time to search.

In order to get a search tool to give you information that serves your specific need, you must feed it the right words: keywords. A keyword describes an essential characteristic of the document or page you want to find. Stringing several keywords together results in a search string, or query.

query = search string

In this lesson you will learn how to construct a search strategy in order to use search tools more efficiently.
There are several punctuation tricks you can employ in your search strategy. In addition to parentheses, which you just learned about on the last page, quotation marks and the asterisk symbol are also great to know.

Putting quotation marks around words tells the search tool to search for those words as a phrase. For instance, when you enter "flu shot", instead of searching for everything flu and everything shot, you are searching for the phrase flu shot.

Searching a phrase is more precise than searching keywords individually and finds fewer results:

<table>
<thead>
<tr>
<th></th>
<th>Google</th>
<th>Library Search Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Flu Shot&quot; with quotation marks</td>
<td>5,140,000 results</td>
<td>6,539 results</td>
</tr>
<tr>
<td>Flu Shot without quotation marks</td>
<td>12,700,000 results</td>
<td>51,787 results</td>
</tr>
<tr>
<td>&quot;Influenza Vaccination&quot; with quotation marks</td>
<td>496,000 results</td>
<td>18,040 results</td>
</tr>
<tr>
<td>Influenza Vaccination without quotation marks</td>
<td>959,000 results</td>
<td>69,993 results</td>
</tr>
</tbody>
</table>

* Use the asterisk symbol to **truncate** your keywords. This means searching for all variant endings of a word. For example, truncating the word vaccinate to vacci* will tell the search tool to search for:
  - Vaccinate
  - Vaccinates
  - Vaccine
  - Vaccines
Choose Your Own Research Adventure

Research is an adventure! Each choice you make determines where you'll wind up. In this exercise you'll make decisions to refine your search string, and see the results of your choices. Keep an eye on how your search results change with each decision.

Look at the bottom of each page to make your next choice. You can always click the back button to change your decision.

* Required

Which keyword pair would you like to start with today? *

- Flu Shot
- Influenza Vaccination

Continue »
Law of Diffusion of Innovation (Rogers, 2003)
References


Woods, N. (2016, June). The Interaction between clinical knowledge and basic science knowledge in diagnostic reasoning. Presented at the 19th Annual School of Medicine Medical Education Retreat, University of Kansas Medical Center, Kansas City, KS.

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