Information Literacy Program Grid

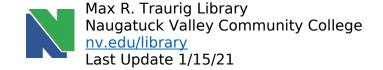| Course Level	First Year Experience	100	200
Corresponding Frames , Knowledge Practices , and Dispositions from the ACRL's *Framework for Information Literacy for Higher Education*[1]	**Searching as Strategic Exploration** Knowledge Practices: • utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching • match information needs and search strategies to appropriate search tools • design and refine needs and search strategies as necessary, based on search results • understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information • manage searching processes and results effectively Dispositions: • exhibit mental flexibility and creativity • understand that first attempts at searching do not always produce adequate results • persist in the face of search challenges, and know when they have enough information to complete the information task **Information Has Value** Knowledge Practices: • Give credit to original ideas of others through proper attribution Dispositions: • Respect the original ideas of others	**Searching as Strategic Exploration** Knowledge Practices: • match information needs and search strategies to appropriate search tools • design and refine needs and search strategies as necessary, based on search results **Research As Inquiry** Knowledge Practices: • determine an appropriate scope of investigation Dispositions: • value intellectual curiosity in developing questions and learning new investigative methods • seek appropriate help when needed **Authority is Constructed and Contextual** Knowledge Practices: • define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event) • use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper	**Research as Inquiry** Knowledge Practices : • organize information in meaningful ways • synthesize ideas gathered from multiple sources • draw reasonable conclusions based on the analysis and interpretation of information Disposition • follow ethical and legal guidelines in gathering and using information **Scholarship as Conversation** Knowledge Practice • cite the contributing work of others in their own information production Disposition • see themselves as contributors to scholarship rather than only consumers of it **Information Creation as a Process** Knowledge Practices • recognize that information may be perceived differently based on the format in which it is packaged • develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it

	• Value the skills, time, and effort needed to produce knowledge	this credibility Dispositions: • motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways • develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview **Information Creation as a Process** Knowledge Practices: • assess the fit between an information product's creation process and a particular information need Dispositions: • value the process of matching an information need with an appropriate product • accept that the creation of information may begin initially through communicating in a range of formats or modes **Information Has Value** Knowledge Practices: • Give credit to original ideas of others through proper attribution	conveys **Authority is Constructed and Contextual** Dispositions • question traditional notions of granting authority and recognize the value of diverse ideas and worldviews
Learning Outcomes	1. Identify key topics and keywords that can be used to perform an effective search 2. Explain why a particular resource (NV-Search, Catalog, Web) was chosen to perform the search 3. Select a source that is relevant to the given topic and is appropriate for use on a college research assignment 4. Correctly identify information that	1. Determine key concepts for searching and select appropriate tools or sources 2. Identify popular sources as separate from scholarly sources and be able to define credibility 3. Select a variety of sources that can help answer the research question and are appropriate for college-level work	1. Synthesize ideas from a variety of sources and articulate how sources relate to one-another. 2. Perform multi-step searches, using results from one search to guide a subsequent search. 3. Identify prominent voices, publications, and professional organizations in a specific field or

	requires attribution, and distinguish that information from common knowledge	4. Correctly identify information that requires attribution, and distinguish that information from common knowledge through the use of properly formatted citations	discipline. 4. Recognize that discipline or subject determines how information is packaged and presented, and adhere to organization, format, and style conventions in the creation of their own work.
Pedagogy/ Methods	• Pre-class video and questions in Blackboard • Overview of NV Search, using sources and citation tool • Explain wiki activity • Group activity building wikis and report back to group • Individual assessment quiz in Blackboard	• Mapping out a plan for research and identifying helpful resources at each step before beginning a search • Creating mind maps or concept maps to determine keywords and phrases • Student groups learn to navigate different resources and then teach their classmates • Encouraging independent searching • Using primary sources • Demonstrating highlighting/note-taking techniques for gathering evidence and recording information for in-text citations	• Practice finding an article listed in the reference list of another article • Emphasize importance of engaging with sources that may present different perspectives • Provide examples of professional associations • Exercises on exploring the prominent voices and discovering underrepresented voices in a field
Assessment/ Tools for Assessment	• Pre-class assignment questions (to measure completion of task) • Scoring wikis with rubric (librarians will do as a group with norming) • Individual assessment questions based on learning outcomes in Blackboard	• Tools from previous level, plus: • Classroom evaluation/quick feedback (ex. Muddiest Point exercise) • Student submissions for online tutorials (ex. "Reading a Peer-Reviewed Article: Guided Practice") • Student artifacts – References and Works Cited lists; Research Award submissions	• Tools from previous levels, plus: • Student artifacts – References and Works Cited lists; Research Award submissions • Student research logs • Honors Institute presentations

1. Association of College and Research Libraries. (2015). *Framework for Information Literacy for Higher Education.* http://www.ala.org/acrl/standards/ilframework