### Information Literacy Assessment

These outcomes are presented to help librarians and other faculty consider the collective outcomes that form Information Literacy as they design learning experiences for their students. No single assignment can assess for all of the outcomes, but assignments can be designed to produce artifacts that show student learning related to selected outcomes.

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| **Course Name: Introduction to Humanities** | **Librarian: Tria Skirko** |

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| Outcome | Students can/behaviors | What learning activities require that the students demonstrate the listed skills/behaviors? | Notes/Comments |
| Identify when and why information is needed | * Form a research question, define a problem, or identify a task * Determine what type(s) and how much information is needed * Determine how information will be used * Revise the question, problem, or task as needed during the research process * Seek help for understanding an information need * Assess own knowledge with respect to an information need | \* Module 1, DF 2 (Discuss the value of exploring science in the Humanities. Explain the ways in which the liberal arts can benefit from exploring and understanding scientific principles.Guided Response: Reply to at least 2 of your colleagues. Are there any perceived conflicts between the sciences and the liberal arts that you can identify, either in education or in society?) \* | Students must identify the task of scientific inquiry and how these processes intercept liberal arts methodologies. |
| Form a research plan and revise as needed | * Identify disciplines likely to produce needed information * Place a topic in its broader and/or narrower context as appropriate to a task * Select appropriate publication types and formats * Identify audience and purpose of information sources * Select tools and resources that lead to needed information * Revise overall search strategy, search tools, information types, and keywords as needed to complete the task | \* Midterm Exam \* Capstone Project  \* Module 2 (**Weekly Reflection: Read the linked materials detailing Plato’s Allegory of the Cave. In a 1-page reflection, discuss the meaning of this story. How would you re-word this story using modern language and examples? )** | The midterm exam is a research-based essay. Students are given a choice of 4-6 historical figures to research, using a minimum of 3 pieces of sourced data. The capstone project is an independent creative research project. Students choose their topic, and conduct research (using a minimum of 3 sources) and present their findings in either a video or powerpoint presentation. |
| Conduct effective searches using appropriate tools | * Effectively use search tools, such as the library catalog, periodical databases, and web search engines * Develop and revise search vocabulary, including synonyms and broader and narrower terms * Apply appropriate search techniques, such as Boolean logic and truncation * Use tables of contents, indexes, database features, and other tools to facilitate searches * Use information in search results, such as keywords, article titles, and subject headings to refine and improve search results | \* Module 5, DF 10 (DF 10: Discuss the role that education played in the early Renaissance. In what ways can education bring about social changes in the modern world?Guided Response: Reply to at least 2 colleagues. Describe how your own educational experiences are, or have the potential to, impact and change your own path within the world.) \* Midterm Exam  \* Capstone Project | In module 5, DF 10 students are exploring the potential power and efficacy of education, including educational research. |
| Analyze content to choose the best information for the need | * Determine relevance of information found as it relates to the topic * Revise overall search strategy, search tools, information types, and keywords as needed to complete the task * Apply appropriate reading strategies, including browsing, skimming, selective reading, and close analysis * Summarize information and findings to assess whether and where to continue searching | \* Midterm Exam \* Capstone Project  \* Module 8 (**DF 16: Describe the movement into Realism which occurred through the visual arts, writing, and the emerging field of photojournalism of the 19th century. In what ways did technology impact this transition?**  **Guided Response: Reply to at least 2 colleagues. Compare and contrast the ways technological innovations impacted people’s lives during the 19th century versus how the internet revolution has impacted our recent experiences.)** |  |
| Evaluate information based on multiple criteria | * Determine authority of a source by considering qualifications, reputation, and other factors for authors and publishers; match authority to information need * Analyze how factors, such as bias and currency that may affect the usefulness of a source * Articulate how the complex nature of a source influences decisions about whether and how to use it | \* Midterm Exam \* Capstone Project  \* Module 9 (**DF 17: Discuss the impacts of motion picture technology on the world of entertainment and mass media.**  **Guided Response: Reply to at least 2 colleagues. Discuss how the silent film era promoted stereotypes about ethnicity and gender in society. Do films today still do this? Give examples to support your views.)** | Module 9 (DF 17) requires students to explore issues of cultural stereotypes via the lens of selected technologies. Students will analyze the impacts of bias on emerging entertainment technologies, which parallels, to some extent, the exploration of bias in literature/sourced materials. |
| Use information | * Manage and track information sources * Complete assignment requirements with information found. * Use information legally and ethically * Use information to create and articulate new knowledge or understanding * Cite sources correctly according to an appropriate citation style | \* Midterm Exam \* Capstone Project  \* Module 6 (**Weekly Reflection: Using our course readings about the scientific innovations of the Baroque era (from the Dutch and others), write a 1-page reflection about the impacts of key inventions of the 17th century. Use a minimum of three examples in your essay.)** |  |
| Advocate for personal access to information | * Seek assistance from librarians and other sources of support as needed * Take initiative as an information user by applying skills and knowledge to new information tools and resources * Act with awareness of ethical, social, political, and economic issues that influence access to information | \* Midterm Exam  \* Capstone Project  \* Module 7 (**Describe the events of the early movement for women’s rights. How did feminists writers and artists during the Renaissance pave the way for women in the 19th and 20th centuries?**  **Guided Response: Reply to at least 2 colleagues. Discuss an example of oppression or discrimination that a culture/society is currently struggling with, and describe how these challenges are impacting the experiences of people living in that society.)**  \* Module 7 (**Weekly Reflection: In a 1-page reflection, write a fictional story about a family who moves from a farming community into the city of London during the early 1800’s. Consider each person’s perspective, and the issues we face as individuals when faced with a challenging life decision. )** | In module 7, students will evaluate the profound impacts of educational access juxtaposed to key elements of gendered social values. The Renaissance marks a turning point in which members of society had access to education, and therefore, information. |

### Resources

ACRL's [Information Literacy Competency Standards for Higher Education](http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm)

RCN Competences [Finding, Using, and Managing Information](http://www.rcn.org.uk/__data/assets/pdf_file/0007/357019/003847.pdf) (pdf)

[Australian and New Zealand Information Literacy Framework: Principles, Standards and Practice](http://archive.caul.edu.au/info-literacy/InfoLiteracyFramework.pdf)

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