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PARTNERING WITH YOUR LIBRARIAN:
Leveraging the ACRL Framework for Information Literacy for Higher Education Across Disciplines

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ABSTRACT   The Association of College and Research Libraries (ACRL) recently adopted the Framework for Information Literacy in Higher Education, consisting of six core concepts: 1) Authority is constructed and contextual, 2) Information creation as a process, 3) Information has value, 4) Research as inquiry, 5) Scholarship as conversation, and 6) Searching as strategic exploration. A dramatic shift away from the competencies previously used to define information literacy, these core concepts encourage librarians to provide learner-centered, discipline-specific information literacy instruction that asks the learner to examine all information critically. This poster provides an examination of what these core concepts mean in different academic disciplines and how this is reflected in teaching practice. Specific examples of active learning and partnerships between discipline faculty and librarians at Mason are showcased, focusing on the methods for information literacy instruction and assessment include traditional face to face teaching, extended learning, and eLearning.

AUTHORITY IS CONSTRUCTED & CONTEXTUAL	INFORMATION CREATION AS A PROCESS	INFORMATION HAS VALUE	RESEARCH AS INQUIRY	SCHOLARSHIP AS CONVERSATION	SEARCHING AS STRATEGIC EXPLORATION
Criminology CRIM 495 Janna Mattson	**History HIST 300 George Oberle**	**Global Political Economy ITRN 701 Helen McManus**	**Conflict Resolution CONF 490 Mary Oberlies**	**English ENGL 302 Maoria Kirker**	**Health Sciences GCH 465 Sarah Sheehan**
Students examine contrasting social media posts about a crime, or events related to that crime, to determine suitability for use in their final papers. Using the CRAAP method, students deconstruct media messages to determine their currency, relevance, authority, accuracy, and purpose.	Students are introduced to a variety of historical source types to understand the strengths and weaknesses of the resource for their given topics. These sources include newspapers, maps, government documents, manuscripts, and published sources. Ultimately, this process demonstrates the variety of sources scholars need to use in order to present a nuanced understanding of the past.	Students compare well-known sources to library databases. For example, one group of students looks up Greece in *CIA World Factbook*, while another uses *EIU Country Information*. Each group records what information the students found, how current the source is (and how the students can tell), and whether it is useful for their current project. The groups compare notes to evaluate the two sources, and share their findings with the class.	Students read a newspaper article about the 1992 race riots in Los Angeles. Students then brainstorm a new research topic based on their reading and relate it to contemporary situations (e.g. Ferguson, Baltimore). Based on the new topic, students formulate basic researchable questions, identify appropriate sources to investigate, craft keywords, and conduct searches to gather information for an annotated bibliography.	Students place cards about an event in chronological order, each indicating a resource related to the event, e.g. Tweet, scholarly article, book, etc. Goals: 1) to demonstrate that although the information cycle has a regular pattern, each event's pattern will vary slightly, and, 2) students are able to describe how the information cycle functions in order to evaluate how it affects their research topic.	Working in groups, students complete an abbreviated research log assignment for the first part of class, approximately 45 minutes. For the second half of the class, students participate and discuss the success and frustration in/with the search process, and the librarian demonstrates possible ways to eliminate some of the challenges. Students identify research keywords, MESH headings, filters to limit results, and how to refine and revise their search strategies.