ACRL Framework for Information Literacy for Higher Education

1. Authority is Constructed and Contextual

Knowledge Practices:

a) Define different types of authority
b) Determine the credibility of sources
c) Understand discipline-specific contexts of authority and contested authority
d) Recognize authority across media formats and content types
e) Acknowledge the process of developing authority as a scholar
f) Understand the social nature of the information ecosystem

Dispositions:

a) Have an open mind when encountering conflicting perspectives
b) Be motivated to find authoritative sources
c) Assess content with informed skepticism and self-awareness of biases
d) Question authority; recognize diverse ideas
e) Purposefully employ recursive self-evaluation

2. Information Creation as a Process

Knowledge Practices:

a) Articulate the impact on information developed through various processes
b) Evaluate information product’s usefulness based on its creation process
c) Articulate a discipline’s traditional and emerging creation and dissemination processes
d) Recognize the impact of format on how information is perceived
e) Recognize when a format is static or dynamic, and associated implications
f) Be aware of the value placed on information products in different contexts

Dispositions:

a) Seek characteristics that indicate the underlying creation process
b) Value matching an information product to an information need
c) Accept that information may be created in a variety of modes and formats
d) Accept ambiguity
e) Identify the mode of creation and dissemination that is most applicable to the information to be conveyed

3. Information has Value

Knowledge Practices:

a) Give credit through proper attribution
b) Understand intellectual property as a legal and social construct
c) Understand copyright, fair use, open access, and the public domain
d) Understand information politics (the systematic underrepresentation of certain perspectives)
e) Recognize issues of access to information sources
f) Decide where and how information will be published
g) Understand “big data”; be informed digital citizens with respect to privacy and the commodification of personal information

Dispositions:

a) Respect the original ideas of others
b) Value the skills, time, and effort needed to produce information
c) Participate as a contributor to the information marketplace, not just as a consumer
d) Examine own information privilege

### 4. Research as Inquiry

**Knowledge Practices:**

- a) Formulate research questions
- b) Determine an appropriate scope of investigation
- c) Deconstruct complex research questions into simple ones
- d) Use various research methods
- e) Monitor gathered information; assess info. gathered for gaps and weaknesses
- f) Organize information meaningfully
- g) Synthesize ideas from multiple sources
- h) Draw reasonable conclusions based on analysis and interpretation

**Dispositions:**

- a) Consider research as open-ended exploration
- b) Appreciate that a question may be more complex than it appears
- c) Value intellectual curiosity
- d) Maintain an open mind and critical stance
- e) Value persistence, adaptability, and flexibility in the research process
- f) Seek multiple perspectives
- g) Seek appropriate help when needed
- h) Follow ethical and legal guidelines when gathering and using information
- i) Demonstrate intellectual humility

### 5. Scholarship as Conversation

**Knowledge Practices:**

- a) Cite others’ contributions
- b) Contribute to scholarly conversation in the appropriate forum and format
- c) Identify barriers to entry
- d) Critically evaluate others’ contributions
- e) Identify the contributions that seminal works make to disciplinary knowledge
- f) Summarize changes in scholarly perspective over time
- g) Recognize that a given scholarly work is not the only perspective on the issue

**Dispositions:**

- a) Recognize scholarship as an ongoing conversation
- b) Seek conversations within their discipline
- c) Identify as both a contributor and consumer of scholarly information
- d) Recognize that scholarly conversations take place across venues and formats
- e) Suspend judgment on a particular piece until the larger context is understood
- f) Understand the responsibilities of participating in scholarly conversations
- g) Value and evaluate user-generated content
- h) Recognize that knowledge of a discipline empowers participation and engagement

### 6. Search as Strategic Exploration

**Knowledge Practices:**

- a) Determine the scope of the info. need
- b) Identify potential information contributors for a topic and determine how to access their information
- c) Utilize divergent (brainstorming) and convergent (selecting best source) thinking
- d) Align information needs, search strategies, and search tools
- e) Adapt search strategy based on results
- f) Understand how information systems are organized to efficiently access relevant information
- g) Use different searching language types
- h) Manage search processes and results

**Dispositions:**

- a) Exhibit mental flexibility and creativity
- b) Understand the recursive nature of research
- c) Realize that information sources have varying relevance and value
- d) Seek guidance from experts
- e) Recognize the value of browsing and other serendipitous methods of information gathering
- f) Persist in the face of search challenges; recognize when adequate information has been gathered

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