Teaching Students, Not Standards: Threshold Crossings for Students and Instructors Alike

Abstract
The new ACRL Framework for Information Literacy for Higher Education is an opportunity for IL instructors to ask themselves whether their current approaches to instruction are meeting the higher goals of IL education. Instructors might re-examine their pedagogical approaches by considering their own knowledge practices and dispositions in teaching IL. How might we best create a space in which the desired student knowledge practices and dispositions flourish? How can we approach IL education as fellow students – ones who just happen to be at a different point on the same path of lifelong learning?
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**Current Issue**

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The way teachers talk to students, the manner in which they interact is crucial to both successful learning and teaching. Perhaps the most important point that determines how successfully students will learn is the way instructions are formulated and sometimes it is this point which distinguishes good teachers from bad ones. It is important, therefore, that teachers' directions relating to academic activity and behavior are clear, precise and effective. Instructions should be given BEFORE the students start to work, otherwise they can be absolutely perfect but nobody pays attention to them. The spoken instructions are not everything. The body language counts as well, the gestures, miming etc. Instructions should always be followed by demonstration. Post submitted by ASCD author Lynell Burmark. In this climate of standards and standardized testing, of politicians posturing and parading, the pressure is on to make square pegs fit into round holes. Even the Gates Foundation has joined the parade, announcing a $1 million grant to the National Parent Teacher Association last week so that the PTA can engage parents in the push to adopt national K–12 curriculum standards. Standards and high-stakes tests focusing on language arts and math (to the exclusion of “electives” like art, music, and physical education) reduce the education experience fo