

University of Rhode Island

DigitalCommons@URI

---

Public Services Faculty Presentations

Public Services

---

11-17-2022

**Equitable Belonging via Information Literacy: Amanda Izenstark, MLIS • University of Rhode Island, University Libraries • POD22, November 17, 2022 Equitable Belonging via Information Literacy Empowering Teachers to Empower Learners**

Amanda K. Izenstark

University of Rhode Island, amanda@uri.edu

Follow this and additional works at: [https://digitalcommons.uri.edu/lib\\_ps\\_presentations](https://digitalcommons.uri.edu/lib_ps_presentations)



Part of the [Information Literacy Commons](#)

---

**Recommended Citation**

Izenstark, Amanda K., "Equitable Belonging via Information Literacy: Amanda Izenstark, MLIS • University of Rhode Island, University Libraries • POD22, November 17, 2022 Equitable Belonging via Information Literacy Empowering Teachers to Empower Learners" (2022). *Public Services Faculty Presentations*. Paper 14.

[https://digitalcommons.uri.edu/lib\\_ps\\_presentations/14](https://digitalcommons.uri.edu/lib_ps_presentations/14)

This Presentation is brought to you for free and open access by the Public Services at DigitalCommons@URI. It has been accepted for inclusion in Public Services Faculty Presentations by an authorized administrator of DigitalCommons@URI. For more information, please contact [digitalcommons-group@uri.edu](mailto:digitalcommons-group@uri.edu).

# Equitable Belonging via Information Literacy

Empowering Teachers to Empower Learners

Amanda Izenstark, MLIS • University of Rhode Island, University Libraries • POD22, November 17,  
2022

# University of Rhode Island Land Acknowledgement

The University of Rhode Island occupies the traditional stomping ground of the Narragansett Nation and the Niantic People. We honor and respect the enduring and continuing relationship between the Indigenous people and this land by teaching and learning more about their history and present-day communities, and by becoming stewards of the land we, too, inhabit.

Welcome!

