The ACRL *Framework* since 2016: A Survey

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Framework for Information Literacy for Higher Education

Six threshold concepts or frames

1. Authority is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as Conversation
6. Searching as Strategic Exploration

(Association of College & Research Libraries,2016)

Survey/Questionnaire

- Purpose
  - Examine progress in the adoption since the release of the *Framework* in 2016
  - Determine the extent of the use of the old *Standards* (Association of College & Research Libraries, 2000)
  - Obstacles to use the *Framework*
  - Best practice

- Scope: Sent to national and international library listservs (e.g. infolit, ili-l, acrlframe, Special Library Association, NJLA College and University session, Chinese American Library Association, Ifla, etc.)

- Survey period: Jan. 28 to Feb. 28, 2020.

- Survey instrument: Qualtrics survey online.

Survey/Questionnaire - continue

➡ Received 700+ responses, 519 are completed and valid.

➡ 96% (500) teach information literacy (IL) instruction.

➡ Report on respondents from the U.S. academic institutions only. Few from non-academic and foreign countries.

➡ The results only apply to those who responded. This is not a random sample

Institution Types (N=519)

Respondents were asked to pick the category closest to they institution type.
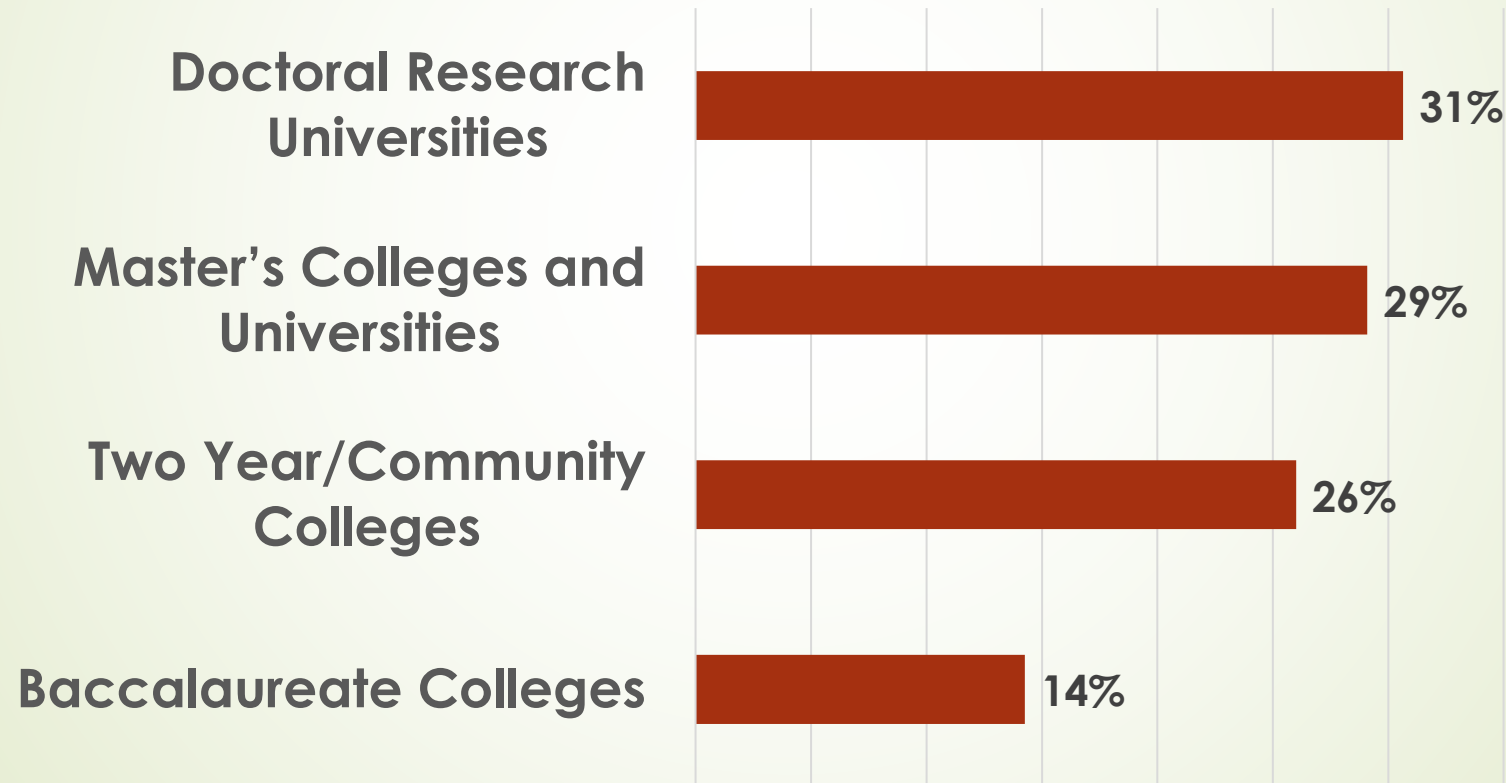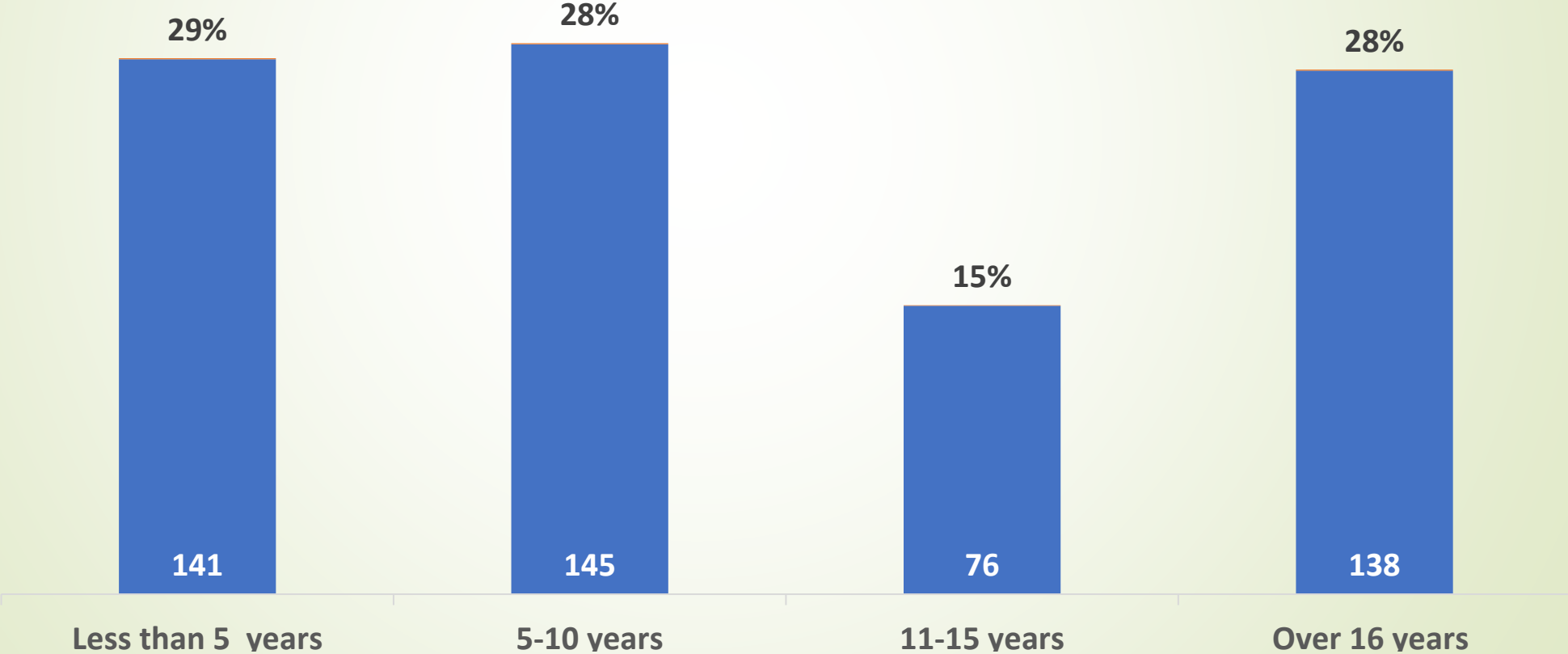
Participants' locations (N= 519)
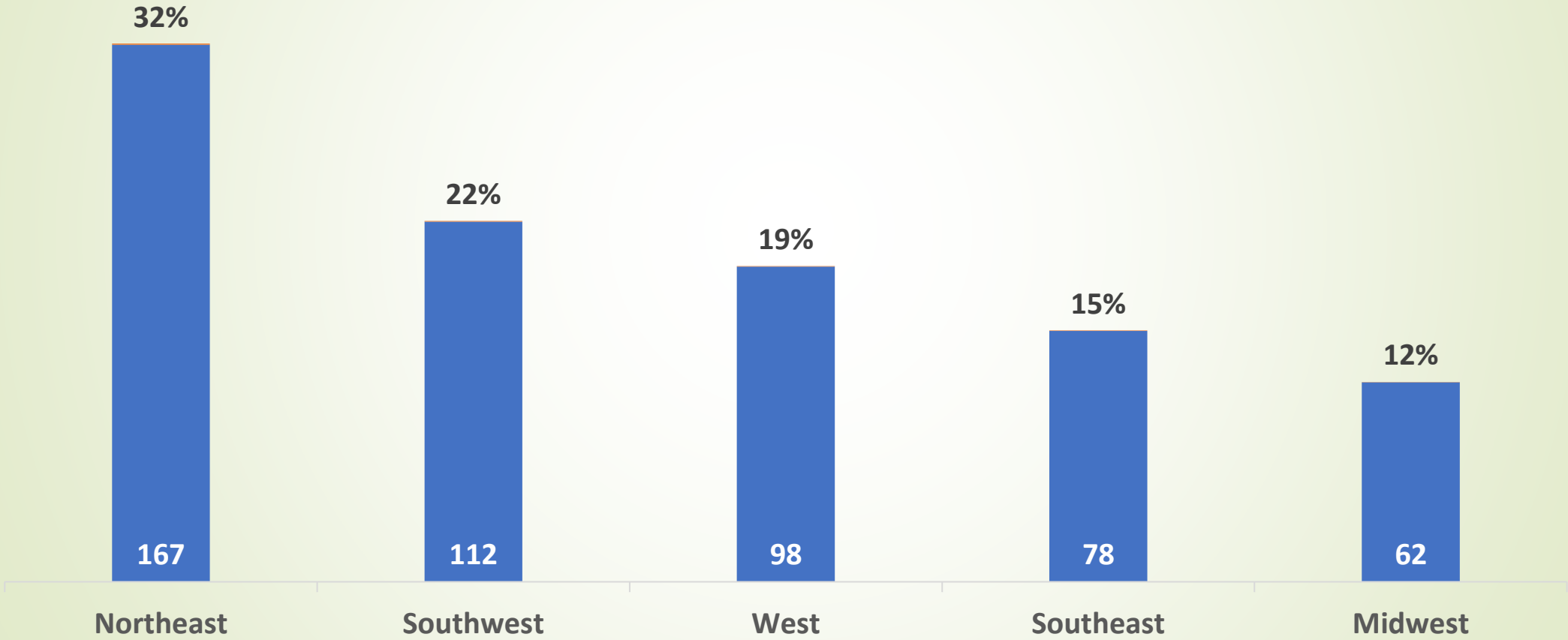
More than a quarter of librarians have taught less than 5 years; many of them may have only used the *Framework* in teaching.

