

Information Literacy Student Learning Outcomes: Tier 2

Sophomore and Junior Year

Sophomore and Junior Year Information Literacy Learning Outcomes: This chart describes the five standards of information literacy and specific learning objectives that should be achieved by CLU students during their sophomore and junior years. The learning outcomes focus on specific skills that can be introduced in 200-300-level courses taken by sophomore and junior level students. These learning objectives will serve as the foundation for developing assessments. Instructors and information specialists/librarians will collaborate with faculty to teach these competencies and design assignments that encourage the development 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 skills are built from competencies taught in Tier 1 and will support the individual needs of the academic department.

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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>Students will: Revise the search statement in order to achieve more targeted</p> | <p>Students will: Apply a “controlled vocabulary” in creating search queries in order to</p> | <p>Students will: Apply a criteria to determine whether the information contradicts</p> | <p>Students will: Incorporate facts and research into a paper, PowerPoint or other product</p> | <p>Students will: Identify issues related to free vs. fee-based access to information in order to</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>results after evaluating initial search results.</p> | <p>retrieve more target results.</p> <p>Select and apply descriptors/Subject terms and use the subject thesaurus.</p> | <p>or verifies information used from other sources in order to critically evaluate the information.</p> | <p>in order to create a final product from their research.</p> | <p>make informed decisions on the selection of information resources</p> |
| <p>Differentiate between quantitative and qualitative research article (Social science class) in order to identify specific forms of social science research.</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>Use the index of books to locate specific information in order to perform comprehensive research on a topic.</p> | <p>Review search strategies and incorporate additional concepts as necessary in order to retrieve more targeted information.</p> <p>Review information retrieval sources used and expand to include others as needed in order to perform comprehensive online searches.</p> <p>Investigate differing viewpoints encountered in the literature in order to retrieve information with balanced perspectives.</p> | | <p>Paraphrase information and appropriately apply parenthetical documentation in order to avoid plagiarism.</p> |

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