# Information Literacy Learning Outcomes
# Graduate Programs
# Level 4

**Information Literacy Learning Outcomes:** This chart describes the five standards of information literacy and specific Learning Outcomes that should be achieved by graduate level CLU students enrolled in graduate level courses. The learning outcomes focus on specific skills or information competencies that can be introduced in 500-700 level courses. These learning objectives will serve as the foundation for developing assessments. Instructors and information specialists/librarians will collaborate with faculty to teach these information competencies and design assignments that encourage the development of these skills. Specific instruction topics should be selected in consultation with the course instructor.

| Learning Outcome 1[1] | Learning Outcome 2 | Learning Outcome 3 | Learning Outcome 4 | Learning Outcome 5 |
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| The information literate student determines the nature and extent of the information needed | The information literate student accesses needed information effectively and efficiently | The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system. | The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose | The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally. |

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[1] Learning Outcomes are directly related to the Information Literacy Competency Standards for Higher Education of the Association of College & Research Libraries (2000).

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| Information Competencies | Information Competencies | Information Competencies | Information Competencies | Information Competencies |
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| Identifies and describe a manageable research topic or other information need appropriate to the scope of research questions in education, using discipline-specific terminology, methods, and contexts. | Uses an online thesaurus to select and apply descriptors/subject terms for more precise searching. | Examines and compare information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias. | Organizes and integrate content, quotations, and paraphrasings in a manner that supports the purposes and format of the product or presentation.<br><br>Examples: Outlines, oral reports, drafts, uses presentation software such s PowerPoint | Identifies issues related to free vs. fee-based access to information in order to make informed decisions on the selection of information resources. |
| Demonstrates an understanding of distinctions between peer-reviewed/scholarly and trade publications and by explaining characteristics of each. | Uses appropriate discipline-specific terminology for searching databases; recognizes the different effects of using free-text keywords, synonyms, | Seeks differing viewpoints in alternative databases, books, Web sites, and articles, always evaluating the source of the information for argument, and determine | Uses a citation management system such as EndNote for organizing and managing citations, recording all pertinent citation information for future reference. | Paraphrases information and appropriately apply parenthetical documentation in order to avoid plagiarism. |

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| Retrieves scholarly articles from peer-reviewed publications.<br><br>Reads discipline-specific information sources to increase familiarity with the topic. | and vocabulary from the database's own particular list of subject indexing terms.<br><br>Constructs advanced search queries using Boolean operators, truncation and proximity commands (AND, OR, NOT, *, w/2) in order to enhance precision of the information retrieved.<br><br>Develops expertise in using discipline-specific databases and the **Scopus** database for the literature research process.<br><br>Uses the index of books to locate specific information in order to perform comprehensive research on a topic. | whether to incorporate or reject viewpoints encountered.<br><br>Reformulate an initial query if necessary based on findings and reviews and extends search strategies for additional concepts or broader synthesis.<br><br>Conducts a thorough review of the literature and recognizes when research results are too narrow or too broad. Appropriately adjusts the research scope and focus of the literature search<br><br>Describes different theoretical approaches or models in the student's discipline area. | Writes a comprehensive literature review on a subject that interprets trends and identifies gaps in the literature<br><br>Writes a scholarly paper suitable for publication in a peer-reviewed journal | Uses APA or approved style to cite the source of information presented in a paper.<br><br>Correctly cites an article retrieved from an aggregated database.<br><br>Conducts interviews and surveys in a legal and ethical manner and receives permission from the university's human subjects' research committee.<br><br>Demonstrates an understanding of institutional policies related to human subjects research, including access to subjects, informed consent, and institutional review board requirements. |

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| | Searches databases or printed sources in related fields such as business, public administration, political science or psychology, health sciences.<br><br>Uses Web search engines such as Google Scholar critically and cautiously for scholarly research.<br><br>Correctly uses library tools for searching locating full-text documents when unavailable in database.<br><br>Appropriately uses interlibrary loan procedures. | Recognizes premises, assumptions and points of view underlying an argument, theory or selection of information as they relate to discipline-specific theories. | | |
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