Less than 5 years	5-10 years	11-15 years	Over 16 years
29%	28%	15%	28%
141	145	76	138

Type of IL class settings (Multiple selections, N=500)

Setting	Percentage
One-shot	96%
Multiple sessions	60%
Embedded in courses	40%
Credit-course	25%
Other	6%
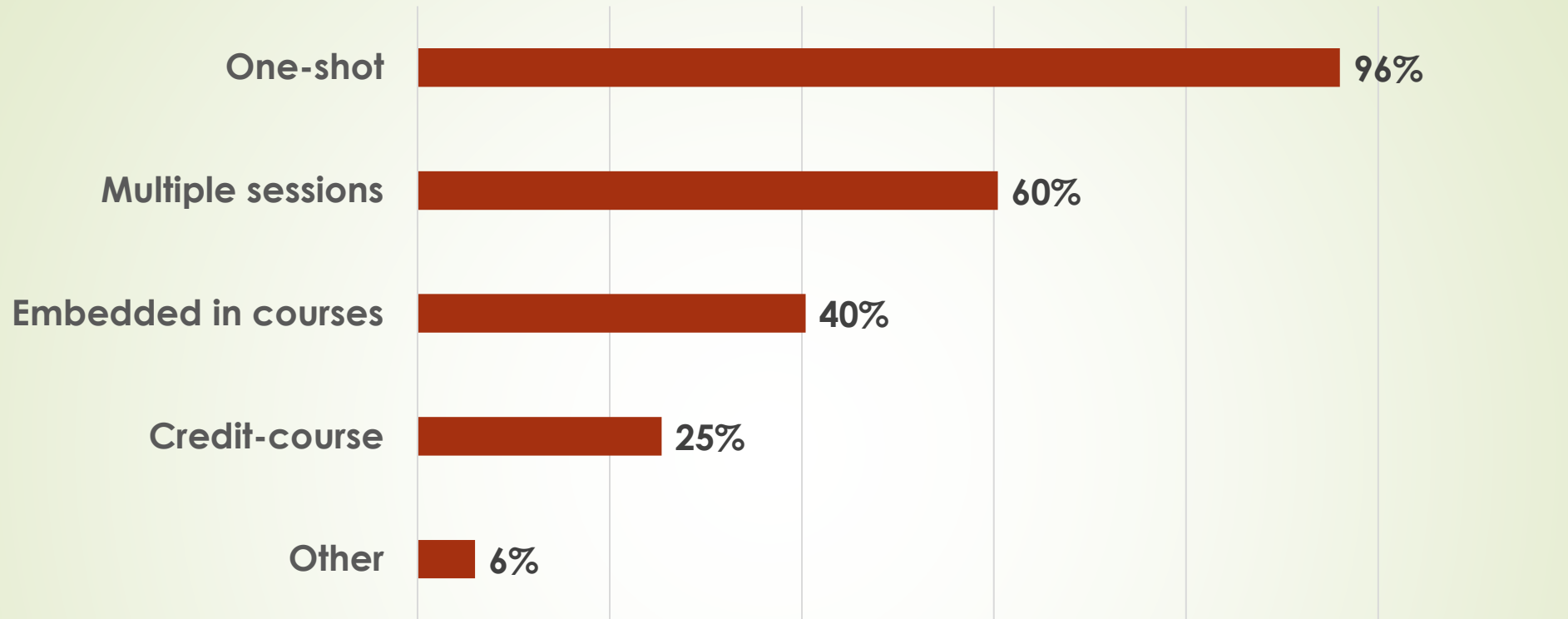
Most librarians teach one-shot plus up to three types of settings. A quarter of them teach credit courses.

