CHAPTER 22

Educating the Educators:

Six Frames for Three Identities

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Introduction

Educating tomorrow's teachers is a complex and evolving process. They are preservice teachers in undergraduate programs, current teachers pursuing career advancement in master's programs, and aspiring educational researchers in doctoral programs. Perhaps nowhere else on campus does information literacy instruction have more potential to affect generations of information users than when librarians educate the educators as education students will, in turn, impart information literacy skills to the students in their classrooms for many years.

Education students inhabit three overlapping identities as they progress through degree programs: as students fulfilling assignments, professionals conducting evidence-based research, and future teachers responsible for teaching information literacy. Each role requires distinct information seeking behavior, and librarians must be prepared to teach the principles of information literacy in a register that is appropriate for each identity.

To support this work, the ACRL Education and Behavioral Sciences Section Instruction for Educators (IFE) committee created the *Companion Document to the ACRL Framework for Information Literacy for Higher Education: Instruction for Educators* (IFE Companion

Document) to the ACRL *Framework for Information Literacy for Higher Education*.[1] This document strives to "provide effective instructional approaches for educators and teacher education faculty in an academic context that supports the overarching information literacy concepts shared across the profession."[2]

The Framework statically defines the audience of information literacy instruction as "students" and "learners." However, the IFE Companion Document takes a more specific approach, enabling a more nuanced exploration of the multiple identities of these learners and providing librarians with domain-specific information to consider when developing instruction for education students. This chapter provides a summary and classroom examples of how the IFE Companion Document can help librarians adapt each frame of the Framework to support the three identities of education students.

Sharpening Our Lenses

Key concepts in education, such as social justice, metacognition, and digital/media literacy, are not well represented within the Framework. The IFE Companion Document uses these as lenses to examine the frames from a praxis-oriented point of view.

A social justice-oriented classroom is one where students are respected, valued, and empowered. By viewing information literacy through a social justice lens, education students can challenge school power structures that favor specific languages, cultures, knowledge practices, and abilities. This radical reconceptualization of authority can empower students to see themselves as legitimate creators of knowledge.[3]

Metacognition is the awareness of one's thought processes and an understanding of the patterns behind them. It serves as a potent learning tool, particularly when combined with active learning methods. Metacognition is closely connected to the Framework due to its emphasis on reflection and critical thinking. Education students reflect on and assess their own information creation processes, as well as the information creation processes of their source materials.

Viewing information literacy through a digital/media literacy lens requires education students to use searching techniques to find different perspectives across a range of digital formats. Students integrate digital/media literacy into their classrooms to provide guidance to students regarding personal responsibility in online conversations, scholarly and otherwise. Additionally, this lens promotes critical thinking around bias and a respect for intellectual property.

First Identity: Teachers as Students

Academic librarians working with students in education programs may think of this identity before others. They engage with teachers as students during information literacy instruction sessions, providing support for required coursework and assisting them in researching educational practices and current issues in both scholarly and professional literature.

Table 22.1 uses the Research as Inquiry frame to highlight how the IFE Companion Document recenters information literacy instruction around education-specific practices.

Table 22.1. Comparison of Research as Inquiry Frame

ACRL Framework
Learners who are developing their information literate abilities • formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information; • determine an appropriate scope of investigation; • deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations; • use various research methods, based on need, circumstance, and type of inquiry; • monitor gathered information and assess for gaps or weaknesses; • organize information in meaningful ways; • synthesize ideas gathered from multiple sources; and • draw reasonable conclusions based on the analysis and interpretation of information.
IFE Companion Document
As they prepare for service as educators, teacher education students • develop curiosity about curriculum development, pedagogy, future students, and communities in which they will work; • question the gaps in education practice, particularly around diversity and social justice issues; • translate curiosity into research questions, follow lines of inquiry-based research, seek multiple perspectives, and ask more questions based on the information they find; • understand research is an iterative and untidy process; and • develop as a researcher by pursuing research interests.

Two examples from the library classroom illustrate how the IFE Companion Document might be used to write learning objectives.

