

New Information Literacy Outcomes

Goal Statement (GSLO_IL_0): Students will engage in a reflective process of information discovery, articulate the value of information and its cycle of development, and participate responsibly in communities of learning.

Framing language: Information literacy has undergone a transformation since the beginning of the 21st century. Learners at the associate degree level are expected to master more than basic skills of information retrieval, evaluation and application. Three core factors characterize the new framework:

- That information literacy comprises affective dimensions of learning in addition to specific knowledge practices;
- That information is a process, not merely a product; and
- That information literacy informs every stage of the inquiry process, from inception to communication of new knowledge.

This learning goal is one of the broadest and most widely applied in QCC's general education program. The outcomes statements and learning objectives below may apply regardless of how information is produced within and across disciplines. These outcomes statements also reflect the myriad ways students are expected to use information in their programs of study. Ultimately, the Information Literacy goal is about learners developing a reflexive and adaptable orientation to information processes and products.

Glossary:

Information cycle: Relatively predictable pattern over time by which a phenomenon is addressed, beginning with news or social media coverage, proceeding through formal and informal analyses in diverse media, and finally consideration within scholarly research. Also: creation and evolution of information over time

Intellectual property: Products of human intellect that may not be used without attribution. Copyright protects the use of intellectual property, while fair use, open access, and the public domain govern amounts of material that may be use in various contexts (always with attribution).

Production method, examples: Self-published, collaborative without editorial oversight, with editorial oversight, peer reviewed.

Static information: pertains to an information source that is permanent and unchanging unless it is republished as a new or updated information source. Examples: books, journal articles.

Dynamic information: pertains to an information source that has the ability to be changed or is interactive. Examples: blogs, wikis, news feeds.

1. Authority is Constructed and Contextual (GSLO_IL_1)

Outcome statement: When encountering a source, learners will evaluate the reliability and credibility of the information presented, demonstrating how sources may interrelate.

Examples of learning objectives include the following:

- Evaluate the quality of information retrieved based on the author's expertise and credibility.
- Evaluate the quality of the information retrieved based on the characteristics of the source.
- Develop an awareness of the interconnection of information sources.

- Use sources that suit the learner's purpose within discipline conventions (e.g., seeking accuracy and reliability, respecting intellectual property and challenging authority)

2. Information Creation as Process (GSLO_IL_2)

Outcome statement: The learners will distinguish how various production methods and formats (both static and dynamic) may offer benefits and/or pose constraints to meeting an information need in varying contexts.

Examples of learning objectives include the following:

- Describe the creation and evolution of information over time, including variations in format and quality.
- Enumerate how various production methods for information may offer benefits and/or pose constraints to meeting an information need.
- Indicate the value placed on different formats of information in varying contexts.
- Identify the implications of static and dynamic information formats for their academic and/or personal use.
- Engage in independent, self-aware production and communication of information.

3. Information Has Value (GSLO_IL_3)

Outcome statement: Learners will exercise their rights and responsibilities as creators and users of information and as participants in communities of learning.

Examples of learning objectives include the following:

- Apply the proper methods of attribution and citation for giving credit to the original ideas of others.
- Indicate the purpose (e.g. practical, ethical, legal) and distinguishing characteristics of copyright, fair use, open access, and the public domain, which may vary by culture.
- Make informed choices regarding where and how their information is published in full awareness of issues related to privacy, commodification of personal information, and the protection of their intellectual property rights.
- Recognize how and why some individuals or groups may be underrepresented in information production and dissemination.

4. Research as Inquiry (GSLO_IL_4)

Outcome statement: Given an information need, learners will explore a spectrum of inquiry ranging from asking simple questions that depend upon basic recapitulation of knowledge to increasingly sophisticated abilities to refine research questions.

Examples of learning objectives include the following:

- Formulate focused questions to develop a thorough scope of investigation
- Analyze reports of research critically, demonstrating awareness of elements such as literature review, methodology, and findings, and how these elements help to advance their own investigation
- Develop research strategies that show their awareness of information gaps, contradictions, or controversies

5. Scholarship as Conversation (GSLO_IL_5)

Outcome statement: In their communications, learners will evaluate multiple perspectives and contribute their own work to the ongoing academic or professional conversation.

Examples of learning objectives include the following:

- Identify the contribution that particular works make to a field of inquiry or endeavor.

- Evaluate the ongoing academic or professional conversation.
- Participate in the ongoing academic or professional conversation by contributing their own work.
- Synthesize information gathered from multiple sources into reasonable conclusions based on their analysis and interpretation.
- Identify changes in discipline-specific perspectives over time.

6. **Searching as Strategic Exploration (GSLO_IL_6)**

Outcome statement: Given an information need, learners will persist in the face of search challenges and determine when they have sufficient information to satisfy the scope of the learning experience.

Examples of learning objectives include the following:

- Identify appropriate sources of the needed information.
- Manage investigation processes and results effectively by utilizing expert guidance.
- Design and refine search strategies as necessary, based on search results.
- Convey awareness that they have sufficient information to satisfy the need.