

# Information Literacy Student Learning Outcomes: Tier 3

## Senior/Capstone Year

**Information Literacy Learning Outcomes:** This chart describes the five standards of information literacy and specific Learning Outcomes that should be achieved by senior-level CLU students enrolled in Capstone-level courses. The learning outcomes focus on specific skills or information competencies that can be introduced in senior/capstone-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. Consider introducing 2-3 topics from this matrix for a 50-minute instruction session. These skills are built from competencies taught in Tiers 1-2 (First-Year and Sophomore/junior undergraduate levels) and will support the individual needs of the academic department.

<b>Learning Outcome 1<sup>1</sup></b> The information literate student determines the nature and extent of the information needed	<b>Learning Outcome 2</b> The information literate student accesses needed information effectively and efficiently	<b>Learning Outcome 3</b> The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.	<b>Learning Outcome 4</b> The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose	<b>Learning Outcome 5</b> 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.
<b>Information Competencies</b>	<b>Information Competencies</b>	<b>Information Competencies</b>	<b>Information Competencies</b>	<b>Information Competencies</b>
Students will: Identify and describe a manageable research topic or other information need appropriate to the scope	Students will: Use an online thesaurus to select and apply descriptors/subject terms for more precise searching.	Students will: Examine and compare information from various sources in order to evaluate reliability, validity, accuracy,	Students will: Organize and integrate content, quotations, and paraphrasings in a manner that supports the purposes and format of the product or	Students will: Identify issues related to free vs. fee-based access to information in order to make informed decisions on the selection of

<sup>1</sup> 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>of research questions in education, using discipline-specific terminology, methods, and contexts.</p>		<p>authority, timeliness, and point of view or bias.</p>	<p>presentation.</p> <p><b>Examples:</b> Outlines, oral reports, drafts, presentation software.</p> <p>Researches a complex topic and contributes to the writing of a team paper.</p> <p>Creates a PowerPoint presentation on a research project.</p>	<p>information resources.</p>
<p>Demonstrate an understanding of distinctions between peer-reviewed/scholarly and trade publications by explaining characteristics of each or showing evidence of selecting and citing peer-reviewed articles in assignments if required.</p> <p>Retrieve scholarly articles from peer-</p>	<p>Use appropriate discipline-specific 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>Construct advanced search queries using</p>	<p>Analyzes the structure and logic of supporting arguments with the discipline, understands what constitutes valid evidence in the discipline, analyzes the reasonableness of the conclusions, and recognizes prejudice, deception, or manipulation. <b>Example:</b> Critiques peer-review</p>		<p>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</p>

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<p>reviewed publications.</p> <p>Read tertiary information sources such as handbooks, encyclopedias etc. to increase familiarity with the topic.</p>	<p>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 discipline-specific databases and the <b>Scopus</b> database for the literature research process.</p> <p>Use the index of books to locate specific information in order to perform comprehensive research on a topic.</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</p>	<p>article. Searches the literature to find supporting information to support the positions taken in the critique.</p> <p>Reformulate an initial query if necessary based on findings and reviews and extends search strategies for additional concepts or broader synthesis. <b>Example:</b> Searches databases or printed sources in related fields.</p>		<p>aggregated database.</p> <p>Correctly cite an Internet article based on a print source.</p> <p>Conduct interviews and surveys in a legal and ethical manner and receives permission from the university's human subjects' research committee.</p>
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	<p>pertinent citation information for future reference.</p> <p>Correctly follows procedures for searching for full-text when unavailable in database.</p> <p>Appropriately uses interlibrary loan procedures.</p>			
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