In the first example, a librarian at a public, R1 institution teaches one-shot library instruction sessions in a history of education course each year. Students in the course use scholarly and primary sources to write a research paper related to a historical issue in education. A learning objective written from the Framework, such as explained in Table 22.1, would read: "students will be able to create research questions of appropriate scope." The IFE Companion Document helps the librarian reframe it as: "students will be able to translate curiosity about the history of education into well-scoped research questions."

In a second example, a librarian working with master's level students uses the Research as Inquiry frame to teach students to identify, find, and evaluate research studies that validate or challenge teaching strategies for special education classrooms. Under the Framework, the librarian would create a learning objective such as: "students will be able to design research questions and synthesize the results of the scholarly and professional literature they review." After incorporating the IFE Companion Document, the learning objective reads: "students will be able to find and evaluate research studies that validate teaching strategies in the field of special education." The lens of social justice challenges students to critically examine the assumptions inherent in their research and consider what special education programs can or should provide for students.

Second Identity: Teachers as Professionals

Under the identity of teachers as professionals, students' information needs include those duties where the ability to find and evaluate information is critical to their role in a school. Their information needs include:

- Preparing for licensure exams.
- Investigating the school and community where they work.
- Developing curriculum and assessments based on teaching standards.
- Maintaining currency with pedagogical trends and evidence-based practices.
- Assessing educational technologies.
- Building classroom libraries and preparing for any book challenges that they may face.

Table 22.2. Comparison of Scholarship as Conversation Frame

ACRL Framework
Learners who are developing their information literate abilities • cite the contributing work of others in their own information production; • contribute to scholarly conversation at an appropriate level, such as local online community, guided discussion, undergraduate research journal, conference presentation/poster session; • identify barriers to entering scholarly conversation via various venues; • critically evaluate contributions made by others in participatory information environments; • identify the contribution that particular articles, books, and other scholarly pieces make to disciplinary knowledge; • summarize the changes in scholarly perspective over time on a particular topic within a specific discipline; and • recognize that a given scholarly work may not represent the only or even the majority perspective on the issue.
IFE Companion Document
In their professional practice, educators • approach scholarly conversations as dynamic, active, ongoing, and participatory, both for themselves and for their students; • seek out scholarly conversations to advance their content and pedagogical knowledge; • demonstrate their recognition that a query may not have a single uncontested answer and that a given scholarly work may not represent the only or even the majority perspective on the issue; • inform themselves about new ideas and understandings in teaching and education through their reading, their use of digital tools (e.g., journal and search alerts), and their participation in learning networks; • use their newfound knowledge to improve their own professional teaching practice; • work collaboratively to contribute to the knowledge and skill of others, including generating meaningful research on educational issues and policies; and • employ a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

These information needs evolve as education students progress through their programs and careers. Notably, the Scholarship as Conversation frame offers students the knowledge practices and dispositions needed to participate in and contribute to scholarly communication pertaining to their field. Table 22.2 demonstrates how the IFE Companion Document expands the frame from its original form in the Framework.

In a library and education faculty-authored study, graduate education students engaged with the Framework throughout a semester-long course to inform and reflect on their own research practice, and to measure and communicate their growth in information literacy. One study participant noted the Scholarship as Conversation frame supported her work on a standards implementation committee at her school. She said, of her growth in information literacy during the year, that "being a part of this committee is directly contributing to Scholarship as Conversation and in all that I've learned through my research for [this class] I've been able to summarize through what I've gained in my research and come back and share it with the science steering committee."[4] This example also illustrates how weaving in the metacognition lens broadens information literacy instruction to address the specific needs of educators.

Third Identity: Teachers as Teachers

Education students not only investigate authority within their own coursework but also in their role as educators who will teach information literacy to their future students. This identity of teacher as teacher introduces a unique dynamic for librarians, who not only assist students in unpacking authority in the present but also demonstrate effective strategies for teaching this concept in the future. Preservice teachers express a high level of interest in incorporating information literacy instruction into their future classrooms.[5] Moreover, schools of education nationwide train doctoral students who will later teach pre-service teachers in teacher training programs. Table 22.3 shows how the Authority Is Constructed and Contextual frame was adapted in the IFE Companion Document to highlight the knowledge practices and skills needed for future educators.

