ACRL Framework for Information Literacy for Higher Education at MCC

MCC Mission Statement
We are a dynamic, student-centered and accessible community college that promotes and fosters the intellectual, cultural and economic vibrancy of our region.

MCC Vision Statement
Our vision is to be a college that empowers our students and inspires their success through innovative education.

MCC Library Vision
The MCC Library supports teaching and learning and helps students succeed in college, careers and life.

How we fulfill our vision:
MCC Library provides welcoming workspaces, resources and technology to support teaching, learning and love of reading. Our expert instruction strengthens research skills that are useful for students in their scholarly and professional work and their lives.

Information Literacy is a Core learning Outcome at MCC and is defined as: “The ability to know when there is a need for information, to be able to identify, locate, evaluate and effectively and responsibly use and share that information for the problem at hand.”

ACRL Framework for Information Literacy for Higher Education
Adopted by the Association of College and Research Librarians in 2016

Here’s the framework and what it means for MCC:

Authority is Constructed and Contextual
Information resources reflect their creators’ expertise and credibility and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required. What it means for you: People publish or post information and have varying levels of knowledge and reliability. You choose information sources differently depending on why you need the information.

Information Creation as a Process
Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising and disseminating information vary and the resulting product reflects these differences. What it means for you: No two people find, write, edit and share information the same way, even if the processes seem the same. Your reasons for and method of sharing information and your intended audience will guide your process.

Information has Value
Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination. What it means for you: Information is important for different reasons and the method and cost of providing it and accessing it depends on who produces and distributes it and who needs it and why.

Research as Inquiry
Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field. What it means for you: The basics of searching are often the same no matter what information you need and the questions that come up as you search may lead you in new directions.
Scholarship as Conversation
Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations. What it means for you: People who write, produce, and post information, as well as those who seek it, are part of a give and take about that information.

Searching as Strategic Exploration
Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops. What it means for you: As you look for and find information you may end up changing where and how you’re searching, and repeating as you think of new possibilities.

Information literacy practices and habits of mind, adapted from the ACRL Framework, for students at Manchester Community College
Students begin to:

- Identify and evaluate the information needed for an assignment and learn how to form questions that will begin their research.
- Recognize that brainstorming and browsing are valuable aids to defining an information need.
- Learn that research is a process and be able to adjust their search as they begin to assess the information available in terms of their information need. This may include learning to turn a question into search terms, changing the focus of their research based on their initial results, asking new questions that may lead them in different directions, using limiters to hone their results, trying a variety of search terms and considering different information formats.
- Become familiar with different information formats and sources and how to access them, including print and online reference materials, journals, books and other media, library materials (such as LibGuides) and web resources and begin to evaluate when and how to use these.
- Understand how to evaluate the credibility of information sources, including the identity, perceived authority and expertise, purpose and perspective of those who have created or produced the information they find.
- Understand the issues related to searching and interacting online and the ways that the commodification of their personal information impacts the information they receive.
- Understand issues of access or lack of access to information. Students may begin to think about underrepresented views, how and why some information is privileged, who may be impacted by that and what their role is as information consumers and creators. Students will seek different perspectives and begin to understand their own privilege and biases and value keeping an open mind as part of the research process.
- See themselves, as students, as part of the information ecosystem, mainly as consumers, but also as creators of information such as their presentations and papers.
- Understand the ethical and legal use of information – that information, including open access materials, should be attributed and cited and that decisions about what information to include or exclude matter.

The MCC Library is here to support you and your students.
Visit MCC Library Online and our Faculty Resources and Services guide, to explore our materials and learn more.
To reach a librarian, please call the library at 603-206-8150 or email MCCLibrary@ccsnh.edu.

library.mccnh.edu