Modality of Teaching (N=497)

24, 5%   25, 5%

448, 90%

■ Face to face   ■ Online   ■ hybrid
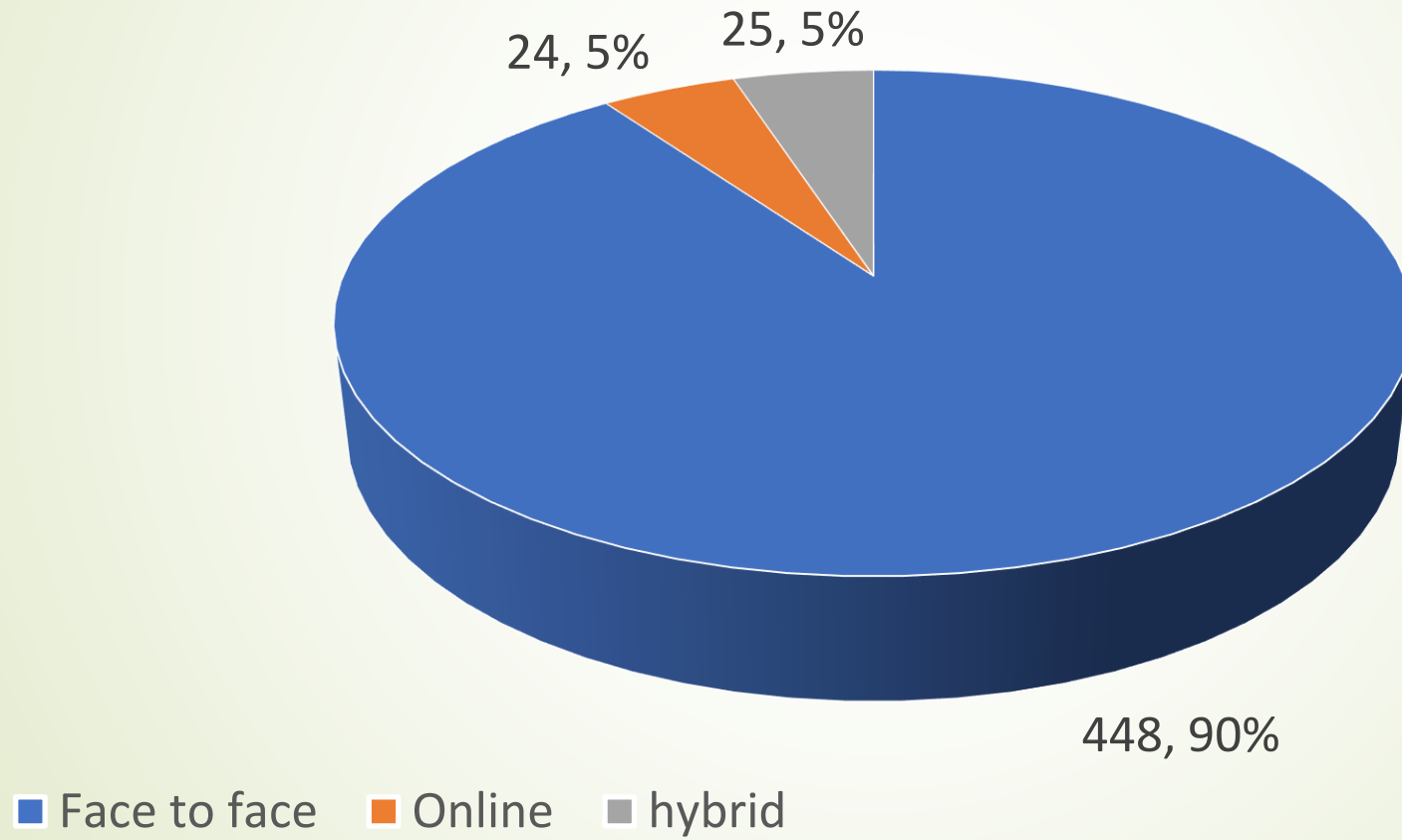
Purposes of Library instruction (N=499)

