Davis Family Foundation Grant
Final Report

For Project

"Engaging with the ACRL Framework: A Catalyst for Exploring Our Teaching Practice"

University of Maine System,

University of Maine at Fort Kent

April, 2019

Davis Family Foundation
Grant Completion Report
(This form is also available on our website at www.davisfoundations.org.)

Grantee:	University of Maine System
Contact:	Ms. Leslie Kelly
Project Title:	Engaging with the ACRL Framework: A Catalyst for Exploring Our Teaching Practice
Date Awarded: June 2018	**Amount Granted:** $6,500.00
Date Submitted: April 30, 2019	**Returned Funds:**

The Trustees of the Davis Family Foundation require that you provide a completion report. If the project is not completed within 12 months of receipt of funds, please provide a brief written progress report in the interim.

1. What were your original goals and projected outcomes for this project? Please report what was achieved using the criteria stated in your proposal (for example, data or statistics collected, or other measurable outcomes).

    Answers are found on next page.

2. How did your project impact the community or your target population? Please provide a short description and relevant statistics if available.

3. Did you encounter any unexpected obstacles or opportunities in carrying out your work? (Please explain.)

4. Based on the answer you provided for question #2, did these obstacles or opportunities cause you to make any significant changes to the original project proposal? For instance, were changes made to the project budget, timeline, partners, or expected results? If so, please describe below.

5. How were the grant funds spent? **Please attach an itemized expense summary comparing actual expenses with your original budget.**

6. Did our grant attract other funding for your project? (Please explain.)

7. Did our grant, in combination with funding from other sources, result in excess funding for your project?

8. If applicable, how do you propose to provide adequate funding for this project in the future and what are the next steps in its development?

9. In an effort to improve our grantmaking, we welcome any additional comments you wish to make regarding our grant application, award notification and post-grant reporting process.

Davis Family Foundation

Grant Completion Report

1. Goals and outcomes:
    a. Goals: to learn and understand the new information literacy framework so that…
    b. Outcomes: …University of Maine System librarians (and other participants if applicable) will be able to incorporate the ACRL Framework concepts into one or more courses and/or one-shot sessions.
        i. Participants walked away with viable lesson plans to specific in-class objectives
        ii. The UMS Reference Librarians, plan to individually select specific courses to incorporate the Framework, and provide pre and post tests to determine its effectiveness.
2. How project impacted participants:
    a. Included are the results of a survey given to all participants regarding what they got from the workshop and if they plan to incorporate the Framework in their information literacy program. There were thirty-four responses.
    b. Some quotes from the survey:
        i. "I have a better understanding of ways to redesign and assess what I do in information literacy sessions to be more effective, even when working within limited class time and opportunities to provide instruction."
        ii. "I have always instinctively valued "dispositions" as well as "practices", and the Framework gives me a rationale for continuing to do so, and to not leave them behind in my teaching."
        iii. "Programs more intentionally designed with the framework will ensure more info literacy learning and application for students."
    c. When asked "What is your biggest takeaway from the "ACRL Framework" workshop?" 94% had a positive takeaway while 6% did not.
    d. When asked "How do you think implementing the takeaways from the "ACRL Framework" workshop will impact the success of your students at your institution?" 85% had a positive response, 0% had a negative response, and 15% had a neutral response or the answer didn't relate to the question.
    e. See Appendix A for all responses.
3. None
4. N/A
5. See attached for expense report.
6. Did not ask for other funding. The grant covered the project allowing registration to cover the cost of food and other sundries.
7. N/A
8. The grant application, award, and final report process were all very reasonable.

Davis Family Foundation Expense Report
University of Maine System
2019

Davis Project Expenditures/Funding

	Estimated Costs*	Actual Costs
ACRL Framework Workshop license fee	$4,500.00	$4,500.00
Food $50 per diem 2 people x 2 days	$200.00	$265.00
Hotel, $125 per day, 2 people x 2 days	$500.00	$694.00
Travel, includes airfair, check bags x 2	$1,400.00	$953.04
Printing		$87.96
Total	**$6,600.00**	**$6,500.00**
Grant Allotment		**$6,500.00**
Remaining balance		**$0.00**

