
**2014–2015 Instruction Committee Annual Project:
Online Toolkit**

The Instruction Committee created an online tool that brings together presentations from CARLI Instruction Showcase events, ACRL Information Literacy Framework concepts, and bibliographic resources for instruction librarians.

The Instruction Toolkit is available directly at <http://www.carli.illinois.edu/products-services/pub-serv/instruction/toolkit/homepage> and also on the CARLI website on the Instruction page of the Public Services section <http://www.carli.illinois.edu/products-services/pub-serv/instruction>.

While the new ACRL Framework for Information Literacy for Higher Education was filed by the ACRL Board in February, 2015, and was a major topic of discussion at ACRL 2015 in Portland, many academic librarians still question how to use the new Framework in library instruction. Since 2013, the CARLI Instruction Showcase has offered academic librarians from Illinois the opportunity to share tips, tricks, and techniques they have used in library instruction. This Instruction Toolkit maps those instructional activities presented at the CARLI Instruction Showcase to the Framework, with the hopes that instruction librarians can use these presentations as resources for creating and/or re-imagining their own library instruction to accord with the Frames.

At one point in the process of determining the type of content desired for inclusion in the Instruction Toolkit, the Instruction Committee invited the Information Literacy Committee from Network of Illinois Learning Resources in Community Colleges (NILRC) to discuss a collaborative venture. The idea was to build upon the work NILRC had done to identify student learning objectives appropriate for the various transition points in an academic career – high school to college, underclassman to upperclassman, and undergraduate to graduate/postgraduate. Although development of the toolkit began in that direction and partnership, ultimately the committee decided that the ACRL Framework was an important new development that should form the basis for the toolkit.

The Instruction Committee utilized existing information from the past Instruction Showcase proposal submissions and the handouts subsequently posted on the CARLI website, but more information was needed from presenters to fully describe their activities in a useful way for the CARLI membership and provide consistency in the organization structure envisioned for the toolkit. Therefore the Instruction Committee and its CARLI staff liaisons worked together to design the online toolkit, populate the webpages, and contact the presenters for the additional necessary information. However, the greatest value of the Instruction Toolkit lies in the mapping of the Instruction Showcase presentations with the ACRL Frames. Another significant contribution is the creation of a robust bibliography to help instruction librarians navigate the ACRL Framework and learn instruction and assessment techniques.

Organization of the Instruction Toolkit

ACRL Information Literacy Frames:

- Authority is constructed and Contextual

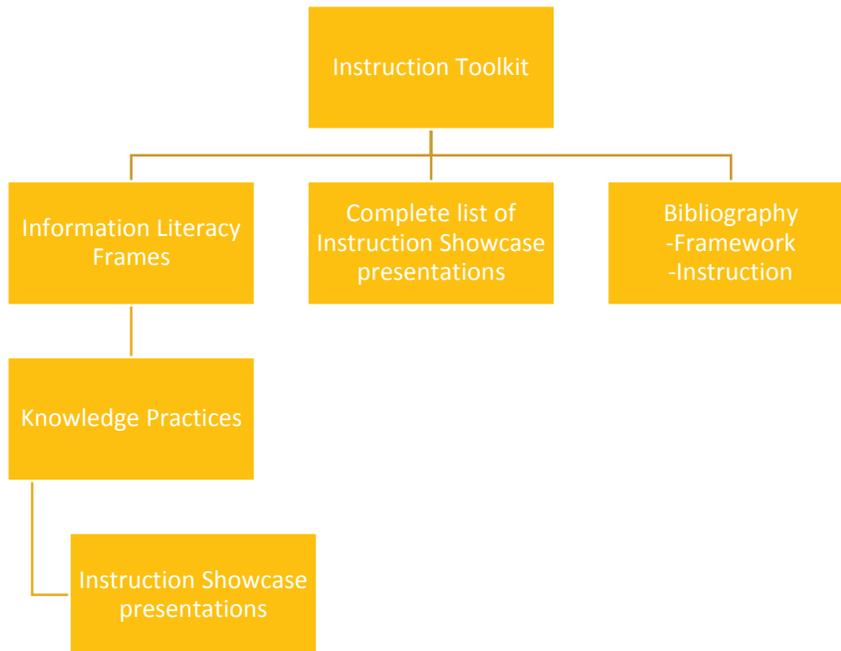
- Information Creation as Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

Each Frame contains multiple Knowledge Practices that specify behaviors of information literate learners. The Instruction Committee mapped the Instruction Showcase sessions to the Knowledge Practice level.

For each Instruction Showcase presentation, the following information has been included:

- Year of presentation
- Presenter name, title, institution
- Showcase presentation description
- Target audience for activity
- Student learning objectives
- Instructional activity description
- Handouts and additional documentation
- Frames applied in mapping process

<http://www.carli.illinois.edu/products-services/pub-serv/instruction/toolkithomepage>



Future plans for the toolkit project include adding presentations from future CARLI Instruction Showcases or other similar events, continuing to develop the bibliography, and creating instructional materials for the knowledge practices that currently do not have any Instruction Showcase presentations aligned