“Teaching Poe Through The ACRL’s Framework For Information Literacy”

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ACRL’s Framework For Information Literacy

http://www.ala.org/acrl/standards/ilframework

• A set of core information principles (“frames”) used in information literacy education

• Based on the notion of “threshold concepts”

• Designed to encourage “metaliteracy” and “metacognition”

• Meant to be flexible and adaptable to various disciplines

• Allow information literacy to be integrated across the curriculum and throughout students’ academic careers
Frames

• “Authority is Constructed and Contextual”
• “Information Creation as a Process”
• “Information has Value”
• “Research as Inquiry”
• “Scholarship as Conversation”
• “Searching as Strategic Exploration”

*Note: this list is not meant to be prescriptive or comprehensive
Knowledge Practices & Dispositions

• “Knowledge practices” (i.e. “things to do”)
  
  • Demonstrations of the conceptual frame in practice
  • Also, practices which help develop fluency in each concept

• “Dispositions” (i.e. “ways to think”)
  
  • Attitudes or values associated with each concept
  • Reflects the affective dimension of learning rather than the skills-based knowledge
Example: “Authority is Constructed & Contextual”

• Defined in terms of its use within an information literacy context
• Describes how an “expert” user might understand the concept
• Note the keywords & phrases associated with this concept: “influence,” “skepticism,” “openness,” “perspective,” “biases,” “privilege,” “critical examination,” and “questioning”
• The frame can be adapted to any disciplinary context
Why Poe?

• Personal expertise & experience

• Adaptability of the Framework to the literary discipline

• Poe’s own versatility as a creator, editor, scholar, critic, theorist, and public intellectual (his “metaliteracy”)

• Poe’s particular interest in “metacognition”, self-reflection, and constructions of “authority,” “value,” and “inquiry”
Teaching Poe through the Framework

• Emphasis on envisioning each frame through Poe’s own work and ideas
• Working up from textual analysis to Poe’s own theorizations to critical engagements to self-reflection
• I divided frames into two “units”: Reading & Researching
• Some frames reference or continue conversations begun in other frames
• Final project brings individual conversations together through an engagement with a scholarly community
What’s the value in teaching this way?

• Allows for a common set of terms and concepts that reaches across disciplines
• Flexible and adaptable to new “threshold concepts” or knowledge practices
• Allows information literacy to permeate more advanced levels of the curriculum, and encourages collaboration
• Encourages reiteration and cultivation of critical information concepts and scholarly practices
Sources:


