


# Connecting the Institutional Repository to the Framework for Information Literacy

## Abstract

Scholarly communication and information literacy as foci of librarianship are readily integrated and the connection between the two is well established. Both consider research as a process that starts before and continues well past the point of publication or citation. They each incorporate critical thinking about information sources, authority, context, format, and more. This poster demonstrates how one common element of scholarly communication - **the institutional repository** - is a conduit to the concepts of the Framework for Information Literacy. Learners' contributions to the repository, assignment of keywords to their own works, discovery and evaluation of resources held in repositories, and other activities provide a unique opportunity to encounter each of the conceptual frames.

## 1 Authority is Constructed & Contextual



**Repositories**  
Include materials from students, researchers, and practitioners  
Contain a variety of media types in a single system  
Provide institutional branding

**Learners**  
"Use indicators of authority" (KP) shown in the repository record to gauge an author's expertise  
Have "self-awareness of their own biases" (D) about the origin of repository content (e.g. Ivy League vs. less well-known university), and formats

## Information Creation as a Process

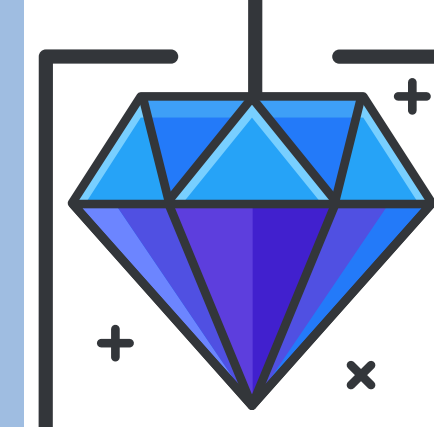
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**Repositories**  
Accept student works & publish student journals  
Incorporate author-supplied keywords  
Contain pre- and post-peer reviewed, and non-scholarly materials

**Learners**  
As authors, understand that their choices about the content and metadata they create "impact the purposes for which the information product will be used" (KP)  
"Accept the ambiguity" of the varied level of review materials in the same system receive (D)

## 3 Information Has Value

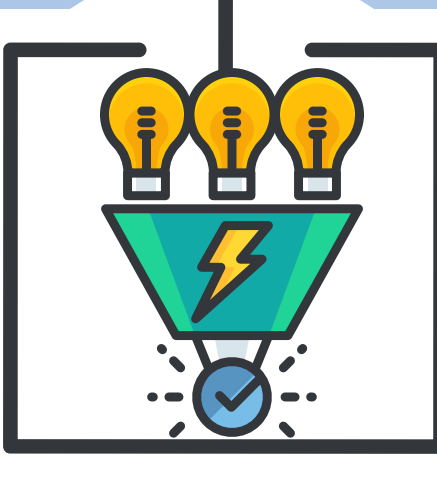


**Repositories**  
Contain materials with different copyright status & licenses  
Emphasize but are not exclusively open access

**Learners**  
"Respect the original ideas of others" (D)  
Develop their understanding of different copyright statuses & licenses (KP)  
"Recognize issues of access or lack of access to information sources" (KP)

## Research as Inquiry

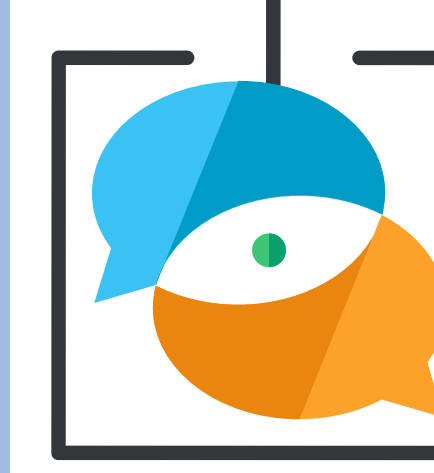
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**Repositories**  
Provide unique resources to generate research topic ideas  
Can challenge students to address the scope of their inquiry  
Provide open access (OA) to materials beyond graduation

