

Learning Goals for Information Literacy

Learning Goals for Information Literacy <i>(mapped to the ACRL Framework for Information Literacy)</i> Explanation of this model	Concept Statement As an undergraduate student you will:	Novice Learners Through the first two years of college, our students will gain facility in the Research Process and understand scholarly practice and communication as social actions in communities devoted to advancing knowledge in their respective fields. While students learn the Research Process, they will also see how the elements of the process are enacted in various fields.	Advanced Learners As our students move through their major programs to graduation, they will become participants in their communities of practice, cognizant of how those communities build and share knowledge. While students continue to practice the Research Process they will also explore, engage with, and contribute to the information landscapes available in their communities.
Participation and Integrity <i>ACRL: Scholarship as conversation.</i>	Progress from being an outsider, to joining a community of scholarly and professional practice as a novice and then to becoming a member of a discipline Treat your field of study, your sources, your own thinking and your audience members fairly and with respect	Novice Learners will: Come to see themselves as exploring and gaining entrance to the many possible communities that embody and create knowledge, Use practices for citation, credit and acknowledgement to respect the work of others while presenting their own work.	Advanced Learners will: Come to see themselves as contributors and participants in at least one of those communities of scholarly practice. Use citation and other communication practices to identify with their discipline, to understand the relationships among members of the discipline, and to contribute to the discipline.

Question <i>ACRL: Research as Inquiry</i>	Pose a question that interests you and others, with an understanding that “research is iterative and depends upon asking increasingly complex or new questions” (ACRL)	Understand research as a creative and dynamic interplay of questions and answers, not the collecting of bits of information to support a predetermined thesis. Become more engaged in research by claiming a personal stake and by joining their interests to those of others.	Align their questions with those in a discipline.
Discover <i>ACRL: Authority is Constructed and Contextual</i> <i>ACRL: Searching as Strategic Exploration</i>	Search for and access credible sources that can help you answer your question	Understand that searching is more complex than using one search tool and one search statement Explore the information landscapes they are becoming participants in. Evaluate sources based on easily identifiable markers for authority and scholarship (ex. author credentials, abstract, etc.)	Select and use search tools and techniques that fit the context Construct a mental model of the information landscapes they are participants in. Evaluate sources based on the expectations and standards used in their field.
Use Sources: Learn and Create/ Build New Knowledge <i>ACRL: Information Creation as a process.</i> <i>ACRL: Information has value.</i>	Transform what you learn from others into knowledge of your own making	Build new knowledge in answer to your question Value reliable information and sound reasoning,	Build knowledge in their discipline Produce information as participants in their discipline, in the format and style expected in the discipline. Value the creation of knowledge in discipline communities Value intellectual integrity, freedom and privacy

Use Sources: Read/ Understand	Read, view, interpret, analyze, and critique material from sources to construct your answer to the question	Read sources deeply and with understanding, even when faced with unfamiliar vocabulary and forms.	Follow links and references from one source to another and keep track of sources used
Use Sources: Write/ Share	Compose, produce, revise and present your answers and learning to others as a disciplined contribution to knowledge	Integrate references to other sources meaningfully into presentations.	