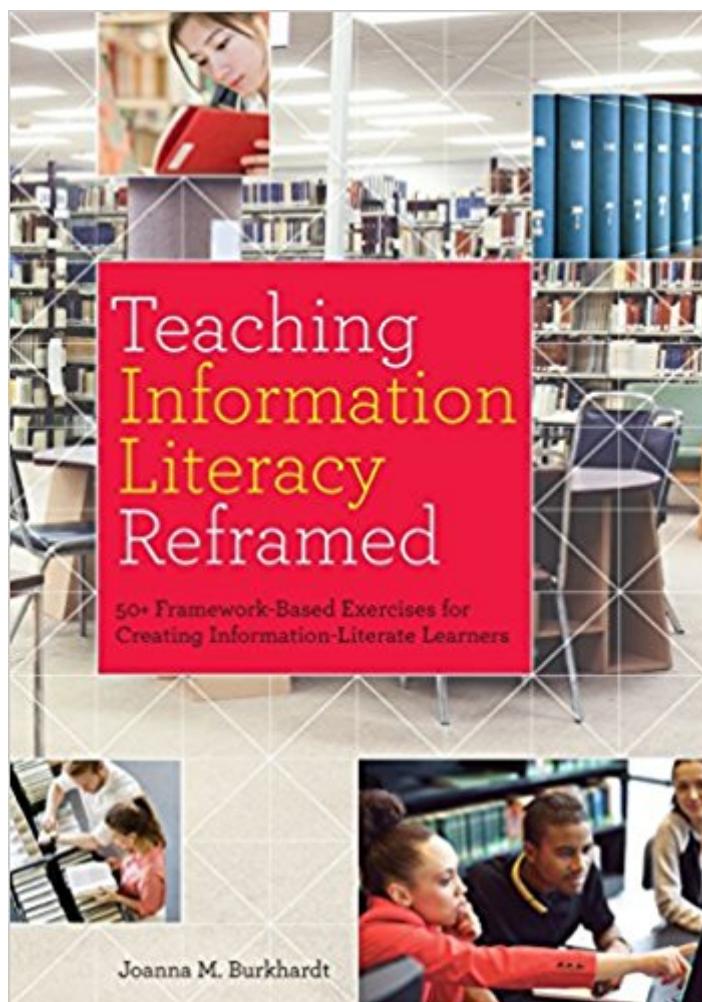


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Teaching Information Literacy Reframed: 50+ Framework-Based Exercises For Creating Information-Literate Learners



Synopsis

The six threshold concepts outlined in ACRL's Framework for Information Literacy for Higher Education are not simply a revision of ACRL's previous Information Literacy Competency Standards for Higher Education. They are instead an altogether new way of looking at information literacy. In this important new book, bestselling author and expert instructional librarian Burkhardt decodes the Framework, putting its conceptual approach into straightforward language while offering more than 50 classroom-ready Framework-based exercises. Guiding instructors towards helping students cross each threshold, this book discusses the history of the development of the Framework document and briefly deconstructs the six threshold concepts; thoroughly addresses each threshold concept, scaffolding from the beginner level to the intermediate level; includes exercises that can be used in the one-shot timeframe as well as others designed for longer class sessions and semester-long courses; offers best practices in creating learning outcomes, assessments, rubrics, and teaching tricks and tips; and looks at how learning, memory, and transfer of learning applies to the teaching of information literacy. Offering a solid starting point for understanding and teaching the six threshold concepts in the Framework, Burkhardt's guidance will help instructors create their own local information literacy programs.

Book Information

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Customer Reviews

"While this title is presented in the scope of academia, the information provided in its pages is valuable to any educational profession working with research and information | From choosing a

topic to conducting Boolean searches to identifying authoritative resources, the lessons offer a complete guide. The exercises are up-to-date and refer to websites and media that are relevant to today's world. Anyone in a field that deals with information literacy could use this book as a guide to plan lessons for students or to improve one's own skills when it comes to finding accurate resources in a world saturated with information." --Voice of Youth Advocates"Those who are still struggling to understand how the frames differ from previous standards will find Burkhardt's comparisons clear ... Instruction librarians will find this easy-to-understand resource helps translate and adapt their one-shot and credit-class lessons to 'Framework' principles." --Library Journal"Burkhardt draws on her experiences throughout the book, giving both credibility and practicality to the information presented. The main body of the book is recapitulated in the concluding chapter by a lively discussion on rubrics, learning outcomes, and assessment â | Recommended for all academic libraries and for librarians and faculty teaching information literacy skills." --Catholic Library World

Joanna M. Burkhardt is collection management officer and director of the Narragansett Bay Campus and Providence Campus branch libraries of the University of Rhode Island. Her research has focused on information literacy and instruction, assessment, and collection development. She is lead author of *Teaching Information Literacy: 50 Standards-Based Exercises for College Students* and *Creating a Comprehensive InformationLiteracy Plan*. She has written numerous articles and made presentations about instruction and information literacy. She has reviewed books for Library Journal and American Reference Books Annual for more than thirty years.

A fantastic demonstration of the ACRL standards!

Didactic texts are usually not appealing to someone like me because I feel the majority to be constricting of one's creative range. I have aspirations of becoming an educator and among many of the issues one must tackle is the ability to communicate in such a way as to have the receiver retain information, if not spark the juices which will create a desire to retain information. Part of the ability to retain information, at the foundation, is the receiver need be or aspire to become "information literate". I was advised to pick this copy up and give it a try to add to my repertoire of the educator's toolbox and it was a page turner from the start. The material is informative, constructive and best of all, though provides structure in ways to help, the structure is not constrictive and is provided in such a way that allows for creativity to build into the structure. My favorite sections are Scholarship as Conversation, Research as Inquiry and (Favorite) Authority. All and all, a very informative and fun

text to read. I recommend to aspiring and established educators. 4 stars wonderful!

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