Registration Expenditures/Proceeds

	Estimated Costs*	Actual Costs
Food/Beverage ($20.30 per person x61)**	$1,238.30	$1,411.33
Name Badges	$15.00	$0.00
Binders (not in original budget)		$7.03
Printed Handouts	$75.00	$146.89
Marketing and Management Fees/MLA	$500.00	$122.00
Paypall Fees (not in original budget)		$38.88
Total	**$1,828.30**	**$1,726.13**
	Estimated Proceeds	**Actual Proceeds**
Registration Proceeds	**$1,830.00**	**$1,770.00**

Remaining balance	**$1.70**	**$43.87**

*As was originally detailed on the Davis Family Foundation Grant Applicaiton

**Originally est. for 100 people. Actual cost per person for food was $23.14

Appendix A

Google Forms Post Survey

ACRL Framework Workshop Post-Survey: Question 1

What was your initial goal or objective for attending the "ACRL Framework" workshop?

learn more about the framework	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	31%
understand their implementation/use framework in info lit instruction	1	1	1	1	1	1	1	1	1	1						10	20%
insight into how and when to use framework	1	1	1	1	1	1	1									7	14%
get feedback/network	1	1	1													3	6%
planning instruction intentionally w/framework	1	1	1	1												4	8%
ideas for using framework in teaching	1	1														2	4%
get over avoidance, be more comfortable	1	1														2	4%
student retention	1															1	2%
learn more about information literacy	1															1	2%
gain tools to help with info lit instruction	1															1	2%
gain skills to help with info lit instruction	1															1	2%
applying the Framework to subject-specific instruction	1															1	2%
Insight to develop first-year info lit effort	1															1	2%
																49	100%

ACRL Framework Workshop Post-Survey: Questions 2-4

Do you feel you met your goal

Yes	88.2%
No	3.0%
Maybe	8.8%
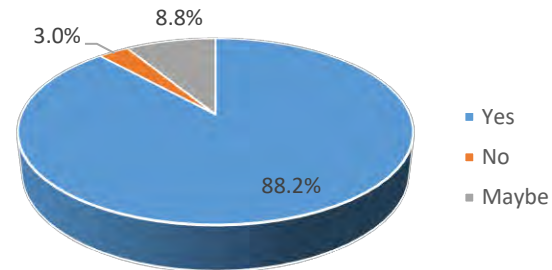
Do you plan to incorporate what you learned into your own information literacy program?

Yes	64.7%
No	2.90%
Maybe	14.70%
Other*	17.7%
*Comments on not having an official information literacy program, but do plan to incorporate into other sessions (one-shot) or possibly in future.	
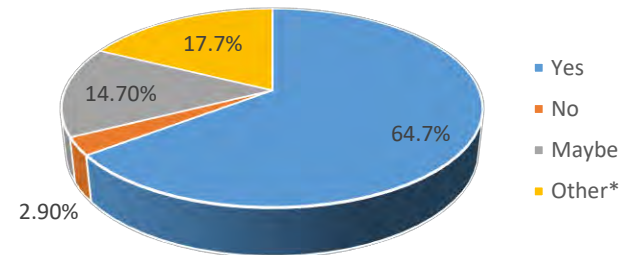
If you plan to incorporate what you learned into your own program(s), what is your timeline?

1-3 months	26.5%
3-6 months	38.2%
6-12 months	20.6%
More than 12 months	2.9%
Not sure	2.9%
Don't plan to incorporate	2.9%
Don't have a program to incorporate	2.9%
Other	3.1%
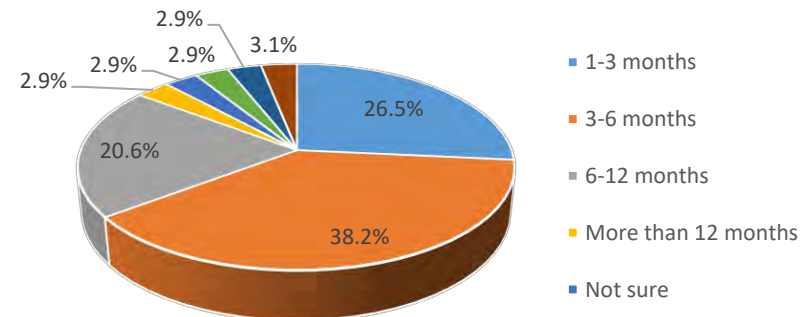
The following are answers to specific questions given in the Google Forms Post-Survey. 34 participants of the 51 responded. The answers are direct unedited quotes for questions 5-8.