Purpose	Percentage
Assignment integrated instruction	93%
General IL introduction, no assignment attached	59%
Library tours	28%
Other	6%
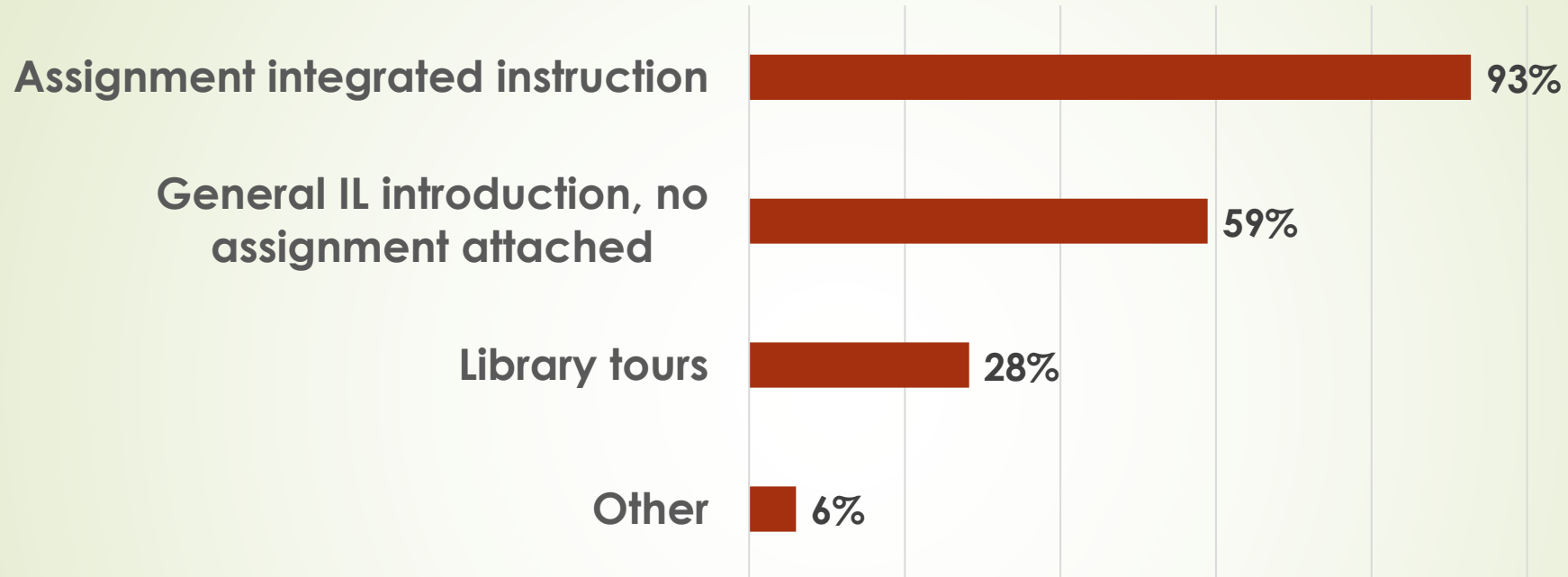
Multiple selection question. Most of the respondents (93%) teach assignment-based library instruction. More than half (59%) teach general purpose instruction without assignment attached.

Do you connect instruction to the *Framework?* (N=499)

29%

71%

■ No

■ Yes
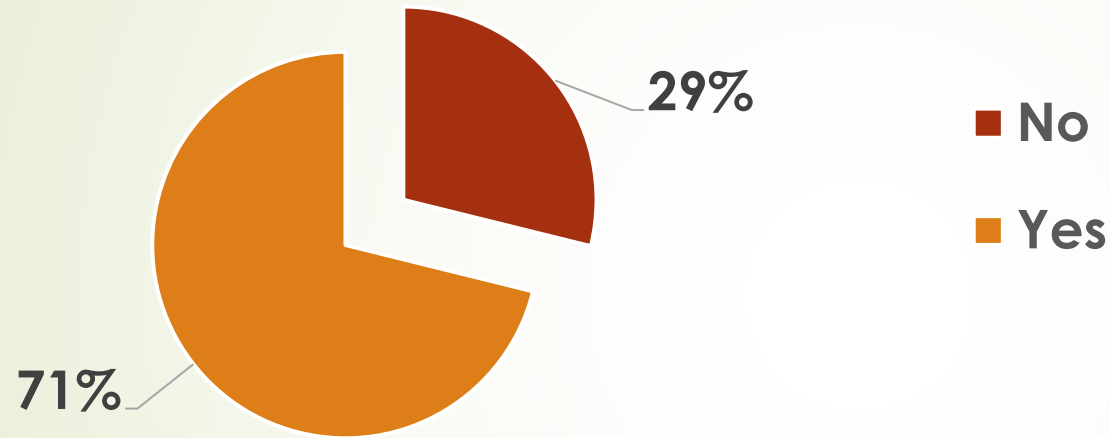
A large percentage of the respondents connected instruction to the *Framework*.

Have your IL learning objectives changed after the *Framework* replaced the Standards? (N=355)

34%

66%

No

Yes
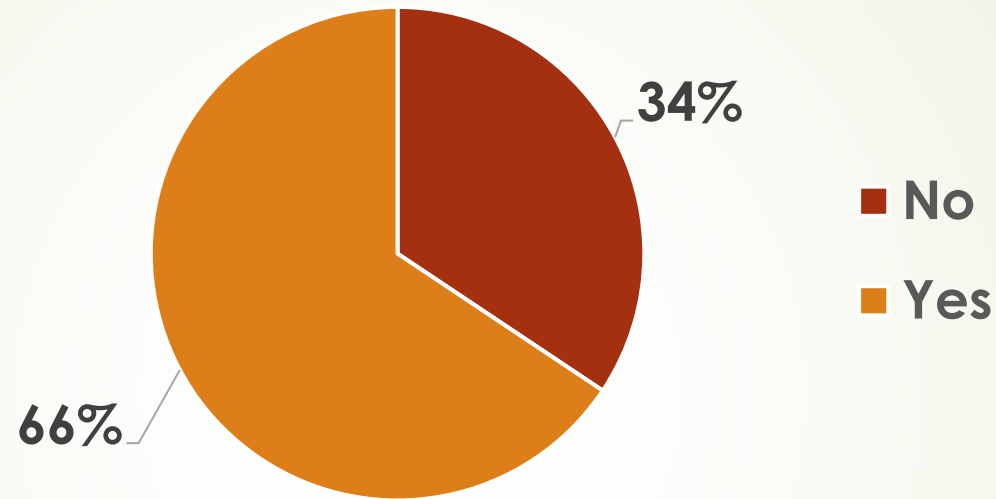
For those who connected instruction to the *Framework,* most (66%) changed their Learning objectives. More than a third (34%) did not.

How have your learning objectives changed after ACRL *Framework* replaced the *Standards?* (N=186 comments)

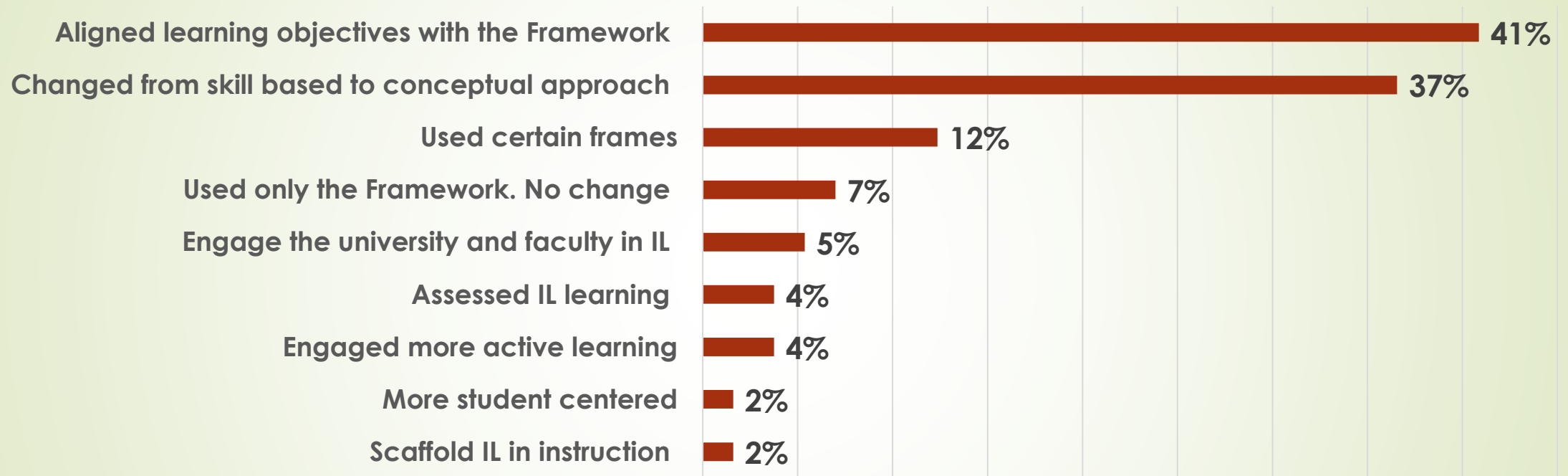| Category	Percentage
Aligned learning objectives with the Framework	41%
Changed from skill based to conceptual approach	37%
Used certain frames	12%
Used only the Framework. No change	7%
Engage the university and faculty in IL	5%
Assessed IL learning	4%
Engaged more active learning	4%
More student centered	2%
Scaffold IL in instruction	2%

