Introduction

The Framework for Information Literacy for Higher Education grows out of a belief that information literacy, as an educational reform movement, will realize its potential only through a richer, more complex set of core ideas. During the fifteen years since the publication of the Information Literacy Competency Standards for Higher Education, academic librarians and their partners in higher education associations have already developed learning outcomes, tools, and resources which some institutions have deployed to infuse information literacy concepts and skills in their curricula. However, the rapidly changing higher education environment, along with the dynamic and often uncertain information ecosystem in which all of us work and live, require new attention to foundational ideas about that ecosystem. Students have a greater role and responsibility in creating new knowledge, in understanding the contours and the changing dynamics of the world of information, and in using information, data, and scholarship ethically. Teaching faculty have a greater responsibility in designing curricula and assignments that foster enhanced engagement with the core ideas about information and scholarship within their disciplines. Librarians have a greater responsibility in identifying core ideas within their own knowledge domain which can extend learning for students, in creating a new cohesive curricula for information literacy, and in collaborating more extensively with faculty.

The Framework offered here is called a “framework” intentionally—because it is based on a cluster of interconnected core concepts, with flexible options for implementation, rather than a set of standards or learning outcomes, or any prescriptive enumeration of skills. The Framework is based upon threshold concepts, which are those ideas in any discipline that are passageways or portals to enlarged understanding or ways of thinking and practicing within that discipline. The ACRL Task Force responsible for this Framework has drawn upon an ongoing Delphi Study that has identified several threshold concepts in information literacy, but has molded the Framework with its own ideas and emphases for the threshold concepts. The Task Force has also added two elements that illustrate important learning goals related to those concepts: knowledge practices, which are demonstrations of ways in which learners can increase their understanding of these information literacy concepts; and dispositions, which describe ways in which the affective, attitudinal, or valuing dimension of learning can be addressed. The Framework is organized into six Frames, each consisting of a threshold concept that is central to information literacy; a set of knowledge practices; and a set of dispositions.

Definition of Information Literacy (revised 6.17.2014)

**Information literacy is a repertoire of understandings, practices, and dispositions focused on flexible engagement with the information ecosystem, underpinned by critical self-reflection.** The repertoire involves finding, evaluating, interpreting, managing, and using information to answer questions and develop new ones; and creating new knowledge through ethical participation in communities of learning, scholarship, and practice.
The six threshold concepts that anchor the frames are:
1. Scholarship is a Conversation
2. Research as Inquiry
3. Authority is Contextual and Constructed
4. Format as a Process
5. Searching as Exploration
6. Information has Value

The Six Frames are each fully described beginning on page 5 of this document: