Deeper Collaborations:
The Framework[s], Metacognition, and First-Year Composition

Jennie E. Callas
Coordinator of Reference and Instruction
University of Wisconsin–Parkside
callas@uwp.edu
Resources

libguides.uwp.edu/metacognition
  Bibliography and links
  Slides

callas@uwp.edu
Inspiration

- Heidi L.M. Jacobs and Dale Jacobs
- “Transforming the One-Shot Library Session into Pedagogical Collaboration: Information Literacy and the English Composition Class.”
Framework for Success in Postsecondary Writing

- Council of Writing Program Administrators
- National Council of Teachers of English
- National Writing Project

“This Framework describes the rhetorical and twenty-first-century skills as well as habits of mind and experiences that are critical for college success.” (executive summary)
2 Frameworks

ACRL

- 6 Frames
  - Knowledge Practices
  - Dispositions

Writing

- 8 Habits of Mind
- 5 Experiences with Writing, Reading, and Critical Analysis
Habits of Mind = Dispositions
Authority is Constructed and Contextual

- develop and maintain an open mind when encountering varied and sometimes conflicting perspectives;
- motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways;
- develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview;
- question traditional notions of granting authority and recognize the value of diverse ideas and worldviews;
- are conscious that maintaining these attitudes and actions requires frequent self-evaluation.
Habits of Mind = Dispositions
Searching as Strategic Exploration

- exhibit mental **flexibility** and **creativity**
- **understand that first attempts at searching do not always produce adequate results**
- realize that information sources vary greatly in content and format and have varying relevance and value, **depending on the needs** and nature of the search
- seek guidance from **experts**, such as librarians, researchers, and professionals
- recognize the value of browsing and other serendipitous methods of **information gathering**
- **persist** in the face of search **challenges**, and know when they have enough information to complete the information task
Student Prompts

- What is my topic? What kinds of questions might I ask about this topic?

- What am I looking for? What are my questions? What are my research strategies? What have I tried? (e.g.: Which search terms? Which engines?) What worked? What didn’t work?

- What research am I missing? What points of view do I have, and what else might I want?
# Types of Information Sources

<table>
<thead>
<tr>
<th>List as many sources of information as you can.</th>
<th>When would it be a “good” source? What kind of information does it provide? (there may be more than one per source)</th>
<th>Where/who does the information come from?</th>
</tr>
</thead>
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| Example: newspaper                              | To learn basic facts about current events
Opinions/editorial essays about current issues | Journalists who talk to witnesses |

WAAL 2016

April 20, 2016
In-class Activities

- Identifying types of information sources
- Discussion of evaluation criteria
- Brainstorming and focusing topics into research questions
- Research demo and individual search time
Discussion

- Questions for me?
- Questions for you:
  - What have you done with metacognition?
  - With the ACRL Framework?
  - With the Writing Framework?
  - What challenges have you had? Successes?