Comments-Most of those who changed their learning objectives aligned with the *Framework* and changed from skills- based to concept-based instruction.

Which ACRL IL Frames did you use?   (N=354)

Frame	Percentage
Searching as Strategic Exploration	90%
Research as Inquiry	90%
Authority Is Constructed and Contextual	87%
Scholarship as Conversation	84%
Information Has Value	77%
Information Creation as a Process	70%
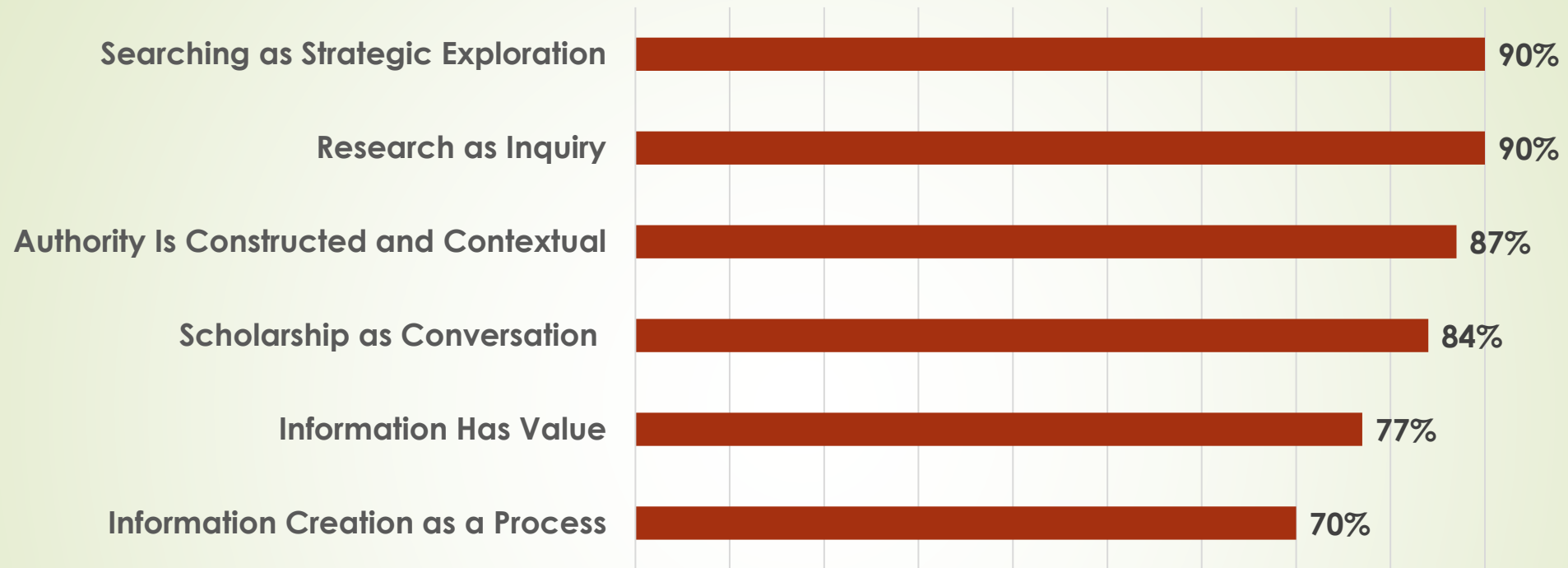
Multiple selection question. Searching as Strategic Exploration and Research as Inquiry were taught the most. However, all the other frames are frequently used.

The most cited challenge is the limited class time. Many also felt it difficult to communicate the *Framework* concepts with faculty and students (N=336)

Category	Percentage	Count
Limited class time	83%	280
Communicate with faculty	38%	127
Explain to students	36%	121
Framework not measurable	35%	118
Align Framework to assignments	25%	83
Link learning outcomes to Framework	22%	73
Comprehend Framework concepts	12%	41
Other	11%	36
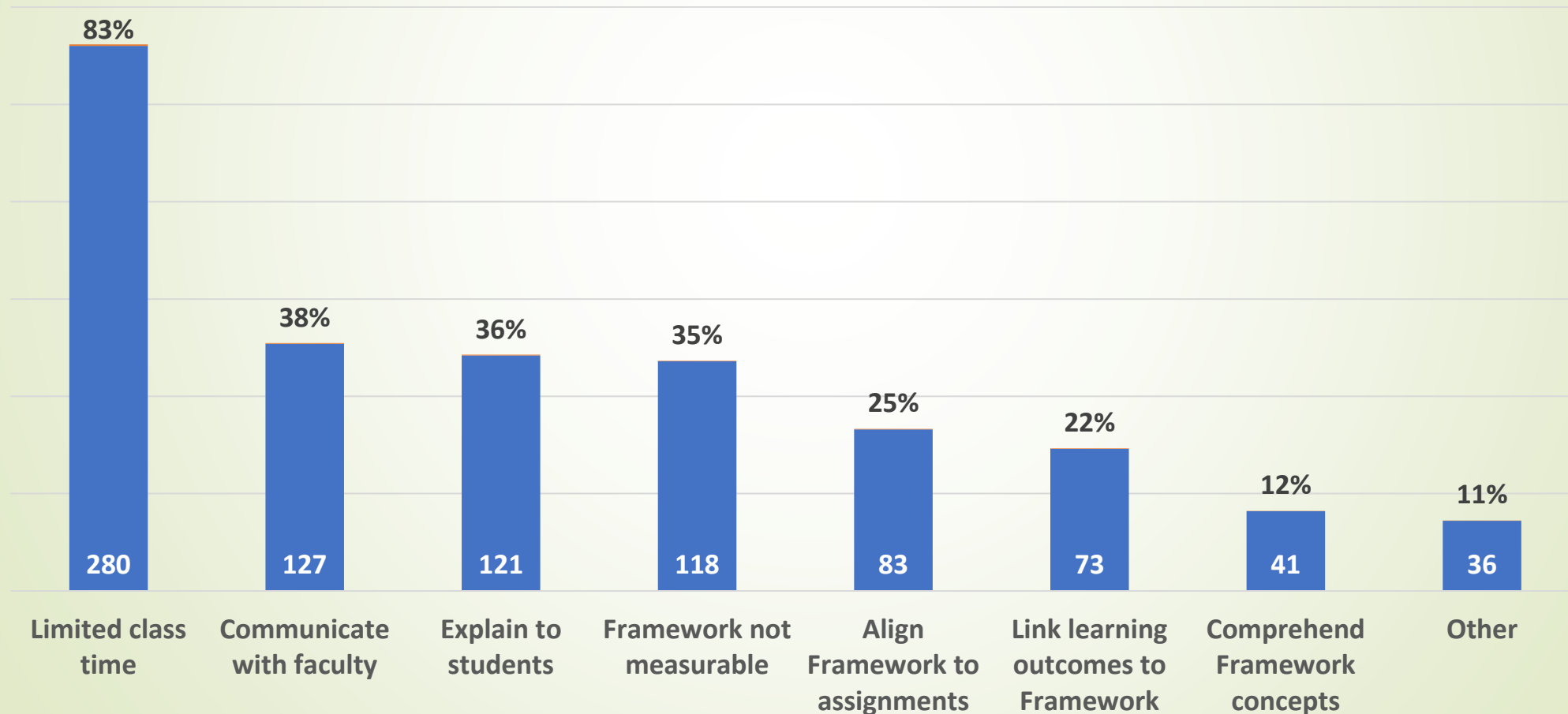
What worked well when you taught with the *Framework*?
(N=350)

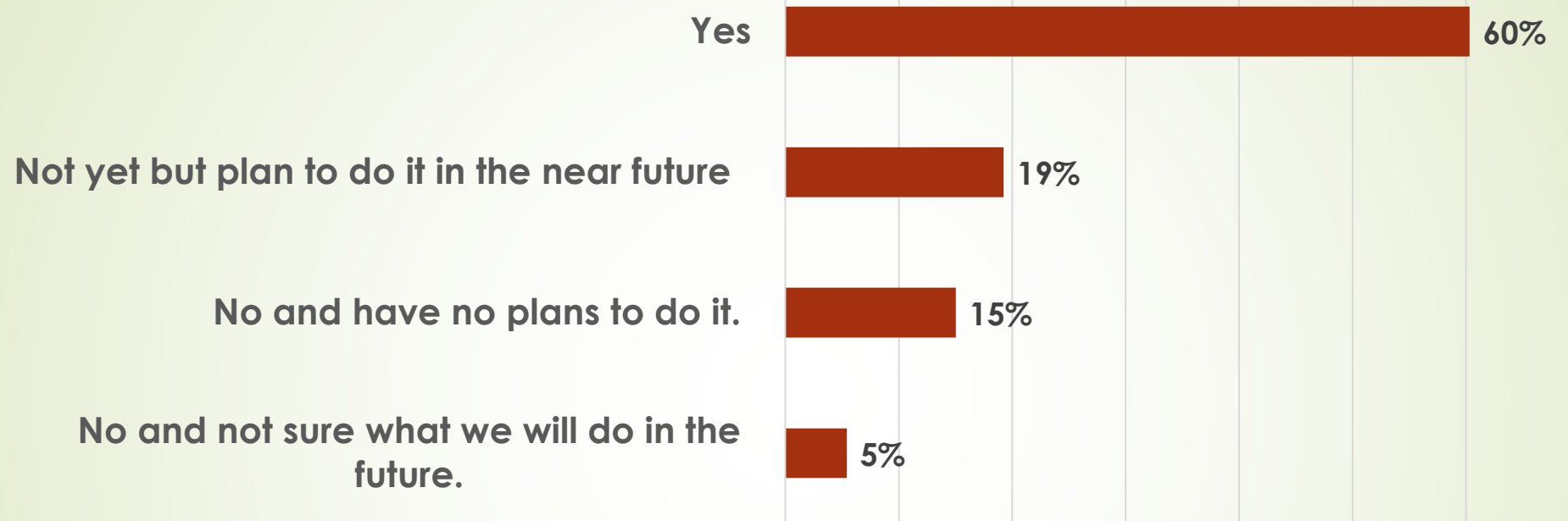| Category	Percentage
Include interactive activities	80%
Encourage students to reflect on what they learn	60%
Focus on the big picture	50%
Learning outcomes align with the course objectives	49%
Students are engaged and self-directed	33%
Credit course rather than one-shot session	17%
Other	6%
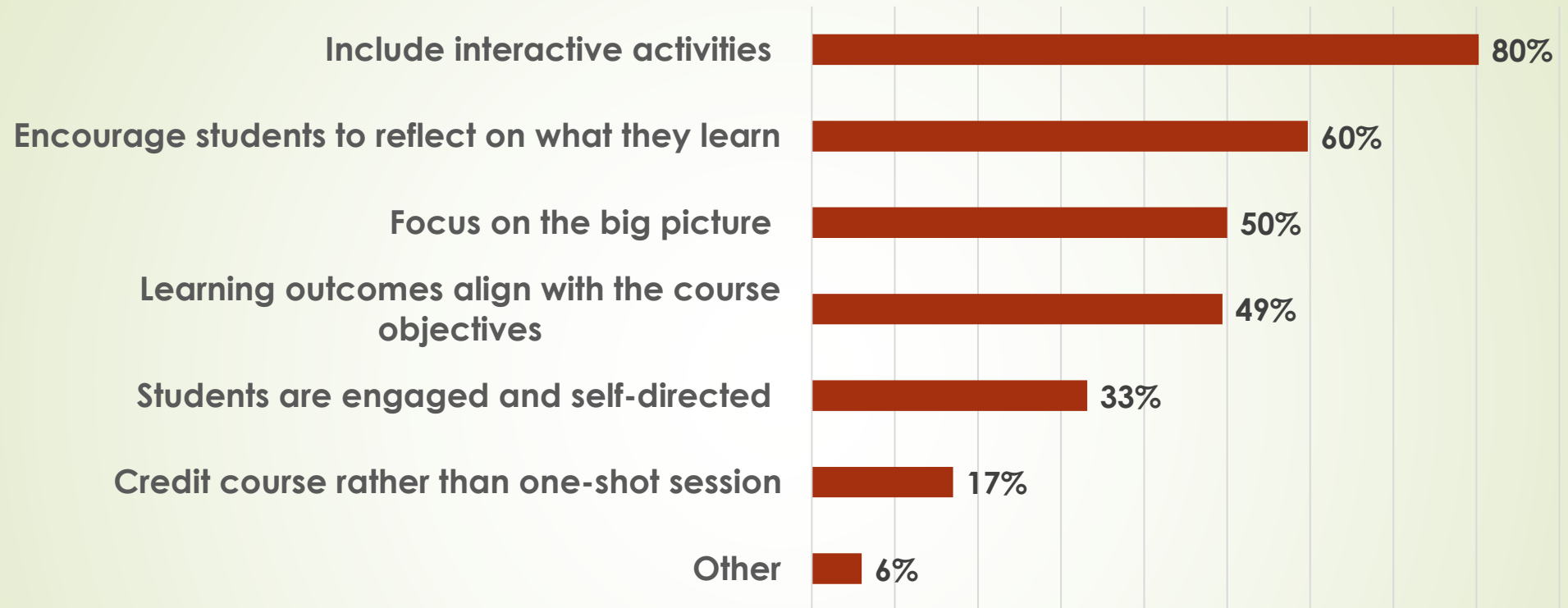
Multiple selection question. "Include interactive activities" was cited by the most. In comments, many said they used the *Framework* concepts but in simple language that students can understand.