Q5: In what way will understanding the Framework better help you in your role at your library/institution?

- It will help to stay focused on learning objectives.
- Not there yet
- I have always instinctively valued "dispositions" as well as "practices", and the Framework gives me a rationale for continuing to do so, and to not leave them behind in my teaching.
- I will be able to better evaluate my effectiveness in teaching instruction, as well as if students are grasping the basic tenants of IL.
- should inform the info literacy program
- Their approach to using the exact wording of the framework to identify the knowledge, skills and values for the class could help with making the curriculum across classes more systematic- makes it clear what we are and aren't covering.
- Instruction sessions, approach to projects
- I am responsible for info lit instruction in the sciences at my institution. I need a good understanding of the Framework to help guide my teaching.
- Allow me to be articulate when presenting values and goals of librarianship to faculty and other stakeholders
- You can't teach something you don't understand. Now I hope to tie concepts together more effectively and try to hep student apply it to real world situations.
- I now understand how it can broaden my approach to my teaching
- I have a better understanding of ways to redesign and assess what I do in information literacy sessions to be more effective, even when working within limited class time and opportunities to provide instruction.
- help design better one-shot sessions
- It will allow me to use the Framework to come up with new ways of inviting student engagement with the concepts of information literacy.
- I felt the Framework was a bit vague when it came out and I needed more direction. Thankfully many holes were filled in at the training.
- Forming the essential question(s) that promotes critical thinking.
- It will help us to expand our teaching methods and explore and/or improve our teaching and work with students.
- User instruction planning; assessment.
- It will give me some language with which to communicate the concepts of information literacy to all parties involved.
- I believe it will help me approach teaching information literacy in a more holistic way. I think the Framework provides a broader more maleable [*sic*] way to address information literacy so that we can approach the teaching of it from many different angles.
- It will help me advise and work with acad libs to meet their goals for students

- I can make better connections between what needs to be learned for long-term success and the immediate needs.
- In a broad, philosophical way.
- To better meet learning outcomes
- I have a much better and border understanding of the goals and objectives of the Framework. I am able to explain how it helps students with their research skills.
- I hope to use it as the basis for scaffolding IL throughout my liaison departments' curricula.
- It provides some more options for generating instructional activities
- Deeper understanding will help inform the goals of our for-credit first year Info Lit course
- Directly using the framework to design instruction will align with ACRL goals

Q6: In what way will understanding the Framework better help you when working with faculty, staff, or administrators at your institution?

- Improve student information literacy outcomes by osmosis.
- By creating meaningful goals to give higher ups
- Perhaps clearer language around learning objectives and backward design for assignments
- I think it can help when collaborating with faculty to prepare a class instruction session. I think most faculty are interested in supporting the information literacy concepts convey in the Framework. Using the framework as an organizational principle, I can imagine we can determine an area (or multiple areas) to build from.
- Discuss instruction goals with faculty in a more concrete way
- It will help to communicate with faculty to identify goals for the session.
- Not there yet
- Having this shared experience will make it a lot easier for the instruction team at our library to communicate among ourselves.
- Knowing that many faculty often identify with the framework makes it seem easier to connect with them.
- should help with accreditation
- Seeing it printed in the booklet was actually very helpful- I will probably bring the booklet if I'm working with a faculty member to plan for their class, so they can read the frame I'm suggesting in that format rather than the more overwhelming website.
- I will be able to explain the concept and how it can benefit students attending instruction sessions.
- I hope a better understanding of the Framework will help me translate it for other, non-librarian stakeholders within my institution.
- Allow me to be articulate when presenting values and goals of librarianship to faculty and other stakeholders
- It should help me apply it to different disciplines.
- I can discuss it more easily with faculty
- The workshop provided some clarity on how to implement Framework concepts into curriculum and to design with intent. I would like to see if faculty of courses in which I frequently do instruction would be willing to look at redesigning the library session to align more with the Framework concept(s) that apply to the instruction they want for their students and if assessment is possible.

