Women & Gender Studies Section volunteered to be a “pilot” for creating disciplinary companion documents using the Framework.

EBSS Journalism was the other group to be a “pilot”

This pilot process will help inform Information Literacy Frameworks & Standards Committee documentation of the processes

Jeanne Davidson and Sharon Mader wrote a memorandum to the ACRL board in the spring proposing the components of guiding documents for information literacy, including disciplinary companion documents. Below is the excerpt referring to these documents:

“At the next level we are proposing the development of guiding documents for the implementation of the Framework. These disciplinary companion documents will provide models and guidance for developing student learning outcomes and authentic assessment for appropriate contexts and disciplines, showing how the Framework plays out in practice.

A strength of the process for developing the disciplinary companion documents will be to engage the member leaders in the subject sections and other units, thus enabling them to take ownership and draw on their expertise and the growing examples of practice in the field. Within the disciplinary context, it may be that people could draw upon the enumeration of skills and sample outcomes from the Competency Standards that they have used in the past, but these would only be a piece of a wider range of situated cognitive, affective, and behavioral outcomes leading to ways of knowing and habits of mind.”

Joyce Garczynski, Towson University, EBSS Communication Studies Committee, discussed the committees work with their documents thus far.

- The journalism standards were approved in 2011. There were a number of challenges such as getting practitioner feedback and faculty buy in particularly because the document was long and complicated.
- Committee looked at ways to translate it for faculty such as an “elevator speech.”
- They saw opportunities for the framework such as the idea of students as content creators.
- Started by getting suggestions for “stuck places” from faculty, librarians and practicing journalists
- They mapped these “stuck places” to the Frames
- Based on these stuck places and frames they started defining characteristics of experts:
  - Bridge abstract stuck places with concrete expert characteristics
  - Learning outcomes will be the bridge
Tara Baillargeon, Marquette University, WGSS work with the documents thus far:
  o Threshold concepts that are shorter with limited library jargon and include the language of the discipline
  o Main components:
    ▪ Adaptation of the frames that connect to WGSS, but not replicate them
    ▪ Knowledge practices will be the learning outcomes
    ▪ Feminist perspectives of the frames; WGS is the context for the frames then develop knowledge practices
  o The plan to present a poster with the disciplinary framework at the National Women Studies Conference to gather feedback

Wrap up:
  o Framework sandbox will be ready in the fall
  o Suggestion for a process discussion at mid-winter for sections planning to update/create companion documents
  o Suggestion to link to the Framework Spotlight on Scholarship from the ILFSC Tips Documents