<table>
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<tr>
<th>Course Level</th>
<th>First Year Experience</th>
<th>100</th>
<th>200</th>
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| Corresponding Frames, Knowledge Practices, and Dispositions from the ACRL’s Framework for Information Literacy for Higher Education¹ | 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 | 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  

1 Information Literacy Program Grid

Max R. Traurig Library  
Naugatuck Valley Community College  
nv.edu/library  
Last Update 1/15/21
| **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 conveys value | 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 contextual |
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<th>Pedagogy/Methods</th>
<th>Assessment/Tools for Assessment</th>
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| • 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 | • 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 |
| • 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 | • 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 |
| • 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 | • Tools from previous levels, plus:  
  • Student artifacts – References and Works Cited lists; Research Award submissions  
  • Student research logs  
  • Honors Institute presentations |