Introduction

This file describes how "Information literacy" as a generic competence can be deconstructed into distinct learning outcomes in a university education setting.

It is one of 16 descriptions in LOUIS (Learning Outcomes in University for Impact on Society); LOUIS is part of the Aurora Competence Framework.

The descriptions are based on the VALUE Rubrics developed by the American Association of Colleges & Universities AAC&U.

Information literacy is

the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand

Introduction

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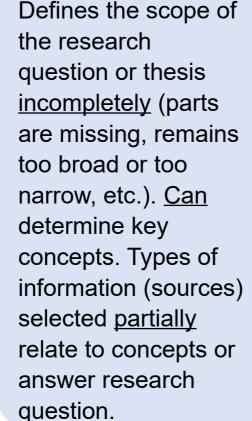
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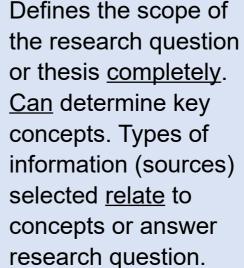
Information literacy components:

- Determine the Extent of Information Needed
- Access the Needed Information
- Evaluate Information and its Sources Critically
- Use Information Effectively to Accomplish a Specific Purpose
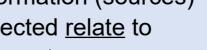- Access and Use Information Ethically and Legally

Information literacy: Determine the Extent of Information Needed
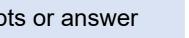
Has <u>difficulty</u> defining the <u>scope</u> of the research question or thesis. Has <u>difficulty</u> determining key <u>concepts</u>. Types of information (sources) selected <u>do not</u> relate to concepts or answer research question.

Defines the scope of the research question or thesis <u>incompletely</u> (parts are missing, remains too broad or too narrow, etc.). <u>Can</u> determine key concepts. Types of information (sources) selected <u>partially</u> relate to concepts or answer research question.

Defines the scope of the research question or thesis <u>completely</u>. <u>Can</u> determine key concepts. Types of information (sources) selected <u>relate</u> to concepts or answer research question.

<u>Effectively</u> defines the scope of the research question or thesis. <u>Effectively</u> determines key concepts. Types of information (sources) selected <u>directly relate</u> to concepts or answer research question.
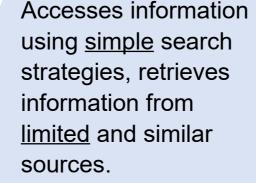
Information literacy :
Access the Needed Information

Accesses information <u>randomly</u>, retrieves information that <u>lacks</u> relevance and quality.

Accesses information using <u>simple</u> search strategies, retrieves information from <u>limited</u> and similar sources.

Accesses information using <u>variety</u> of search strategies and some <u>relevant</u> information sources. Demonstrates <u>ability</u> to refine search.

Accesses information using <u>effective</u>, well-designed search strategies and most <u>appropriate</u> information sources.

Information literacy: Evaluate Information and its Sources Critically

Chooses a <u>few</u> information sources. Selects sources using <u>limited</u> criteria (such as relevance to the research question).

Chooses a <u>variety</u> of information sources. Selects sources using <u>basic</u> criteria (such as relevance to the research question and currency).
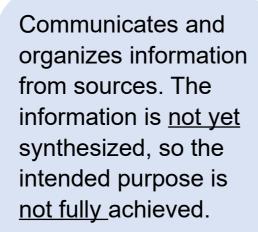
Chooses a variety of information sources <u>appropriate</u> to the scope and discipline of the research question. Selects sources using <u>multiple</u> criteria (such as relevance to the research question, currency, and authority).
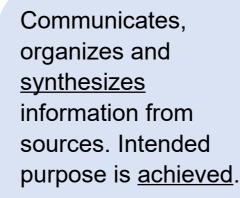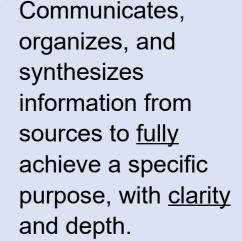
Chooses variety of information sources appropriate to scope and discipline of the research question. Selects sources after <u>considering</u> the importance (to the researched topic) of the multiple criteria used (such as relevance to research question, currency, authority, audience, and <u>bias or point of view</u>).

Information literacy: Use Information Effectively to Accomplish a Specific Purpose

Communicates information from sources. The information is <u>fragmented</u> and/or used <u>inappropriately</u> (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is <u>not</u> achieved.

Communicates and organizes information from sources. The information is <u>not yet</u> synthesized, so the intended purpose is <u>not fully</u> achieved.

Communicates, organizes and <u>synthesizes</u> information from sources. Intended purpose is <u>achieved</u>.

Communicates, organizes, and synthesizes information from sources to <u>fully</u> achieve a specific purpose, with <u>clarity</u> and depth.
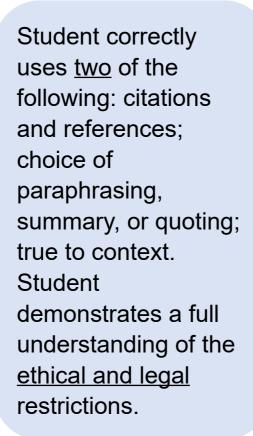
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Information literacy: Access and Use Information Ethically and Legally

Student correctly uses <u>one</u> of the following: citations and references; choice of paraphrasing, summary, or quoting; true to context. Student demonstrates a full understanding of the <u>ethical and legal</u> restrictions.

Student correctly uses <u>two</u> of the following: citations and references; choice of paraphrasing, summary, or quoting; true to context. Student demonstrates a full understanding of the <u>ethical and legal</u> restrictions.

Student correctly uses <u>three</u> of the following: citations and references; choice of paraphrasing, summary, or quoting; true to context. Student demonstrates a full understanding of the <u>ethical and legal</u> restrictions.

Student correctly uses <u>all</u> of the following: citations and references; choice of paraphrasing, summary, or quoting; true to context. Student demonstrates a full understanding of the <u>ethical and legal</u> restrictions.