

Information Literacy Learning Outcomes

School of Education

Graduate Programs – Doctoral Level

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 the doctoral programs in the School of Education. Core doctoral research courses are aligned with information literacy learning outcomes. These focus on specific information competencies that can be reinforced during information literacy instruction sessions in 600-level courses. These learning outcomes also serve as the foundation for developing information literacy assessments. Teaching faculty and information specialists/librarians can collaborate to teach these information competencies and design assignments that encourage the development and reinforcement of these skills. Specific instruction topics should be selected in consultation with the course instructor. Consider introducing 2-3 topics from this matrix for a 50-minute instruction session. These competencies build on prerequisite skills doctoral-level students acquire in master’s-level programs.

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| <p>Learning Outcome 1¹ The information literate student determines the nature and extent of the information needed</p> | <p>Learning Outcome 2 The information literate student accesses needed information effectively and efficiently</p> | <p>Learning Outcome 3 The information literate student evaluates information and its sources critically and Incorporates selected information into his or her knowledge base and value system.</p> | <p>Learning Outcome 4 The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose</p> | <p>Learning Outcome 5 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.</p> |
| <p>Information Competencies</p> | <p>Information Competencies</p> | <p>Information Competencies</p> | <p>Information Competencies</p> | <p>Information Competencies</p> |
| <p>EDLD 601 Research Tools and Application to Practice</p> | <p>EDLD 601 Research Tools and Application to Practice</p> | <p>EDLD 601 Research Tools and Application to Practice</p> | <p>EDLD 610 Research Seminar: Literature Review</p> | <p>EDLD 601 Research Tools and Application to Practice</p> |

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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| <p>EDLD 610 Research Seminar: Literature Review</p> <p>EDLD 612 Quantitative Research Design and Analysis</p> <p>EDLD 613 Qualitative Research Design and Analysis</p> <p>Students will: Identify and frame a manageable research question or hypothesis appropriate to the scope of research questions in education, using discipline-specific terminology, methods, and contexts</p> <p>Demonstrate an understanding of distinctions between peer-reviewed/scholarly and trade publications and by explaining characteristics of each.</p> | <p>EDLD 612 Quantitative Research Design and Analysis</p> <p>Students will: Use an online thesaurus to select and apply descriptors/subject terms for more precise searching</p> <p>Use appropriate education and social science terminology for searching databases; recognize the different effects of using free-text keywords, synonyms, and vocabulary from the database's own particular list of subject indexing terms</p> | <p>EDLD 612 Quantitative Research Design and Analysis</p> <p>Students will: Examine and compare information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias.</p> <p>Seek differing viewpoints in alternative databases, books, Web sites, and articles, always evaluating the source of the information for argument, and determine whether to incorporate or reject viewpoints encountered</p> <p>Reformulate an initial query if necessary based on findings and reviews and extends search strategies for additional concepts or broader</p> | <p>EDLD 620 Research Seminar: Research Analysis and Presentation</p> <p>EDLD 630 Research Seminar: Qualifying Examination and Dissertation Proposal</p> <p>EDLD 634 Dissertation Seminar I</p> <p>EDLD 635 Dissertation Seminar II</p> <p>EDLD 636 Dissertation Defense</p> <p>Students will: Organize and integrate content, quotations, and paraphrasings in a manner that supports the purposes and format of the product or presentation.</p> <p>Examples: Outlines, oral reports, drafts, presentation</p> | <p>EDLD 607 Ethics and Values in Educational Leadership</p> <p>EDLD 612 Quantitative Research Design and Analysis</p> <p>EDLD 613 Qualitative Research Design and Analysis</p> <p>Students will: Paraphrase information and appropriately apply parenthetical documentation in order to avoid plagiarism.</p> <p>Use APA or approved style to cite the source of information presented in a paper.</p> <p>Correctly cite an article retrieved from an aggregated database</p> |
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| <p>Retrieve scholarly articles from peer-reviewed publications.</p> <p>Read secondary and tertiary information sources to increase familiarity with the topic</p> | <p>Construct advanced search queries using Boolean operators, truncation and proximity commands (AND, OR, NOT, *, w/2) in order to enhance precision of the information retrieved</p> <p>Develop expertise in using <i>ERIC</i>, <i>WilsonWeb Education Full-Text</i> and the <i>Scopus</i> databases for the literature research process</p> | <p>synthesis. Example: Searches databases or printed sources in related fields such as business, public administration, political science or psychology, health sciences</p> | <p>software</p> <p>Use <i>Qualrus</i> to analyze qualitative data</p> <p>Use <i>SPSS</i> to analyze quantitative data</p> <p>Use <i>EndNote</i> to manage and organize bibliographic research.</p> <p>Use Endnote's <i>Cite While You Write</i> utility to add within- text citations and works cited</p> | <p>Demonstrate an understanding of institutional policies related to human subjects research, including access to subjects, informed consent, and institutional review board requirements</p> <p>Conduct interviews and surveys in a legal and ethical manner and receives permission from the university's human subjects' research committee</p> |
| | <p>Develop expertise in searching the social science databases and databases other disciplines specific to their subject areas.</p> <p>Identify seminal articles and research using the <i>Scopus</i> database.</p> <p>Use the Scopus Cited by feature to identify</p> | | | |

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| | <p>additional research</p> <p>Use Web search engines such as Google critically and cautiously for scholarly research.</p> <p>Use a citation management system such as EndNote for organizing and managing citations, recording all pertinent citation information for future reference.</p> <p>Correctly follow procedures for searching for full-text when unavailable in database.</p> <p>Appropriately use interlibrary loan procedures.</p> | | | |
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