



Streamlined Equipment
Checkout in the RMC



Examining
the ACRL
Framework

Teaching & Learning *Newsletter*

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University of Virginia Library

teachlearn@virginia.edu



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Let's Connect

The start of July finds many of us enjoying summer vacations, professional development opportunities, and time to catch up on projects that seem to get buried during the semester.

Within the Teaching & Learning (T&L) unit, we wanted to take this opportunity to reach out to you with our first-ever T&L newsletter. It is our aim to keep you informed of what is happening within our unit as well as make you aware of happenings and trends within the field of library instruction. In addition, it is our goal that these newsletters will help us to communicate with you and open the door for discussion and the collaborative exchange of ideas.

We're looking forward to introducing ourselves to you over the next several months and we hope that you will view us as a resource for instructional and pedagogical support. Our unit is comprised of the following individuals: Meredith Wolnick (Director); Todd Burks; Paula Archey; Maggie Nunley; Regina Carter; Bethany Mickel; Ted Alvis; and Fang Yi. As we have intersecting instructional duties, we also appreciate the collaborative efforts of Ronda Grizzle and Krystal Appiah.

These newsletters will be distributed bi-monthly. Please feel free to provide us with feedback and/or suggestions for content. Thanks for joining us for the journey.

Streamlining Equipment Access

The Spring semester saw the piloting of a new initiative to streamline equipment training within the Robinson Media Center (RMC). Fang Yi, Ted Alvis, and Ric Hodges created a series of video tutorials to assist patrons with learning how to use some of the high-tech/high-touch equipment available for checkout.

The necessitation for a more learner-directed approach arose

from the considerable time that was dedicated to one-on-one training. In the new model, patrons are directed to watch a tutorial and then schedule a time to complete an in-person proficiency check.

Currently, the video studio, the FX300 and C100 cameras, and lighting kits have accompanying tutorials. Moving forward, additional asynchronous content

will be created for other equipment and spaces including the one button and audio studios.

The point-of-need access for the tutorials is a noted advantage in addition to the timeliness of training from initial contact to use of equipment.

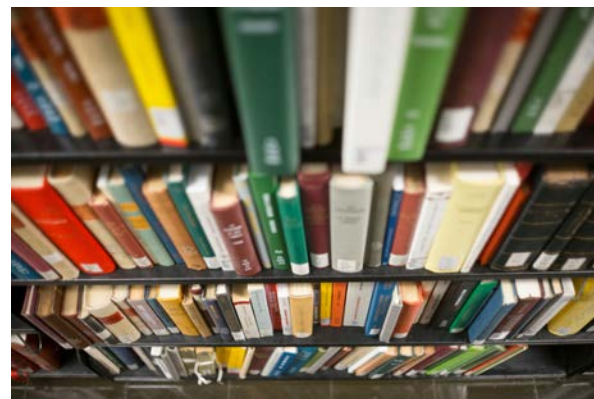
Thanks are due to numerous members of both the RMC and T&L units for support and assistance.

On Our Bookshelves

Teaching Information Literacy Threshold Concepts

Edited by Patricia Bravender, Hazel McClure, Gayle Schaub

If you are seeking a way to “promote critical thinking and engaged learning” in your library instruction sessions, [Teaching Information Literacy Threshold Concepts](#) is an excellent primer on how to do so. The book is organized based on the six frames of the ACRL Framework and provides actual lessons for use in your instruction sessions and classes.



On Our Screens

How Can We Help Students Become More Successful?

EDUCAUSE

Educational leaders from a broad spectrum of institutions and organizations outline practices and approaches we can adopt that will continue to promote a positive learning environment for our students. Be sure to check out the quick (less than six minutes!) [‘How Can We Help Students Become More Successful.’](#)

Beyond the Stacks

If you are seeking some light listening, be sure to check out the [Beyond the Stacks](#) podcast. Interviews with librarians reveal unconventional careers and professional paths. Think Etsy taxonomist and cheesemonger-turned-librarian.

ACRL Framework Applied

While the ACRL Framework for Information Literacy for Higher Education has been adopted for a number of years, instructional librarians continue to tease apart concrete ways to both integrate and support the various frames.

According to the ACRL, the Framework is a flexible, pliable interweaving of connected concepts. Each frame is divided into knowledge practices and dispositions. While the ACRL does not prescribe specifically how institutions should use the frames, it does encourage discourse amongst library professionals. Out of those conversations have arisen thoughts and ideas of objectives and approaches in instruction.

In each newsletter, we'll take a closer look at one of the frames and provide resources and suggestions on how to weave these concepts into your faculty and student consults and instruction sessions. Let's take a look at...

Authority is Constructed and Contextual

What are some possible learning outcomes that might be developed around this frame?

- Students will be able to explain why the authority of a source matters in order to choose appropriate resources for their research projects.
- Students will be able to evaluate an author's use of sources.

Authority is Constructed and Contextual

Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

Autopsy of an Article

ACRL Framework for Information Literacy Sandbox contributor Krista Bowers Sharpe offers forth a collaborative approach for students to assess scholarly and non-scholarly resources. Complete with a lesson plan and printable worksheets, the assignment is one that addresses the frames of Authority is Constructed and Contextual and Information Creation as Process.

[Access here.](#)

What might this frame look like in action?

- Students examine the disconnect between ideas accepted within the medical community and the rejection of these same ideas by the public at large by evaluating the credibility of medical information on websites against information provided within a scholarly journal.
- Students are given the hypothetical situation of being tasked to sort through an abundance of popular and scholarly sources in order to provide an accurate and credible report to the rest of the class on a given subject. Students must evaluate each piece of material, determine if it is scholarly or popular, and decide if the content should be investigated further for inclusion in a report.

Next time, we'll examine 'Information Creation as a Process.' In the meantime, check out the newly released ACRL Framework for Information Literacy Toolkit.