# About Me & My Colleagues

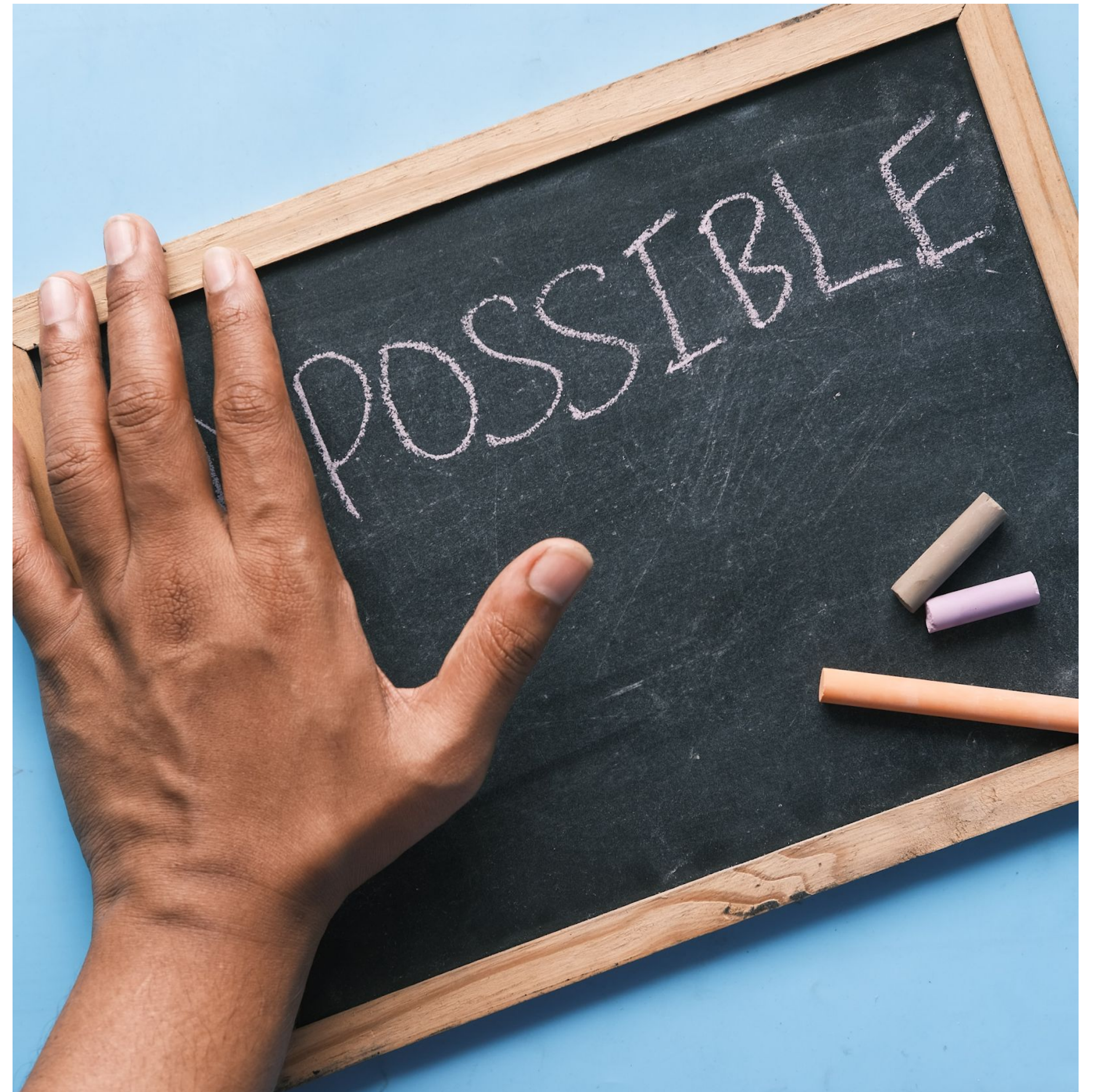
- Amanda Izenstark, MLIS - Reference and Instructional Design Librarian
- Mary C. MacDonald, MLIS - Information Literacy Librarian
- Anna Santucci, PhD
  - Previously: Faculty Developer, Office for the Advancement of Teaching and Learning @ URI
  - Currently: Senior Lecturer in Teaching and Learning Enhancement, Centre for the Integration of Research, Teaching and Learning, University College Cork, Ireland

# About the University of Rhode Island

- URI is a medium sized Land, Sea, and Urban Grant public research institution located in Kingston, RI
- 17,500 FTE
- 2015 General Education Program revision includes Information Literacy as a core student learning outcome

# Our Challenges

- 13 librarians, only 5 provide instruction
- Information world is rapidly changing and evolving
- Unable to support learners directly, how can we build faculty confidence, competence, and capacity to develop information literate graduates?



# In this session

- Information Literacy: Introduction, Standards, and Framework
- Background and introduction to the Researching Across the Disciplines (RAD) High-Impact Teaching Seminar
- Sample of the RAD Orientation Workshop
- Impact



What is Information Literacy?

“Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.”

Page 8, American Library Association. (2015, February 9). *Framework for Information Literacy for Higher Education*.

<https://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/framework1.pdf>

**If responsible citizens need the agility to navigate a changing information landscape...**

**Intentionally designing learning experiences that integrate accessible Information Literacy (IL) skills for all students is a crucial step towards educational justice, a paramount responsibility in the democratic mission of our institutions.**



Where is Information Literacy  
taught at your institution?

Notes about this session

# Condensed portion of the RAD Orientation

- The **Researching Across Disciplines (RAD)** 3.5 day seminar has been delivered both in-person (2018, 2019) and online via our LMS with synchronous Zoom sessions (2020, 2021)
- Sessions incorporated time for group brainstorming and discussion, as well as significant time for individual adaptation and revisions of exercises for their courses
- Reflection on participants' own academic journeys as a way to understand their students' past and present experiences with information
- Foundation text, purchased for participants:  
Bravender, P., McClure, H., & Schaub, G. (Eds.) (2015). *Teaching information literacy threshold concepts : lesson plans for librarians*. Association of College and Research Libraries

# Sample of the Workshop

After the round of  
introductions...



