It seems that everyone is talking about education standards. Of course, there’s the politically charged topic of the Common Core State Standards (CCSS), which are now being challenged by the Ohio House of Representatives. In the library world, there is a new “framework”—carefully distinguished from prescriptive standards—being put forth by the Association of College and Research Libraries (ACRL) that will guide library instruction at the college level.

The CCSS—apart from any guarantee to deliver—puts great stock in critical thinking skills and college readiness. This is good news for college faculty and academic librarians! While watching to see which way the wind is blowing, college instructors are also making preparations to teach about CCSS (pro or con) should the standards stick or to pitch the whole thing if the state repeals them in the near term. Much like professors, librarians are currently inquiring about the potential impact of CCSS on library instruction. When will we start to see the effects of CCSS on students’ knowledge and skills? What will those “college readiness” skills look like? How will we modify our library instruction to address new...
skill sets?

Librarians are now encountering a new model created by the Association of College and Research Libraries (ACRL) known as the Framework for Information Literacy for Higher Education. The objective for this flexible framework—perhaps more so than the pre-existing information literacy standards developed in 2000—is to “provide a holistic approach to information literacy for the higher education community”.¹ The framework is based on six “threshold” or core concepts that “create new perspectives [for the learner] and ways of understanding a discipline”.² These concepts include the following, among others:

- Scholarship is a Conversation
- Research as Inquiry
- Searching as Exploration

These concepts address elements that the previous standards did not really account for, such as the fact that we’re living in an “information environment,” students are increasingly becoming “content creators,” and information literacy (IL) is becoming more integral to student learning in all disciplines.³ Librarians must think about how to operationalize these compelling, broad-based concepts, and part of that process could involve collaborating with faculty. As experts in learning theory and instruction, the EDT department is strongly suited for a conversation on increasing students’ literacy skill sets both to prepare for and succeed in college.


³ Ibid.
Kate Lucey, Education Librarian

As a former secondary English teacher and youth services librarian, Kate loves supporting faculty and the teachers of tomorrow. She enjoys building a diverse collection worthy of the finest educators! Please contact Kate to assist with research consultation, library instruction, and collection development.

Mary Hubbard, Library Associate

With 26 years of service to the MU Libraries, Mary is dedicated to giving excellent service to the patrons in the IMC and Government, Information and Law (GIL) sections of the library. Please contact Mary with inquiries about film digitization needs.

Emily Alford, Sr. Library Technician

MU alum Emily has a master’s in library science from Kent State and takes great pride in serving students, faculty, and staff. Ask Emily for reference or technology assistance!

Student Assistants

Knowledgeable and committed student assistants balance busy schedules to help keep IMC running. Meet Ariel, Matt, Beth, Susannah, Conor, Katie, Elizabeth, Janey, Morgan, and Tim (not all pictured).