- Good info to help persuade faculty to offer more than just a demo on search
- It will help me to be able to better explain what the Framework is and different ways in which it might be used.
- I can better articulate the Framework with a much better understanding than I had previously.
- Information Literacy is cross-disciplinary and all lessons taught across the programs should begin with the Framework in mind. This will probably require workshops for faculty and staff on the Framework.
- I think it can be used as a way to bridge the gap between Librarians and Faculty/Administration. It is also a great discussion piece among myself and my coworkers.
- Emphasize the importance of analyzing the purpose of instruction.
- By understanding the Framework, I can talk about it with a better confidence in how it works and how it is incorporated in all aspects of education, not just from the librarian's point of view. This discussion is important with both faculty and administration specifically since they are the ones who I need to have buy in when attempting to make changes or offer options in the teaching of information literacy.
- I will understand their goals for students in this area
- I can make better connections between what needs to be learned for long-term success and the immediate needs.
- In a broad, philosophical way.
- To better serve and advocate for librarians' skills and what they can contribute to student retention/success
- I now have a better understand of how to step back and ensure that students are learning skills they can use through out their academic careers and into their life careers. Each learning session is not about solving one research project or one event. It is about imparting skills students can acquire and take forward into the future.
- Faculty also want specific, concrete suggestions so I'll be able to share ideas on how to incorporate the framework into their courses more effectively.
- I'm not sure
- Will provide clear evidence and benchmarks to share
- Increases the authority of the design concept when presenting to others

Q7: What is your biggest takeaway from the "ACRL Framework" workshop?

- That the Framework can make our work easier instead of harder.
- The notion of helping student to learn without you
- The frames (per the RBMS / SAA crosswalk) has helped to articulate the learning outcomes we wish to achieve
- "The description of the framework has always seemed very dense and very academic. Before the workshop, that had always been a barrier for me to want to keep working with it. I thought that maybe that was ""just me"". During the workshop, it became clear that others felt this way, too. In the end, I think many of us left with fewer (but still some) reservations."
- How the framework might be incorporated directly into my teaching
- The framework is flexible and can be used to some degree in each lesson.
- I don't feel like there was much solid content, lacked concrete examples

- "Hands-on but not minds-on" was really helpful concept for me. Guilty as charged!
- Do what you can with what you have where you are.
- that once you make your way thru the academic, Ph.D, theoretical verbiage & vocabulary, it's a bit easier to understand & to equate with the standards
- I feel like I developed a really strong lesson plan, which is a great, tangible takeaway.
- It's a concept, not prescriptive
- I was really affirmed after the workshop. I often second guess my abilities and ideas, but I came away from the workshop with the feeling that I not only have a good grasp of the Framework, but I am using lesson plans that link to Framework concepts.
- The Frames are a flexible way to think about the objectives of teaching research skills.
- We all need to be on the same page, teaching it across the board and trying to apply it beyond our immediate situation.
- Not as scary as it seemed
- Design with intent and continue working on developing relationships with faculty. We do not have institutional buy-in nor are librarians involved in any curriculum planning, course design, or Gen Ed committees. We have to approach departments or faculty individually to "sell" what we can do, why it is important and why faculty should care (collaborate with us!).
- When you understand how to do this step-by-step you realize how doable it is
- How many ways there are to potentially use the Framework in lesson creation!
- The biggest takeaway for me was to utilize the reverse design model for instructional sessions. The presenters did an excellent job of describing how to best incorporate this method of instructional design.
- Not all frames need to be applied in one lesson, or in every lesson. The frame(s) applied is dependent on the student's prior knowledge.
- These are guidelines, they are not set-in stone. However, they have great potential to help both us as educators and our students learn more about Information Literacy and our practices surrounding it.
- That the Framework is immense and for one-shot instruction, not all of it can be incorporated. The Framework does help me hone in on what I want to emphasize in a particular instruction session.
- The flexibility of the Framework is a plus.
- We learned a backwards form of creating a lesson plan while incorporating the Framework. This will really help me fine-tune what I have been doing in my one-shot sessions.
- The info literacy frames and how to incorporate them into program planning
- The presenters at workshops and webinars on the Framework seem to be afraid to give concrete examples of what they are talking about. Or, if an example is given, it is a simple and basic one. I would like to see higher level examples.
- The Information has Value Frame was interesting.
- Rather than being overwhelming, the framework does much of the work in defining the process for example dispositions and knowledge practices
- My biggest takeaway from the workshop involves learning to take time to ask students what their goals are for the class and then a taking sometime out to take sure those goals are being reached and finally at the end of class getting feedback from the students. It is the beginning of a conversation for the teacher/librarian and the student as they work during their academic years.

