Frames/Threshold Concepts

Authority is constructed and contextual

Information resources reflect their creators’ expertise and credibility, and are evaluated based on the

information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the infor- mation need may help to determine the level of authority required.

**Information creation as process**

Information in any format is produced intentionally to convey a message and is shared via a selected

delivery method. The iterative processes of researching, creating, revising, and disseminating infor- mation vary, and the resulting product reflects these differences.

**Information has value**

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. Legal and socioeconomic interests influence information production and dissemination.

*Research as inquiry*

Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.

**Scholarship as conversation**

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and

discoveries occurring over time as a result of varied perspectives and interpretations.

Searching as strategic exploration

Searching for information is often nonlinear and iterative, requiring the evaluation of a

broad range of information sources and the mental flexibility to pursue alternate avenues as new understanding is developed.

From the final draft of the *Framework for Information Literacy for Higher Education* recommended to the ACRL Board of Directors on January 15, 2015

[**http://acrl.ala.org/ilstandards/wp-content/uploads/2015/01/Framework-MW15-Board-Docs.pdf**](http://acrl.ala.org/ilstandards/wp-content/uploads/2015/01/Framework-MW15-Board-Docs.pdf)