

Standard One

THE INFORMATION LITERATE STUDENT DETERMINES THE NATURE AND EXTENT OF THE INFORMATION NEEDED.

Outcomes Include:	Practice:
1a. Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need	When I meet with a class I use active learning activities to have students identify possible research topics within the broader assignment.
1b. Develops a thesis statement and formulates questions based on the information need	
1c. Explores general information sources to increase familiarity with the topic	
1d. Defines or modifies the information need to achieve a manageable focus	
1e. Identifies key concepts and terms that describe the information need	
1f. Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information	
2a. Knows how information is formally and informally produced, organized, and disseminated	
2b. Recognizes that knowledge can be organized into disciplines that influence the way information is accessed	
2c. Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)	

<p>2d. Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)</p>	
<p>2e. Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline</p>	
<p>2f. Realizes that information may need to be constructed with raw data from primary sources</p>	
<p>3a. Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)</p>	
<p>3b. Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context</p>	
<p>3c. Defines a realistic overall plan and timeline to acquire the needed information</p>	
<p>4a. Reviews the initial information need to clarify, revise, or refine the question</p>	
<p>4b. Describes criteria used to make information decisions and choices</p>	

Standard Two

THE INFORMATION LITERATE STUDENT ACCESSES NEEDED INFORMATION EFFECTIVELY AND EFFICIENTLY.

Outcomes Include:	Practice
1a. Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)	
1b. Investigates benefits and applicability of various investigative methods	
1c. Investigates the scope, content, and organization of information retrieval systems	
1d. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system	
2a. Develops a research plan appropriate to the investigative method	
2b. Identifies keywords, synonyms and related terms for the information needed	
2c. Selects controlled vocabulary specific to the discipline or information retrieval source	
2d. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)	
2e. Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters	
2f. Implements the search using investigative protocols appropriate to the discipline	

<p>3a. Uses various search systems to retrieve information in a variety of formats</p>	
<p>3b. Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration</p>	
<p>3c. Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)</p>	
<p>3d. Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information</p>	
<p>4a. Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized</p>	
<p>4b. Identifies gaps in the information retrieved and determines if the search strategy should be revised</p>	
<p>4c. Repeats the search using the revised strategy as necessary</p>	
<p>5a. Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)</p>	
<p>5b. Creates a system for organizing the information</p>	
<p>5c. Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources</p>	
<p>5d. Records all pertinent citation information for future reference</p>	
<p>5e. Uses various technologies to manage the information selected and organized</p>	

Standard Three

THE INFORMATION LITERATE STUDENT EVALUATES INFORMATION AND ITS SOURCES CRITICALLY AND INCORPORATES SELECTED INFORMATION INTO HIS OR HER KNOWLEDGE BASE AND VALUE SYSTEM.

Outcomes Includes:	Practice:
1a. Reads the text and selects main ideas	
1b. Restates textual concepts in his/her own words and selects data accurately	
1c. Identifies verbatim material that can be then appropriately quoted	
2a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias	
2b. Analyzes the structure and logic of supporting arguments or methods	
2c. Recognizes prejudice, deception, or manipulation	
2d. Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information	
3a. Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence	
3b. Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information	
3c. Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena	
4a. Determines whether information satisfies the research or other information need	
4b. Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources	

4c. Draws conclusions based upon information gathered	
4d. Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)	
4e. Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions	
4f. Integrates new information with previous information or knowledge	
4g. Selects information that provides evidence for the topic	
5a. Investigates differing viewpoints encountered in the literature	
5b. Determines whether to incorporate or reject viewpoints encountered	
6a. Participates in classroom and other discussions	
6b. Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)	
6c. Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)	
7a. Determines if original information need has been satisfied or if additional information is needed	
7b. Reviews search strategy and incorporates additional concepts as necessary	
7c. Reviews information retrieval sources used and expands to include others as needed	

Standard Four

THE INFORMATION LITERATE STUDENT, INDIVIDUALLY OR AS A MEMBER OF A GROUP, USES INFORMATION EFFECTIVELY TO ACCOMPLISH A SPECIFIC PURPOSE.

Outcomes Included:	Practice:
1a. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)	
1b. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance	
1c. Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance	
1d. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context	
2a. Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process	
2b. Reflects on past successes, failures, and alternative strategies	
3a. Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience	
3b. Uses a range of information technology applications in creating the product or performance	
3c. Incorporates principles of design and communication	
3d. Communicates clearly and with a style that supports the purposes of the intended audience	

Standard Five

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.

Outcomes Included:	Practice:
1a. Identifies and discusses issues related to privacy and security in both the print and electronic environments	
1b. Identifies and discusses issues related to free vs. fee-based access to information	
1c. Identifies and discusses issues related to censorship and freedom of speech	
1d. Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material	
2a. Participates in electronic discussions following accepted practices (e.g. "Netiquette")	
2b. Uses approved passwords and other forms of ID for access to information resources	
2c. Complies with institutional policies on access to information resources	
2d. Preserves the integrity of information resources, equipment, systems and facilities	
2e. Legally obtains, stores, and disseminates text, data, images, or sounds	

2f. Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own	
2g. Demonstrates an understanding of institutional policies related to human subjects research	
3a. Selects an appropriate documentation style and uses it consistently to cite sources	
3b. Posts permission granted notices, as needed, for copyrighted material	