

23 framework things

Metacognition

Background Info:

At its most basic level, metacognition can be defined as “thinking about one’s thinking.” It includes things like:

- Beliefs about the learning process
- Confidence in one’s ability to learn
- Judgements about what one has learned
- Deciding what to study/learn
- Reflecting on the process¹

Research has shown that metacognition plays an important role in learning, retention, transfer of knowledge, and adaptability², which are all essential components of information literacy.

Exploring your “thing”:

Go to thing #19 metacognition on the 23 Framework Things website. Read about the thing and watch a few of the videos. In your small group, discuss how you would respond to the two questions prompts:

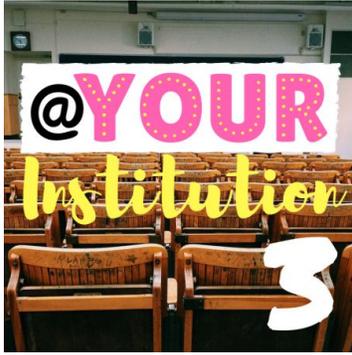
1. **Why is metacognition important to information literacy?**
2. **How have you incorporated metacognition into your teaching practice?**

Completing your mini-thing:

To complete this mini-thing and receive your semi-fabulous prize, record your own FlipGrid response to the questions using your phone or the iPad provided. Be prepared to share your video with the group.

¹ Many thanks to St. Kate’s Psychology Professors, Dr. Arturo Sesma & Dr. Jamie Peterson for these examples!

² Read more at Chick, N. (2017). Metacognition, *Center for Teaching, Vanderbilt University*, <https://cft.vanderbilt.edu/guides-sub-pages/metacognition/>



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Environmental Scan

Background Info:

The Framework was written to be flexible enough to work at a variety of institutions. How you “frame” it at your institution is a strategic decision that involves looking at things like your institution’s mission, strategic plan, learning goals, and potential stakeholders.

Exploring your “thing”:

Go to thing #3 environmental scan on the 23 Framework Things website to read more about your “thing.” As a starting point in your group’s environmental scan, you will be exploring intersections between learning goals & the Framework using one of the options below:

- Evergreen State College: <https://goo.gl/EWB2Nn>
- Berkely (List of departmental learning goals): <https://goo.gl/Evh4sV>
- Michigan State University: <https://goo.gl/fAawvR>
- University of Northern Iowa: <https://goo.gl/nPYiCC>
- Or talk with your tablemates about using your own institution’s learning goals

Completing your mini-thing:

To complete this mini-thing and receive your semi-fabulous prize, use the paper and markers provided to sketch out the intersections between the Framework and the learning goals of the institution you selected as your case study. Be prepared to share what you found with the group.



Frame Focus: Choose your own adventure

Background Info:

Just because we've adopted a new Framework, doesn't mean you have to completely trash your old lesson plans and start from scratch! Some elements of the Framework draw on concepts that librarians have been teaching for quite a while (like "Scholarship as a Conversation"). There are also tons of lesson plans out there for you to shamelessly rip off (with attribution of course) via the ACRL Sandbox and Project Cora.

Exploring your "thing":

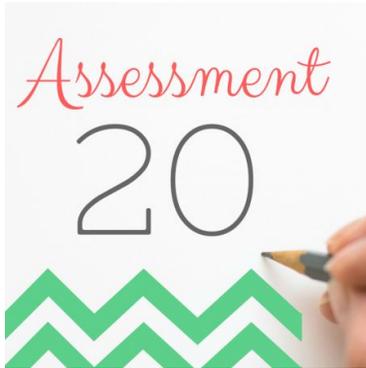
As a group, choose a frame and go to the corresponding Framework "thing" (5-10). Explore the ACRL Sandbox, Project Cora, and the lesson ideas in the comments. Have you already created a Framework-inspired lesson plan? What are you waiting for? Share it with your tablemates!!

Completing your mini-thing:

To complete this mini-thing and receive your semi-fabulous prize, collaboratively create a draft of a lesson plan with your tablemates and share it with the larger group. Include the following:

- Frame
- Audience
- Learning goals
- Your inspiration (Did you base it on a lesson plan you found in Project Cora? The ACRL Sandbox? A tablemate's lesson?)

Don't worry if your lesson plan draft is a little rough around the edges, this is just a mini-thing to get you started!



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Rubric-based Assessment

Background Info:

The Framework diverges from the standards in many ways, including an emphasis on big questions/concepts and attention to the affective and metacognitive dimensions of learning. These changes don't mean we have to throw out all our rubrics, but it does mean that we should give our rubrics a second look and consider tweaking them to better reflect the Framework and its philosophy of learning.

Exploring your "thing":

On your table are multiple rubrics widely used by librarians and educators to assess information literacy. With your tablemates, examine the rubrics and compare them to the Framework. Discuss your observations and pay close attention to the aspects of these rubrics that intersect with the Framework.

Completing your mini-thing:

To complete this mini-thing and receive your semi-fabulous prize, highlight your rubrics in the following way:

- Pink = alignment with the Framework's big concepts (Authority is Construction & Contextual, etc)
- Green = affective aspects of learning (hint: look at the **dispositions** and/or Thing #23)
- Yellow = metacognitive aspects of learning (hint: look at the **knowledge practices** and/or Thing #19)

After you have marked-up your rubrics, discuss the strengths & weakness of each and changes you might make to them. Be prepared to share with the group