Analyzing Students’ Reflections on their Information Literacy Growth through the Lens of the Standards versus the Framework

OVER THE THRESHOLD?

Over the Threshold?

Applicants seemed able to relate their experiences to the Expertise or understanding of research/incorporated knowledge type, number of sources, evaluated or compared sources of several of the most frequently used themes in the Standards engagement with information and applications offer an opportunity to assess students’ and skills. In their applications, students described how what were the most frequently coded themes in Standards and Framework applications?

What were the most frequently coded themes in Standards and Framework applications?

- Table: COMBINATIONS - STANDARDS
- Table: COMBINATIONS - FRAMEWORK

- Figure: Over the Threshold?

RESEARCH QUESTIONS

How do students describe their engagement with information and their research processes?

How do students interpret and use the language of the Standards and the Framework?

RESULTS AND DISCUSSION

Which concepts did students write about most frequently?

- Table: STANDARDS
- Table: FRAMEWORK

- Figure: Over the Threshold?

In what combinations did students write about the concepts?

- Table: COMBINATIONS - STANDARDS
- Table: COMBINATIONS - FRAMEWORK

- Figure: Over the Threshold?

Methodology

Of the 42 students from 2011 to 2017 who consented to have their award applications analyzed, 17 were based on the Standards and 25 were based on the Framework.

We coded their applications for themes regarding how they described their engagement with information and their research processes, as well as how they understood, reflected on, and developed information literacy.

REFERENCES

- Scott, R. E. (2017). Part 1. If we frame it, they will respond: Undergraduate student responses to the Framework for Information Literacy for Higher Education. In the Library with the Lead Pipe, 1–16.

Next Steps

- Examine what students discussed by frame, specifically which part of the frame definition students discussed.
- Investigate differences between the ways students discussed frames versus standards.