Guiding documents and influences for instruction (N=499)

Category	Percentage
Course Assignments	79%
ACRL IL Framework	70%
ACRL IL Standards	32%
Other	24%
AAC&U Information Literacy Value Rubric	20%
AASL's Standards for the 21st-Century Learner	5%
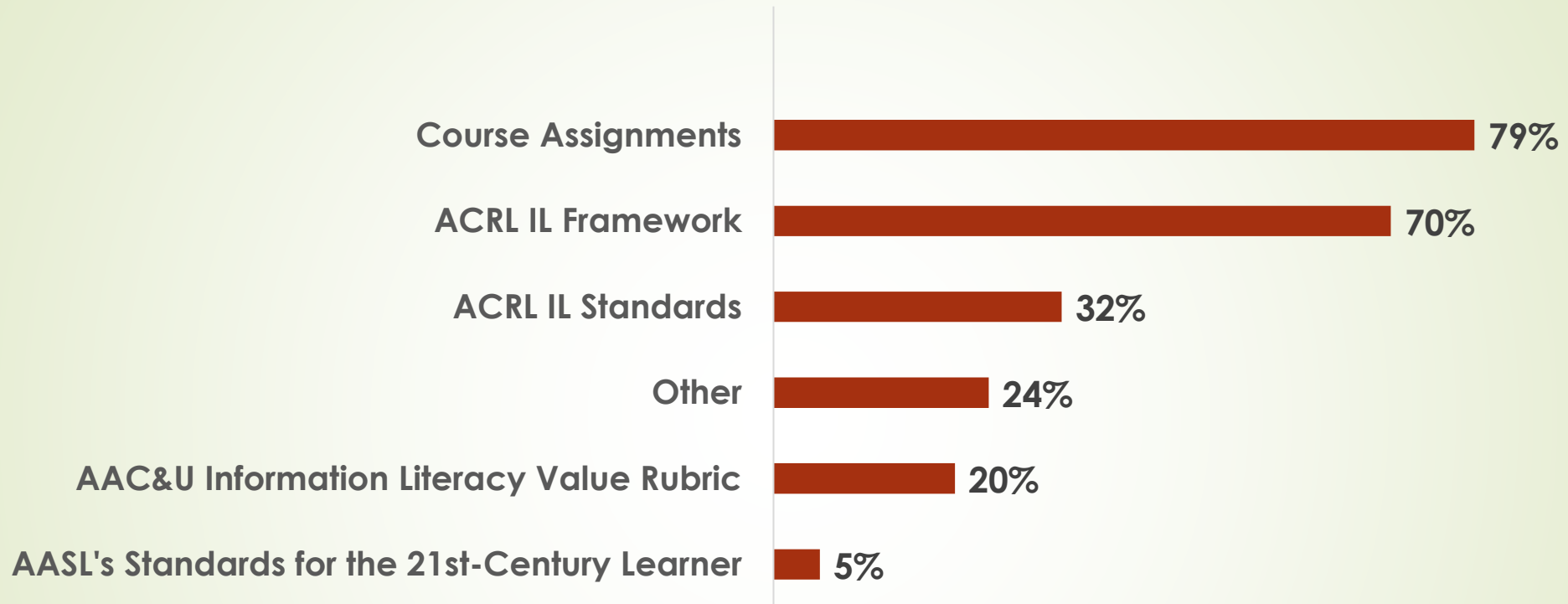
Multiple selection question. Course assignments and the *Framework* are the most influential documents that guided librarians' instruction. Close to 1/3 still used the Standards.

Do you assess student learning outcomes? (N=499)

- Yes — 60%
- Not yet but plan to do it in the near future — 19%
- No and have no plans to do it. — 15%
- No and not sure what we will do in the future. — 5%

About 60% did assess learning outcomes.
Almost 1/5 have not but plan to do it.
20% are not sure or will not do it.