We're going to be talking about **Threshold Concepts** throughout this session. To start, please take a moment to select the one that seems to match **your experience** of finding, evaluating, and using information most closely and consider why it matches your experience.

1. Scholarship as Conversation
2. Research as Inquiry
3. Authority is Constructed and Contextual
4. Information Creation as a Process
5. Searching as Strategic Exploration
6. Information has Value

Tell us at  
[tinyurl.com/pod22tc](https://tinyurl.com/pod22tc)

What are Threshold Concepts?

“...threshold concepts are the core ideas and processes that define the ways of thinking and practicing for a discipline, but are so ingrained that they often go unspoken or unrecognized by practitioners.”

**Jan Meyer and Ray Land, as cited on page 854, Townsend, L., Brunetti, K., & Hofer, A.R. (2011). Threshold Concepts and Information Literacy. *portal: Libraries and the Academy* 11(3), 853-869. doi:10.1353/pla.2011.0030.**

Now, on to some time travel!  
[tinyurl.com/pod22time](https://tinyurl.com/pod22time)

Please share in the chat:

What do we expect learners to be able to do?

# Current Information Literacy Landscape

# ACRL Information Literacy Standards & Framework

**URI rubric uses the Standards, but the discipline is built on the Framework**

## **Information Literacy Standards**

1. Determines the Extent of Information Needed
2. Accesses the Needed Information
3. Critically Evaluates Information and its Sources
4. Uses Information Effectively to Accomplish a Specific Purpose
5. Uses Information Ethically and Legally

## **Information Literacy Framework**

1. Scholarship as Conversation
2. Research as Inquiry
3. Authority is Constructed and Contextual
4. Information Creation as Process
5. Searching as Strategic Exploration
6. Information has Value



Next Steps

# During the Seminar

- Faculty read chapters in *Teaching Information Literacy Threshold Concepts* before gathering for each day and select assignments to adapt using our Activity Adaptation Worksheet
- Each day provides time for reflection, connection, and revision
- Faculty submit assignment revisions daily, share a summary of their revisions in a “poster session” on the final day, and submit an Action Plan after the session
- Implementation happens when they next teach the course

Impact

- As of 2021: More than 10,000 enrollment seats of students experienced improved IL instruction in courses taught by RAD participants (2018-21)
- Courses revised included Biology, Anthropology, Languages, Education, Africana Studies, Fashion Merchandising, and more.
- Changes ranged from minor assignment revisions to complete course redesigns
- Seminar format led to the building of an enduring community

Please share in the chat:

Who might you connect with at your institution if you were to begin a similar program?

Thank you!

Amanda Izenstark  
[amanda@uri.edu](mailto:amanda@uri.edu)

# References & Source Materials

Bravender, P., McClure, H., & Schaub, G. (Eds.) (2015). *Teaching information literacy threshold concepts: lesson plans for librarians*. Association of College and Research Libraries.

*Framework for Information Literacy for Higher Education*. (2015). Association of College & Research Libraries (ACRL). <https://www.ala.org/acrl/standards/ilframework>

Santucci, A., Izenstark, A., & MacDonald, M. *Democratic Belonging as Informed Citizenry: Empowering Faculty to Empower Learners via Information Literacy*. Public Services Faculty Presentations. Paper 12. [https://digitalcommons.uri.edu/lib\\_ps\\_presentations/12](https://digitalcommons.uri.edu/lib_ps_presentations/12)

Snapp, H. (January 1, 2022). Can't Teach Information to ALL Students? Why Not Teach Their Instructors? Paper presented at the *LOEX 2020 Conference*, <https://commons.emich.edu/loexconf2020/2>

Wiebe, T. (2016). The Information Literacy Imperative in Higher Education. *Liberal Education*, 102(1), 52-57. [https://digitalcommons.hope.edu/faculty\\_publications/1417](https://digitalcommons.hope.edu/faculty_publications/1417)