

### framework companion document poll







Poll Everywhere
PollEv.com/carldinardo899







What is the purpose of the ACRL Framework Companions?



Why are discipline-specific *Framework* Companions potentially useful?



What are some barriers you've perceived or encountered to using *Framework* Companions?



In what ways might the *Framework* Companions improve the ACRL *Framework*?





### objectives

- Identify disciplinary language and approaches in the Companion Documents
- Evaluate your IL teaching and programs using the Companion Documents
- ldentify Framework gaps that are addressed in the Companion Documents







### the framework: perspectives



### general

exhaustive.
Feature, not a bug.



### theoretical

Provides core ideas to be built upon.

Does not take on "how to."



### jargon

Uses library science and education terminology.
Omits language from other disciplines.





### the framework companions: perspectives



### unique

Add disciplinary context.

Add specificity.



### approaches

Some mirror the Framework. Some find value in and need for alternate approaches.



### jargon

All incorporate disciplinary vocabulary.
Some eschew Framework terminology for specific reasons.



relationship to the framework

"The Framework has been conceived as a **set of living documents** on which the profession will build."

-ACRL Framework, Appendix 1

The Companion Documents are a key part of that set, and help keep the *Framework* "living."







### a living document?

Never updated.

Subject to ACRL guidelines and procedures.

Usually a 5 year review cycle.

We are between 8 and 10 years without review.









"given the dramatic shift in approaches to information literacy that the Framework presented, the ACRL Board decided to extend this review cycle in order to allow the profession to have more time to use and operationalize the document. Additionally, the pandemic has caused a delay."

-ACRL Framework Review Working Group page





however

The review cycle is about to begin.

"given the dramatic shift in approaches to information literacy that the Framework presented, the ACRL Board decided to extend this review cycle in order to allow the profession to have more time to use and operationalize the document. Additionally, the pandemic has caused a delay."

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# companion documents → more living framework

01

### timing

Companions developed subsequent to the *Framework*.

03



#### framework discourse

Companion work benefited from more developed discourse.

### framework experience

Companion work benefited from time working with the *Framework*.





### more to work with

The Framework companions help advance IL thinking and can be applied in:



Developing programs that better align with values and priorities of both the institution and academic departments

Discussions with faculty

Assessment efforts





### these ideas are important to

01

disciplinary IL work

02 general IL work 03

ACRL review/revision efforts





### companion themes



#### **DEISJ**

Improved & specific language



### authority

Efforts to improve, clarify, and contextualize concepts



#### open access

More emphasis and clarity on importance



### technology

Advancements and applications have altered the information ecosystem



we believe this commonality indicates gaps and areas the Framework can be improved.





01

faculty communication

STEM - USF Biology faculty

- Authority issues in science, such as privileged voices & western-centric biases
- Community Science
- Specifically stresses discipline-specific language (STEM is broad)





01

faculty communication

WGS - a reflection of feminist literature and values

Actions & Attitudes

Social Work - a practitioner lens

- "Most vulnerable and oppressed"
- "Lived experience" = authority





02

resource development

#### USF - OA/OER

- Finding aids for open resources/research
- Workshop development for OER use & creation for K-12





02

resource development

Education & Social Work

- professional/practitioner programs
  - "Vulnerable and oppressed" populations

Understanding these issues helps empower practitioners to find answers to problems





03

assessment

USF Canvas mapping project

- Asynchronous Online Badging Workshops
- Revision cycle
- Better understanding of what we have





03

assessment

USF Canvas mapping project

- How?
  - Look at Framework KP connections with workshops
    - Frames most represented
  - What was there?
  - O What could be there?





03

assessment

USF Canvas mapping project

- But wait...
- What concepts are better represented through Companion Documents?
  - Added two to our work:
    - WGS
    - STEM





03

assessment

USF Canvas mapping project - Lit Review Workshop

- WGS
  - "Considers the lack of women's voices in scholarly and other sources, such as primary sources, literary works, datasets, and the role of intersectionality in these gaps."





03

assessment

USF Canvas mapping project - Lit Review Workshop

- STEM
  - "Seek multiple perspectives during information gathering and assessment, including those from non-dominant or non-Western traditions, including ethical, global, economic, environmental, and social perspectives"
    UNIVERSITY of SOUTH FLORIDA

Libraries

assessment

	AUMORITY	INFO CREATION	VALUE	RESCARCH AS INGUIRY	Scholarship As Conversation	STARCHING AS STRATEGIC
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MANAGERBLE TOPICS				MANAMA		MANA
POSTER PRESENTATIONS		MANUM		MAMMAN	MAMMA	
VIRTUAL PRESENTATIONS		MAMMAN		MAMMAN	MAMARIA	
DATA LITERACY 1	MAMAMA					MIMMIN
DATA LITERACY 2		MAMMA		Millian	WHIWA	a paratras ana companya da mana da man







Give space to the Framework to be encompassing and more resilient



Provide subject librarians context, specificity, and a better-aligned vocabulary



Have common themes indicating where the *Framework* can be improved in review/revision



Apply to general IL work, which helps keep the Framework living



Are seemingly underutilized resources







### some challenges



Not all disciplines are represented with Companion Documents



This is early and observational work



To fully incorporate concepts from all companions is a lot of work



Many ACRL Sections have approached this work differently





### so we recommend



### pick one to start

Become familiar with the companion closest to your work



### enlist colleagues

Encourage colleagues to do the same for their areas

03

#### meet & discuss

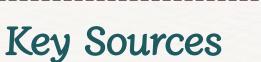
Find areas of commonality or where a specific concept applies to general work



#### be involved

Be part of the development/revision process





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