



INFORMATION CREATION AS A PROCESS

Exploring a particular frame of the ACRL
Framework for Information Literacy for
Higher Education

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INFORMATION CREATION AS A PROCESS

Audience: Academic Library

What does it mean?

The understanding that information is created by people (and sometimes the organizations they serve) through a specific means and sometimes for a specific purpose.

The creation process gives us a deeper understanding of the accuracy, potential bias, and quality of that information.

In addition, the delivery method and context of the information can affect how we perceive its value.

KNOWLEDGE PRACTICES

- Understand how information's creation and distribution process impacts -- or should impact -- our perception of that information
 - Should encountering information on social media make us question its veracity? Especially if we don't know who created it?
 - Should something on an official-looking website automatically be believed?
- Use knowledge of creation processes to assess information's quality
 - What are the editorial standards of a newspaper and how do they differ from a blog or social media post?
 - How does a news story about a peer-reviewed study differ from reading the peer-reviewed study itself?
- "Assess the fit between an information product's creation process and a particular information need" (ACRL, 2016)
 - Should research for an academic paper always come from scholarly sources with a rigorous editorial process?
 - Should something made by a social media content creator with no clear credentials using an emotionally charged style be used for research into something as important as health or voting?

BASIC DISPOSITIONS

- Willing to do research into the creation process behind a piece of information
 - Perform lateral reading on a professional-looking website to verify if it's a front for inaccurate or biased information
- Match the information need with the proper information creation and delivery
 - An academic process requires academic sources, but personal research into a low stakes topic might suffice with casual social media video or forum posts
- "Accept the ambiguity surrounding the potential value of information creation expressed in emerging formats or modes" (ACRL, 2016)
 - Understanding the potential issues of social media content does not automatically translate to all social media content being false or without value

WORKSHOP: FACT CHECK A VIRAL POST

- Have the students bring in a viral post about some piece of information that they've seen going around social media
- Have them research the underlying information in that post -- based on what they can see, how was the post created?
 - Is it a link to a news story? What are the editorial standards of that news source?
 - Is it a person speaking directly to the camera? Do they quote any sources or provide any way to verify what they are saying?
 - Is it a graph or a chart? Does it come from a source like a research study that went through peer review? Has the chart been manipulated in any way to produce a certain interpretation?



ASSIGNMENT: OPEN PEDAGOGY PROJECT

Source: "Supporting Open Pedagogy as a Path to Student Engagement" (Carter, 2023)



- Students are tasked with contributing to an open education resource
- By creating chapters or graphics or other informative materials for other students, these students can learn what goes into the information creation process
- Librarians can help instruct students on licensing and editorial standards to help them better understand what goes into the OER resources they may use
- Students can see things from the "other side" of information creation process

CLASSROOM ACTIVITY: AI AS AN INFORMATION CREATION PROCESS

Source: "Information Creation as a Process -- Companion Document..." (ACRL, 2025)

- Students search ChatGPT with a given prompt related to their assignment
- Students annotate the response based on perceptions of accuracy and evaluate the provided citations
- Students calculate the precision and accuracy of the provided information
- Explore how we know what sources the AI used and how that information was created
- Also discuss the "black box" of some AI responses



CITATIONS

Association of College & Research Libraries. (2016, January 11). *Framework for Information Literacy for Higher Education*. ala.org/acrl.
<https://www.ala.org/acrl/standards/ilframework>

Association of College & Research Libraries. (2025, March 13). *Information Creation as a Process - Companion Document to the ACRL Framework for Information Literacy for Higher Education: Instruction for Educators*. acrl.libguides.com. <https://acrl.libguides.com/ed/creation>

Carter, K. (2023). Supporting Open Pedagogy as a Path to Student Engagement. *Texas Library Journal*, 99(4), 13–14.