Assessment instruments used. Participants can select multiple variables. (N=301)
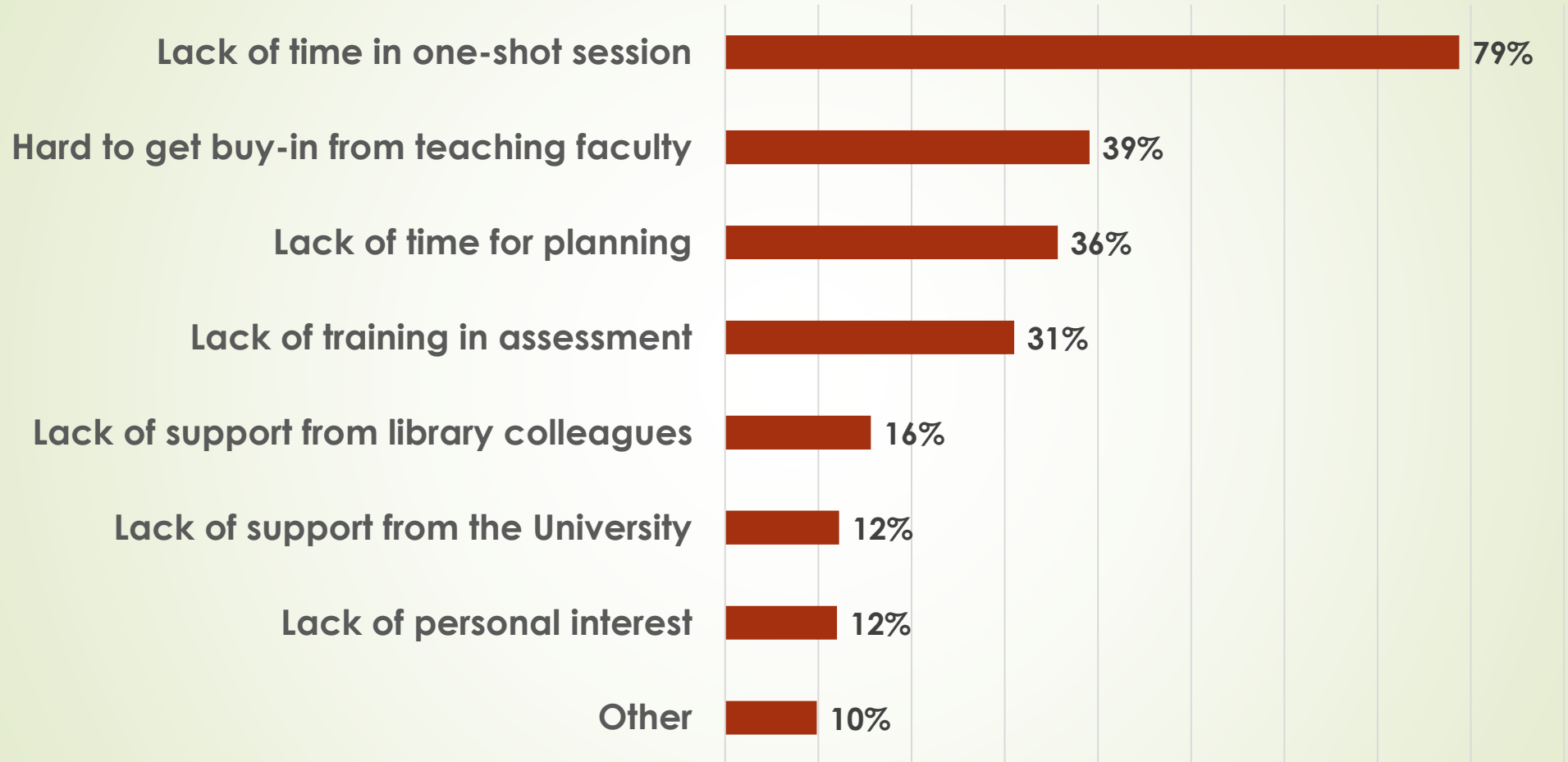
Assessment Instruments used	Number	Percentage
Survey	157	52%
Pre/Post Tests	127	42%
Authentic assessment (e.g. written papers/presentations)	121	40%
One-minute paper	98	33%
Other	83	28%
Online polling	69	23%
Clickers	20	7%
Focus groups	16	5%

Motivation for conducting assessment. Participants can select multiple variables (N=301)

Motivation for assessment	Number	Percentage
Part of my instruction plan	225	75%
Interested in learning about it	165	55%
Required by my institution	123	41%
Highly encouraged by my institution	84	28%
I am trained in doing it	73	24%
Other	32	11%

Challenges in conducting assessment
(N=499)

Challenge	Percentage
Lack of time in one-shot session	79%
Hard to get buy-in from teaching faculty	39%
Lack of time for planning	36%
Lack of training in assessment	31%
Lack of support from library colleagues	16%
Lack of support from the University	12%
Lack of personal interest	12%
Other	10%

Participants can select multiple variables

Summary

- ACRL *Framework* has been well adopted by 71% of the participants in this study, in comparison to findings from previous studies:

  - A 2017 survey: 11% of the respondents used the *Framework* (Schulte & Knapp, 2017).

  - A 2018 survey: 31% claimed that the *Framework* had some impact on their teaching (Julien et al., 2018).

  - A 2018 survey: 10% of the community college librarians claimed that the *Framework* had an impact on their teaching (Wengler & Wolff-Eisenberg, 2020

- Among the adopters, 66% changed their IL learning objectives to include big picture and conceptual approach in instruction.

- All elements of the *Framework* have been addressed frequently in opportune moments in classes.

Summary - Continued

➡ Course assignments and the *Framework* are most influential in guiding IL instruction. Nearly 1/3 of the librarians still follow the IL *Standards*.

➡ Most librarians (over 90%) teach one-shot, face to face, assignment integrated IL sessions.

➡ Limited class time was cited by the most as challenging for applying the *Framework* in instruction.

➡ Interactive activities are cited by the most for working well with the *Framework*

➡ The new librarians who are trained only in the *Framework* seem to have no problem integrating it in their instruction, even for the one-shot sessions

Summary - continued

➡ Many use the *Framework* concepts but not the language when speaking with faculty, students and administrators.

➡ Criticism of *the Framework* includes theoretical, elitist, not measurable and impractical for the one-shot and for junior year or community college students. Many consider it suits credit courses and higher-level college students better. (Wengler, S., & Wolf-Eisenberg, C., 2020).

➡ Most respondents (60%) assessed student learning outcomes, but some consider assessing for one-shot unreliable and meaningless.

Best practice

- Consider to incorporate the *Framework* and threshold concepts into instruction.

- It is critical to engage and communicate with teaching faculty and administrators to be on board with applying the *Framework* in IL sessions.

- Use simple language and get the ideas of the *Framework* across to students.

- Impossible to teach the entire *Framework* in one-shot. Build the IL *Framework* concepts into the multi-year curriculum or offer credit IL courses.

- Design interactive activities when teaching *the Framework*. For instance, learn Classroom Assessment Techniques (CAT) and other class activities.

Best Practice - continued

- It takes innovative measures to teach the *Framework* successfully. Help each other by sharing teaching materials at *the Framework* Sandbox at https://sandbox.acrl.org/resources

- *Many* librarians can benefit from more training on applying the *Framework* concepts and assessment in their IL instruction.

- Develop new approaches for assessment. Our literature review indicates that a shift took place from analyzing skills to evaluating student-produced research papers, presentations, e-portfolios, and other student-produced products (Gammons and Inge, 2017; Pitts and Lehner-Quam, 2019).

References

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➤ Gammons, R. W., & Inge, L. T. (2017). Using the ACRL *Framework* to develop a student-centered model for program-level assessment. *Communications in Information Literacy*, *11*(1), 168-184.

➤ Hsieh, M. L., Dawson, P. H., & Yang, S. Q. (2021). The ACRL *Framework* success and challenges since 2016: A survey. Journal of Academic Librarianship. Paper accepted and forthcoming in 2021.

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➤ Pitts, W., & Lehner-Quam, A. (2019). Engaging the *Framework* for information literacy for higher education as a lens for assessment in an ePortfolio social pedagogy ecosystem for science teacher education. *International Journal of ePortfolio*, *9*(1), 29-44. Retrieved from http://www.theijep.com

➤ Schulte, S. J., & Knapp, M. (2017). Awareness, adoption, and application of the Association of College & Research Libraries (ACRL) *Framework* for Information Literacy in health sciences libraries. *Journal of the Medical Library Association, 105*(4), 347-354. 10.5195/jmla.2017.131

➤ Wengler, S., & Wolff-Eisenberg, C. (2020). Community college librarians and the ACRL *Framework*: Findings from a national study. *College & Research Libraries*, *81*(1), 66-95. https://rider.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1240266&site=eds-live&scope=site https://doi.org/10.5860/crl.81.1.66

Questions?