Five groups took part in an exercise in order to practice translating ACRL’s Framework Dispositions into measureable behaviors in the 2015 IULILC workshop “Translating Dispositions into Measureable Behaviors.” The list below is the result of these collaborations. Please note that I have not revised or edited the list created by attendees.

Authority Is Constructed and Contextual

1. Develop and maintain an open mind when encountering varied and sometimes conflicting perspectives
   - Different disciplinary perspectives
   - Finding sources to support reflection or an artwork from science, religion, or political science
2. Motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways
   - Annotated bibliography -- saying why source is being used/why authoritative
3. Develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview
   - Crossing international and disciplinary boundaries in research
   - Using vernacular AND scholarly terms in searches
   - Doing BROAD research before articulating own opinions/conclusions
   - Seeking source with a contrary opinion
4. Question traditional notions of granting authority and recognize the value of diverse ideas and worldviews
   - International perspectives
   - Seeking products of multiple agencies/publishers
   - Acknowledging/using non-scholarly (ex. Tweets)
   - Discussing the context and how that affects
5. Are conscious that maintaining these attitudes and actions requires frequent self-evaluation
   - Adjusting search or conclusion based (self-evaluation search history - self-correcting for bias and world view) on learned information
   - Discussing validity of source
   - Including self-reflection in annotations

Information Creation as a Process

1. Are inclined to seek out characteristics of information products that indicate the underlying creation process
   - Tracing backward through citations (primary sources after synthesizing secondary)
   - Finding methodologies
2. Value the process of matching an information need with an appropriate product
   - Seeking statistical databases for quantitative needs
• Asking a librarian to verify applicability of subject databases (conducting an inquiry)

3. Accept that the creation of information may begin initially through communicating in a range of formats or modes
   • Tracing -- citations -- primary/seminal
   • Seeking professional publications or listservs (less formal expressions)
   • “Scholarly genealogies”

4. Accept the ambiguity surrounding the potential value of information creation expressed in emerging formats or modes
   • Non authoritative sources to discover authoritative sources
   • How are sources being used -- analysis
   • creation of information in emerging formats (ex. creation of Wikipedia Pages, tweets)
   • looking at informal scholarly communities

5. Resist the tendency to equate format with the underlying creation process

6. Understand that different methods of information dissemination with different purposes are available for their use
   • Looking at study in different types of sources (original study, popular news source, blog, news stand magazine)

**Information Has Value**

1. Respect the original ideas of others
   • Students will cite sources appropriately
   • 1 minute think aloud: how would you want someone else to “repeat” a piece of your work, scholarly or other
   • Look at Wikipedia -- Related to peer review - how do other people check/change original ideas

2. Value the skills, time, and effort needed to produce knowledge
   • Students will keep a research log in order to demonstrate their research efforts
   • Have students estimate the time it will take to research and then keep the research log - do this with first years / seniors

3. See themselves as contributors to the information marketplace rather than only consumers of it

4. Are inclined to examine their own information privilege
   • Students will contribute to an in-class and/or online discussion about information privileged/access. Relate it to other kinds of privilege.

**Research as Inquiry**

1. Consider research as open-ended exploration and engagement with information
   • Students will revise their research plan after their initial research (proposal?).

2. Appreciate that a question may appear to be simple but still disruptive and important to research
   • Students will continue to develop their research by constructing a complex research question. (Ask the big “so what?”)
3. Value intellectual curiosity in developing questions and learning new investigative methods
   - Have students keep research log showing different search strategies used -- how do they vary their search attempts -- Use of both natural language and subject headings -- do they use Boolean?

4. Maintain an open mind and a critical stance
   - Critique and compare different sources on same topic (e.g., blog post, newspapers article, scholarly journal article)

5. Value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process
   - Research log, note how they feel at various stages -- really effective in one-on-one
   - Have students work in pairs on a topic, take a look at their search history, reflect on ways to revise and improve searches -- reviewing the results as they go along

6. Seek multiple perspectives during information gathering and assessment

7. Seek appropriate help when needed
   - Students will meet with a librarian outside of class to discuss their research.
   - Students will ask a relevant question to either the faculty member or librarian

8. Follow ethical and legal guidelines in gathering and using information
   - Students will describe how they acquired and plan to use their sources in their annotated bibliography.

9. Demonstrate intellectual humility (i.e., recognize their own intellectual or experiential limitations)
   - Students will write a reflection discussing something new they learned from their library session.

Scholarship as Conversation

2. Recognize they are often entering into an ongoing scholarly conversation and not a finished conversation
   - Reflect on “further research section” or citation mapping (forward/back)

3. Seek out conversations taking place in their research area
   - Document/Research journal searches

4. See themselves as contributors to scholarship rather than only consumers of it
   - Contribute to a wiki that exists across semesters -- ask them to reflect on their participation
   - Participate in a faculty-student research project
   - Participate in student scholarship day

5. Recognize that scholarly conversations take place in various venues
   - Brainstorm list of possible venues -- blogs, e.g. (in groups?)

6. Suspend judgment on the value of a particular piece of scholarship until the larger context for the scholarly conversation is better understood
   - Students will put historical argument in contemporary context
• Students will put “complementary discipline’s” argument in own discipline’s argument context (Also related to disposition # 8)

7. Understand the responsibility that comes with entering the conversation through participatory channels
   • students will engage in Twitter, blog, (or other participatory channel) conversation in their field
   • Students attend and participate in formal “disciplinary approp.” conversation, panel presentation.

8. Value user-generated content and evaluate contributions made by others
   • Students will engage in peer-evaluations or critique
   • First-year students attend upper-level research presentations in their disciplines.
   • Students will cite one or two user generated research sources. i.e. sessions they just saw (like those above)

9. Recognize that systems privilege authorities and that not having a fluency in the language and process of a discipline disempowers their ability to participate and engage
   • Students will describe how a topic/search terms have changed over time
   • Students will compile a list of keywords across multiple disciplines about the same topic.

Searching as Strategic Exploration (NO GROUP ASSIGNED)

1. Exhibit mental flexibility and creativity
2. Understand that first attempts at searching do not always produce adequate results
3. 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
4. Seek guidance from experts, such as librarians, researchers, and professionals
5. Recognize the value of browsing and other serendipitous methods of information gathering
6. Persist in the face of search challenges, and know when enough information completes the information task