Q8: How do you think implementing the takeaways from the "ACRL Framework" workshop will impact the success of your students at your institution?

- I'm hoping it helps me leverage instruction we already do to connecting it to larger conversations to make our students more information literate.
- By more closely using the Framework, we are teaching in our schools with the collective knowledge of Librarians.
- Perhaps better comprehension of archives and special libraries
- "We don't have a formal information literacy program baked into our curriculum that would ensure all of the frames are covered. That is definitely something to aspire to, but our authority is limited.
- Also, although we might not all approach information literacy using the organizational scheme put forth in the framework, I think all of the instructional librarians at my institution take our role in fostering this literacy seriously. I don't think the Framework is the only effective organizing principle. But I do think that being able to speak with my colleagues using the same ""language"" and concepts can promote additional success."
- My teaching will improve, which should improve their understanding and learning
- The framework prioritizes meeting learning objectives.
- There was far too much group work. What I took away from the day could have been delivered in a half hour presentation. No offence, the moderators were knowledgeable and skilled, but the structure was wrong
- I think that placing increased value on dispositions will benefit our students because dispositions are what make lifelong learning possible/likely.
- If we can make our IL sessions targeted to each class, perhaps we can help them move from knowing to understanding.
- I don't know that the Framework will work any better than the standards in getting us into a class or program for info literacy--it's all about the collaboration or relationship a librarian has, or can develop, with the faculty.
- I think this approach to developing lesson plans using the frameworks will give students a curriculum that does a better job of building on itself, which will give them more confidence when engaging with information.
- I think we'll be able to "open up" our instruction sessions to have a deeper impact on students.
- I'm hoping that as I use backward design principles to address some of my less than stellar lesson plans that the students will get more out of library instruction. I'm also planning to focus on addressing threshold concepts in my lessons.
- I think it has more value as a reflective practice for me and a way to speak about my work with stakeholders rather than direct student outcomes.
- Very positively, by making instruction more fun for students as they see its broad uses.
- I have no doubt it will make me a more effective lesson planner for the students at my university. Thank you for bringing this to Maine
- The more we are able to do to support student development of information/metaliteracy skills, the more successful they will be as students (great for retention) and as citizens of the wider communities where they engage with others.
- not sure (two responses).

- I believe it will help the students be more successful in working with and learning information literacy concepts.
- I am hoping the students will benefit from a greater understanding of the holistic approach to research.
- The ACRL Framework will have a greater positive impact for my students if they could be applied systematically in an Info Lit program or course. However, mindfully applied in one-shots, can also help students to become information literate.
- I think the Framework has the potential to help students immensely and make them both better academics and wiser members of the community/workforce
- Assessment of SLOs is needed to determine this. The Framework should help focus user instruction so that it does have an impact on the success of our students.
- I think it's important for everyone to learn all the important steps of finding, analyzing, synthesizing, and creating information in this day and age of info overload.
- I think they will come away from one of my sessions with a better understanding of whatever aspect of the Framework I taught. In the past, I tried to cover lots of things in one session thinking if I don't they will never get these bits later. However, I have been told that research shows students only retain about 25% of what we teach them in a session (I need to verify this). If this is the case, that means they may walk away without the primary reason for my having gone into the class. I think that if I can create my lesson plans with a more thoughtful and more focused goal in mind, then hopefully, the students will actually walk away with exactly what I came in there for. I know that many do walk away without what I actually wanted them to know based solely on the type of questions they ask me later to help them do their research. I really think this Framework and the lesson plan will help me help them be better researchers.
- Programs more intentionally designed with the framework will ensure more info literacy learning and application for students
- I will work hard to find higher level activities that reinforce the Framework.
- By better defining our practices we better serve students which influences their academic success. Through teaching info lilt we can inspire students to take advantage of all the help they have access to in the library and its staff.
- I think teaching students to participate in their learning at each step of the process will have a positive impact on success. Showing students how the information they learn can relate to other classes and experiences. I will work toward teaching the students to become life long learners.