Information Literacy Outcomes with Ideas for Active Learning & Assessment
Adapted from the [Information Literacy Competencies for Higher Education](#)

Standard 1. **The ability to determine the nature and extent of the information needed**

Students understand the parameters of the research assignment.

Students can formulate a thesis statement or research question that fits into the parameters of the research assignment.

Students are able to use library and internet sources appropriately to explore a topic.

❖ Make sure students understand all of the requirements for the assignment, such as the difference between scholarly and popular journals or that multiple types of resources (books, journals, web sites, etc.) must be used.
❖ Make sure students understand the learning objectives of the assignment.
❖ Have students paraphrase the assignment and/or list all the questions they have about assignment.
❖ Give students flowchart of assignment steps/tasks needed to successfully complete project.
❖ Share examples of good and not so good papers/research projects from previous classes, so they can see the end result.
❖ Have students do a mind-map or some kind of graphical conceptualization of their research topic.
❖ Have smaller assignments due during the process—thesis statement, working title, paragraph defining research project, resources examined or working bibliography, first draft, final project, works cited, "what I learned" reflection essay.
❖ Develop an assignment to help students gauge if there is enough information or too little for their topic.
❖ Approve paper/research topics well in advance to avoid overly broad or narrow topics.
❖ Have students share topic ideas to the class or within peer groups for comments, suggestions, and questions.
❖ Have students think of a topic from a variety of viewpoints: feminist, environmental, conservative, etc.
❖ Have students list what they already know about a topic and then list the questions they still have about the topic.
❖ Have students list a broad topic and give 2-3 aspects or points of view they could pursue.
❖ Have students use general reference sources such as encyclopedias, dictionaries, or indexes to explore a topic.
❖ Have students take a broad topic and browse an index to see what is being written in that area and to see the different arguments/voices on the topic.

Standard 2. The ability to access information effectively and efficiently

Students can select key words or phrases along with Boolean operators to create an effective search strategy.

Students can identify, select and use appropriate sources (i.e., they should be able to do an informed search on their chosen topic, using the library's catalog and other appropriate information resources—periodical indexes, encyclopedia, web sites.)

Students understand all elements of citations and different types of sources (e.g., journal articles, books, book chapters, brochures, conference papers, internet sites.)

❖ Teach about search strategies and have the class as a whole or in small groups generate search strategies for all the research topics selected in the class; share and discuss results to allow them to practice this skill.
❖ Go over topics in class sessions, selecting keywords, creating search strategies and selecting appropriate reference sources.
❖ Create an activity to help students learn how to select appropriate databases for their topics.
❖ Request that students use multiple resources for an assignment: books, reference books, newspapers, magazine articles, scholarly articles, web sites, interviews, etc. Go over value and difference of each type of source.
❖ Define indexes, catalog, databases, scholarly journals, popular magazines, peer-reviewed, full-text, citations, etc. and then test students by having them write definitions of each.
❖ Have students keep a research log in which they record their research methodology, sources consulted, keywords or headings searched and both successes and failures. Provide students with a sample log or with forms so they know exactly what processes to record.
❖ Have students identify and evaluate the three best sources for their assignments.
❖ Have students identify and print out a catalog record for a book appropriate for their assignments.
❖ Have students compare/evaluate the results of searches with a search engine (e.g., Google, Altavista), subscription database, and library catalog.
❖ Have students practice writing citations for different kinds of publications/sources—article, book, book chapter, etc.
❖ Use an exercise sheet with different kinds of citations. Have students identify type of citation and circle the part of the citation that they would use to search in the catalog.
❖ Have students find a relevant source and use its bibliography to track down other relevant sources.

Standard 3: The ability to critically evaluate information and information sources.

Students can analyze the content, structure, and technique of information sources.

Students can evaluate the reliability, validity, accuracy, authority, timeliness, and point of view/bias of information sources.

Students can choose information relevant to their focus and audience.

❖ Have assignments reflect "real life" evaluative job skills: a product or book review or a comparison of products, software, or books to select the most appropriate for a given situation.
❖ Have students compare a popular and a scholarly work on the same topic.
❖ Have students brainstorm evaluative criteria for web sites and then use their criteria to evaluate different selected sites.
❖ Given criteria, have students evaluate a web site or compare sites for reliability, accuracy, authority, bias, etc.
❖ Pose questions or problems to students that require them to develop a strategy to solve it. Once students have gathered information, ask them to comment or evaluate the resources they used.
❖ Have an open discussion of what is and isn't on the web.
❖ Have students create a bibliography of sources they have used for their projects and explain why they choose each source and how each is relevant to their needs.

Standard 4: Uses information effectively to accomplish a specific purpose

Students can synthesize information from diverse sources to reach an informed conclusion.

Students can organize information in a way that meets the requirements of the assignment.

❖ Have students complete an annotated bibliography in a standard format.
❖ Have students work in small groups to present a poster session or PowerPoint on their research topic.
❖ Have students present a summary of their research to the class and create test questions on their presentation for class.
❖ Have students work in small groups to present research findings on a topic, with each student presenting for a different audience or presenting a different aspect of the topic.
❖ Have students practice abstracting and summarizing journal articles.

Standard 5: An understanding of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally

Students can demonstrate an awareness of the social issues around the use of information: copyright, censorship, etc

Students understand and avoid inadvertent plagiarism.

Students understand and correctly use the appropriate citation format.

❖ Have students track down resources used by other students in their bibliographies.
❖ Have students "grade" each other's works cited page for correct style and completeness of citations as well as appropriateness of sources cited.
❖ During class time, ask students to briefly define (2-3 minutes) copyright, censorship and plagiarism on a sheet of paper to be turned in anonymously. Have them include questions they may have and address those questions later during class
❖ Ask students to find a newspaper or popular article on copyright, censorship, or plagiarism. Have them write a 1-page opinion piece about how this would affect them in some aspect of their "real" life outside school, in their future career, as a parent, as a taxpayer, as a consumer, etc.
❖ Provide clear examples of what is acceptable when referencing a source in research and when it becomes plagiarism or a violation of copyright
❖ Have open discussions about the availability of papers for purchase on the Internet. Use this as a way to open dialogue about the ethical issues of using intellectual property.
❖ As a class activity, submit a paper to one of the plagiarism sites on the Internet and discuss results: http://dizzy.library.arizona.edu/library/teams/infolit/InfoLit2000/plagiarism.shtml.
❖ Break the class into small groups and give each group a brief article that defines the issues of copyright, censorship, plagiarism, etc. Ask the group to pull out the most important points to share with the class.
❖ Share experience or knowledge of copyright, censorship or social issues about information as it relates to the discipline or interest of the class. For example, discuss current plagiarism by famous historians or issues related to Napster.