Learning Outcomes within the Information Literacy Framework

Authority Is Constructed and Contextual
Information resources reflect their creators’ expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

Students should be able to:
1. Differentiate between the different types of authority, i.e. academic, public service position, or experiential
2. Recognize disciplines have “standard” authorities and even these are challenged.
3. Acknowledge they might be seen as an authority in a particular field and respect the responsibility that entails.

Questions:
1. How do we decide when someone is an authority on a topic?
2. What does it mean when we become the authority?
3. How can biases or privilege change the authority of specific information sources?

Information Creation as a Process
Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.

Students should be able to:
1. Identify the best method of information retrieval for their information needs.
2. Recognize and understand format and delivery method can value information differently.
3. Create a basic understanding of a topic using the resources provided.

Questions:
1. How does the delivery system of information change the value of the resource?
2. Why do some delivery methods have inherent authority, while others do not?

Information Has Value
Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socio-economic interests influence information production and dissemination.

Students should be able to:
1. Properly give credit to the authors through citation.
2. Understand the characteristics of copyright, fair use, open access, and public domain.
3. Recognize the privilege in institutional access to subscription services.

Questions:
1. What are your barriers to reliable information sources?
2. How can open access change the landscape of the conversation in a discipline?
3. How does the bibliography (or lack of) change the conversation?

**Research as Inquiry**
Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.

*Students should be able to:*
1. Develop research questions based on interest or need.
2. Demonstrate that research is iterative.
3. Change research methods when the context demands.

*Questions:*
1. How can we know what we don’t know?
2. How do we identify gaps in our own research and in other’s research?
3. Does the need change the type of information source?

**Scholarship as Conversation**
Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

*Students should be able to:*
1. Recognized how a source contributed to a field.
2. Understand and be able to summarize how scholarly perspective changes over time.
3. Contribute to the conversation, at the appropriate level.

*Questions:*
1. What are the barriers to entering the conversation?
2. How does the responsibility change from when we consume information to when we create information?
3. How do we recognize the changing voice in scholarly communication over time?

**Searching as Strategic Exploration**
Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.

*Students should be able to:*
1. Review the search process and make changes to platform or search terms as needed.
2. Implement advanced searching techniques, when applicable.

*Questions:*
1. How can mistakes encourage searching?
2. How do search abilities change when information need changes?