Table 22.3. Comparison of Authority Is Constructed and Contextual Frame

ACRL Framework
Learners who are developing their information literate abilities • define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event); • use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility; • understand that many disciplines have acknowledged authorities—meaning well-known scholars and publications that are widely considered "standard"—but that some scholars would challenge the authority of even those sources; • recognize that authoritative content may be packaged formally or informally and may include sources of all media types;

Table 22.3. Comparison of Authority Is Constructed and Contextual Frame

ACRL Framework
Learners who are developing their information literate abilities • acknowledge they are developing their own authoritative voices in a particular area and recognize the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice; and • understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time.
IFE Companion Document
In their instructional practice, educators • teach students to evaluate information from a variety of possible sources; • expose students to diverse perspectives to teach them to maintain an openness to new perspectives, additional voices, and changes in schools of thought; • help students analyze diverse perspectives and viewpoints with an attitude of informed skepticism to assess the validity and accuracy of information; • help students to look for reliable indicators of authority to determine trustworthiness; and • discuss with students the biases that privilege some sources of authority over others.

To illustrate this dynamic, consider a recent collaboration at a large midwestern research university. A faculty member from the Qualitative and Quantitative Research Methodology doctoral program joined forces with librarians to train graduate students on integrating social justice into statistics education. The education librarian curated a collection of texts that provide insight into the ways that a limited critical understanding of authority in statistics can contribute to the perpetuation of injustice. Utilizing these resources, the librarian facilitated a discussion on the constructed nature of authority in data, emphasizing the use of information sources that empower students to evaluate the influence, context, and various factors that shape the authority of data collectors and reporters. Later in the semester, the data services librarian presented data tools and repositories useful for student assignments with high levels of authority. The faculty member expressed that the readings and lecture fostered fruitful conversations about the intersection of authority and social justice in data reporting throughout the semester and the assignment led to growth in her student's perception of the topic.

In pairing statistical methods with a critique of authority in data sources, this collaboration engaged with doctoral students as teachers in two important ways. First, this approach emphasizes the importance of treating information literacy as a fundamental component within a discipline rather than isolating it as a standalone subject. This is similar in some respects to Meehan et al., who advocate integrating information and media literacy into teacher education by aligning it to the existing curriculum, emphasizing its role as a fundamental component of teaching.[6] Second, this approach prepares students to leave the course with a model of how to structure classroom discussions around authority in a way they can reproduce with their future students. In terms of the lenses of the IFE Companion Document, this example demonstrates another application of the social justice lens and how accepting sources as authoritative without critical examination can perpetuate inequities and bias.

Conclusion

This chapter underscores, through examples from the classroom, how librarians adapt the Framework to cater to the unique requirements of information literacy instruction for education students. The IFE Companion Document goes a step further and refracts the Framework through the lenses of social justice, metacognition, and digital/media literacy, which equip students with the skills to navigate complex information landscapes, promote equity, foster critical thinking, and empower them to become responsible digital citizens.

This multiple identity approach to information literacy instruction holds significant value for librarians working outside of education as well. Professionals across disciplines require effective research skills to keep abreast of new trends and evidence-based methods, as well as to teach clients and project collaborators in domain-specific information sources. This approach to information literacy enables students to see how information literacy plays a critical part in their future professional field and for generations to come.

Notes

1. *Framework for Information Literacy for Higher Education* (Association of College & Research Libraries, 2015).
2. Robin Ewing et al., "Companion Document to the ACRL Framework for Information Literacy for Higher Education: Instruction for Educators," Association of College and Research Libraries, last modified June 9, 2023, https://acrl.libguides.com/ed/Welcome.
3. Paulo Freire, *Pedagogy of the Oppressed* (Continuum, 2000).
4. Alison Lehner-Quam and Wesley Pitts, "Exploring Innovative Ways to Incorporate the Association of College and Research Libraries Framework in Graduate Science Teacher Education ePortfolio Projects," *New Review of Academic Librarianship* 25, no. 2-4 (2019): 373.
5. Sarah Gretter, "Can We Support Preservice Teachers' Intention to Teach Media & Information Literacy? Reflective Exercises with the Theory of Planned Behavior," *Journal of Technology and Teacher Education*, 26, no. 4 (2018): 579.
6. Jessica Meehan et al., "Media Literacy in Teacher Education: A Good Fit across the Curriculum," *Journal of Media Literacy Education* 7, no. 2 (2015): 85.

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