Sift & Winnow

Leveraging the ACRL Framework for Information Literacy & Backward Design for Active Learning
Session Overview

- Backward Design
- ACRL Framework
- Learning Outcomes
- Course Map
- Assessment
- Activities
- Discussion
Backward Design
Model & Concepts

**Identify**
Desired Results

- Enduring Ideas
- Learning Outcomes

**Determine**
Acceptable Evidence

- Assessment Strategy
- Formative Assessment

**Plan**
Learning Experiences & Instruction

- Module Design
- Read/View/Do Activities

ACRL Framework
Mapping Enduring Ideas & Learning Outcomes

Enduring Ideas
Different sources meet different needs
Information has value
Research is a dynamic question
Research is inquiry
Librarians are there to help

ACRL Frames
Authority Is Constructed and Contextual
Information Creation as a Process
Information Has Value
Research as Inquiry
Scholarship as Conversation
Searching as Strategic Exploration

Learning Outcomes
Identify information sources appropriate for the research need
Explain the research process and select scholarly articles relevant to the research question
Apply information-seeking strategies
Evaluate search results
Refine search strategies to access information effectively
Describe how to seek help from a librarian

Desired Results
Students meet the learning outcomes

Learning Outcomes
Sift & Winnow Module 2 Example

ACRL Frame*
Information Has Value

Enduring Idea
Information has value

Learning Outcome
Explain the research process and select scholarly articles relevant to the research question

“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.”

-ACRL Framework for Information Literacy

*Primary Frame
## Course Map

Sift & Winnow Module 2 Example

<table>
<thead>
<tr>
<th>Module</th>
<th>Enduring Idea</th>
<th>Learning Outcomes</th>
<th>Assessment</th>
<th>F2F/Online</th>
<th>Student Read</th>
<th>Student View</th>
<th>Student Do</th>
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| Module 2 | Information has Value | Explain the research process and select scholarly articles relevant to the research question  
-Scholarly research  
-Scholarly Publishing  
-Identification | identify a scholarly article by applying criteria  
Describe the scholarly publishing process | Online & Face-to-Face | Section describing Scholarly Communication (Online) | Infographic of the "Life Cycle of Scholarly Articles" (Online) | Article identification; students will read an article & use an Interactive rubric to tell if it is scholarly (Online)  
Article comparison activity (Face-to-Face) |
## Course Map

**Sift & Winnow Module 2 Example**

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Assessment
Session & Course Level Assessment
## Course Map
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Activities

In-Class Article Activity

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**GETTIN’ PLAYED: HOW THE VIDEO GAME INDUSTRY VIOLATES COLLEGE ATHLETES’ RIGHTS OF PUBLICITY BY NOT PAYING FOR THEIR LIKENESS**

Matthew O. 2000

Envision all of the action and packaging and available on demand—annual when video game producers
the game. Not surprisingly, more
entertainment, particularly as the game
continue to improve with advancements in
The combination of video game
revenue for both video game producers
licensing their names and logos. 1

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**Forbes**

Pay College Athletes? They’re Already Paid Up To $125,000 Per Year

> Over the years there have been convincing, specific calls for college athletes to be paid in return for what they do to generate money for their colleges. These calls were heard this spring after the injury to Kevin Ware in the Midwest Regional Final of the NCAA Basketball Tournament. A number of commentators bashed his sacrifice strengthened the case for paying college athletes. As the college football season kicks off this week (Go Ducks!), the calls for student athletes to be paid will gain volume once again. Below I hope to explain how college athletes are already compensated even if not “paid” and why changing the system would be incredibly difficult.

For what it is worth, there is some familiarity with these issues. I was a student athlete in college (although not on scholarships). I mostly took a class year off my university’s athletic association board of directors, so I have examined all the financial statements at one of the most successful and best managed athletic departments in the country. Nothing here represents the opinions of my university or athletic association, but I have seen the system from the inside from many angles.

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**Evaluating Articles**

<table>
<thead>
<tr>
<th>Pay College Athletes? (Article 1)</th>
<th>Gettin’ Played (Article 2)</th>
</tr>
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<tbody>
<tr>
<td><strong>Argument or claim</strong></td>
<td></td>
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<tr>
<td><strong>Supporting evidence</strong></td>
<td></td>
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<tr>
<td><strong>What is missing related to my research question?</strong></td>
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1. R.A., University of California-San Diego 2017. The author’s full name in the last form of high
2. Special thanks to Professor Richard Strauss of the
3. Former President, University Behind, Springfield, VA.
4. The gaming industry is a global phenomena.
5. Computer Gaming Association of America measured
6. Payoffs and generated more than $1 trillion in sales for
7. According to CNET, COAST, SPOT news, 2011, pg. 10, the “Biggest
8. According to CNET, COAST, SPOT news, 2011, pg. 10, the “Biggest
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14. Payoffs and generated more than $1 trillion in sales for

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**Libraries

UNIVERSITY OF WISCONSIN-MADISON**
Activities
In-Class Research Activity

1. Individual student's research question
2. Collective/class suggestions
   - Databases, keywords, search terms
3. Research is messy. What do we do?
4. Students research on their own
Questions
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