**Learners**  
"Determine an appropriate scope of investigation" (KP)  
"Seek multiple perspectives during information gathering & assessment" (D)  
Include OA resources in their personal & professional research needs, post-college (KP)

## 5 Scholarship as Conversation




**Repositories**  
Provide use and metrics data  
Streamline sharing with OA content & permanent URLs  
Include multiple phases of research (e.g. data, poster, article)

**Learners**  
Use downloads and other metrics in a repository to skillfully gauge interest in a topic (KP)  
"See themselves as contributors to scholarship rather than only consumers of it" (D)

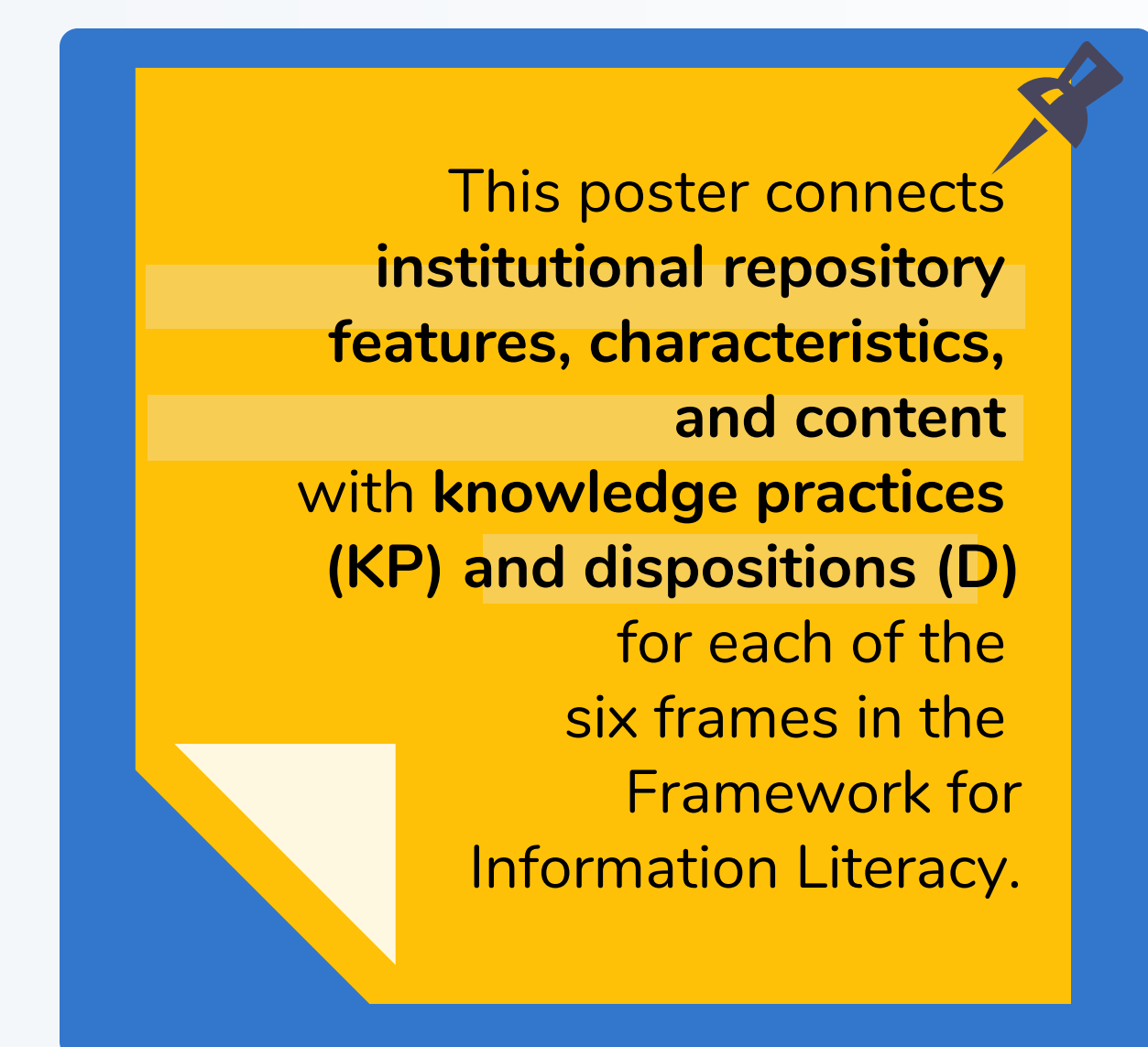
## Scholarship as Strategic Exploration

6



**Repositories**  
May organize content to match institutional hierarchy  
Content appears in search engine results

**Learners**  
Identify repositories as potential sources of grey literature on their topic (KP)  
"Recognize the value of browsing" a repository for content on their topic (D)



## Background

This poster presents ideas for connecting the Framework for Information Literacy in Higher Education ("Framework") to open access (OA) repositories. The Framework provides a foundation for information literacy, through six core concepts. These conceptual frames are supported by knowledge practices and dispositions. Knowledge practices (KP) suggest ways that learners increase their understanding of each frame. Dispositions (D) "address the affective, attitudinal, or valuing dimension of learning" (Framework 2015). Repositories in this poster refer to open access, academic, institutional repositories, but the ideas shared may apply to other types of repositories.

There are numerous publications that establish the connection between scholarly communication and information literacy (IL) and that suggest the two areas are nearly inseparable (ACRL 2013; Davis-Kahl & Hensley 2013). However, there are fewer publications that address repositories explicitly as tools for teaching IL, and fewer still that have matched repository features, characteristics, and collections with the six frames.

Two publications specifically addressing repositories and IL concepts are included here. Hensley describes the value of using collections included in and the search features of repositories for teaching (2013). Scull introduces the repository as an alternative to subscription research databases, demonstrating differences in search features and collection content, as well as providing students an opportunity to share their work (2016). Other studies focus on the advantages and concerns of publishing undergraduate student work, which is a service available through many repositories (Riehle & Hensley, 2017).

