### 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: Intro to Sociology** | **Librarian: Quill West** |

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| Outcome | Students can/behaviors | How are your students showing these 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 | There are three assignments asking students to do a web search and posting what they found to the class, including how they evaluated the validity. | This assignment is a great way to get students to think about research without asking for a full research paper. It addresses multiple outcomes for IL. My concern is that students aren’t all that sophisticated about searching the web. Tutorials on tools and selecting appropriate sources will be necessary. |
| 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 | There are three assignments asking students to do a web search and posting what they found to the class, including how they evaluated the validity. |  |
| 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 | There are three assignments asking students to do a web search and posting what they found to the class, including how they evaluated the validity. |  |
| 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 | Instructor asks students to find information on the WWW and select the most appropriate sources to address a specific topic. Students are asked to consider a wider sociological discourse when selecting sources. |  |
| 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 | Students watch a tutorial on evaluating internet resources: <http://www.wou.edu/provost/library/clip/tutorials/eval_internet.htm>)  When posting search assignments, students discuss the author or organization behind the site, any motivation or bias that they uncover, whether the evidence presented and citations give them confidence, whether the information was likely reviewed by others, and the currency of the information. |  |
| 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 | Students post findings to three search processes. |  |
| 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 |  |  |

### 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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