### 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.

|  |  |
| --- | --- |
| **Course Number: 201** | **Faculty Designer: Kayleen Oka & Erin Guthrie** |
| **Course Name: Social Problems** | **Librarian: Quill West** |

|  |  |  |  |
| --- | --- | --- | --- |
| 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 | Part of our overall theme of the course is to address the ways in which social problems are formed and shaped by society. The media assignment has been designed to assess students’ ability to articulate how a social problem has been framed in the media. To do this, students must identify a social problem, research this social problem in the media, and analyze the ways in which different cultural media sources frame the social problem. | Nicely described. I can see how students will identify a question and then define how they will use their found sources to support multiple ideas. |
| 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 | Students demonstrate their ability to form a research plan as part of their final project. In this project, students work in groups to research a specific social problem of their choice. In their research, they will utilize library databases and internet resources to provide evidence of outside sources to support the social issue they address. | Nice use of a variety of sources and search tools. |
| 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 | In the final project, students are asked to cite at least 10 outside sources that are relevant to the assignment goals and purpose. These outside sources will come from library database and internet research. | This shows that the students will conduct searches. It is hard to assess how they formulate a search, but checking citations is the best way on a large research project like this one. |
| 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 | In the final project, students are asked to cite at least 10 outside sources that are relevant to the assignment goals and purpose. Through our assessment of these references, we will determine the extent to which they have chosen informative and relevant information. | Will you provide a way for them to know if their information is informative and relevant? Some students may need that level of intervention, although you can always direct them to a librarian. |
| 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 | In the media assignment, students are required to critically examine three different countries’ online media focusing on the ways in which the media sources frame a specific social problem. In this task, students are asked to evaluate the data cited within these articles. | Nicely formulated assignment. |
| 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 | In both the media assignment and the final project, students are required to provide bibliographical references in a consistent citation style. |  |
| 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)

### Credits

Emily Wood, Katy Dichter, and Lynn Kanne drafted the original outcomes. Many thanks to Andrea Gillaspy, Deb Moore, and Quill West for review, feedback, and suggestions.