Repositories are useful for covering the elements of the Framework; including but not limited to whether publication of student work is an ultimate goal. Repositories fit in conversations about IL in many ways. For example, content in repositories:

- **Is discoverable in Google and Google Scholar, but not typically included in academic databases** - *what does this mean for discussions of Google searches?*
- **Provides access to scholarly and other resources after graduation** - *how does this address lifelong learning?*
- **Exemplifies different cost models of publishing** - *why is one version of an article freely available, but another is not?*
- **Provides evidence of nuanced copyright strategies that can lead to discussions of authors' rights, Creative Commons, and Fair Use** - *how would this inform discussion of citation to others' works, or considerations for decisions about sharing one's own work?*

In regard to student publishing, repositories have a lot to offer. They provide a place for students to encounter submission processes, metadata creation, dissemination and copyright decisions, and ongoing use of their work through downloads and metrics. Student publishing comes in many forms, whether as an article in an undergraduate research journal, posters, or electronic thesis or dissertation, etc. Each of these lends itself to critical discussion about knowledge creation and other aspects of the Framework.

The ideas presented to the left demonstrate how specific characteristics, features, and content of repositories coalesce around and integrate with the Framework through knowledge practices and dispositions. Text in quotes indicates a knowledge practice or disposition that is included in part of the original Framework publication. Those without quotes are additional suggestions for concepts that connect repositories to the Framework.

## References

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- Scull, A. (2017). Where Collections and Metaliteracy Meet: Incorporating Library-Owned Platforms into Open and Collaborative Library Instruction. In T.E. Jacobson & T.P. Mackey (Eds.), *Metaliteracy in Practice* (73-89). Chicago: Neal-Schuman. <http://hdl.handle.net/20.500.12088/5290>

