

Enhancing Competencies for Learning, Researching, and Working in a Digital Society:

Digital and Information Literacy (D&IL) Learning Outcomes and Rubric at GIHE

How to Use the Information Literacy Student Learning Outcomes and Rubric

☐ **Start a discussion** with librarians and faculty about student accomplishments and difficulties with information literacy, while brainstorming methods to promote its incorporation into students' lives inside and outside the classroom.

☐ **Work with a librarian** to develop information literacy activities or integrate information literacy outcomes into your classes, considering students' prior experiences in this area.

☐ **Evaluate and adapt** the teaching of information literacy throughout the curriculum by discussing with your department or program, using this document as a curriculum mapping resource.

☐ **Use the rubric as a tool** to comprehend the diverse skill levels of your students in information literacy throughout their program, recognizing the potential disparities between first-year and

		I. Confused	II. Developing	III. Acceptable	Excellent
		<i>Low level of understanding and proficiency in D&IL</i>	<i>Progressing in understanding and acquiring skills in D&IL</i>	<i>Demonstrating satisfactory proficiency in D&IL</i>	<i>Exemplary level of understanding and proficiency in D&IL</i>
A. Understand the role the library can play in their success (Searching as Strategic Inquiry, Exploration, Research as Inquiry)	Find the library and locate service points and physical collections and study spaces	A.I.1. Does not know where the library is	A.I.1. Knows where the library is, but rarely takes advantage of spaces, collections, or services	A.III.1. Utilizes the library occasionally either to use collections, study, or visit a service point *	A.IV.1. Visits the library regularly and proactively utilizes spaces, collections and services
	Identify and navigate to key services and resources on the library web site (research guides, catalog search, intro. to research guide)	A.I.2. Does not know that the library has a web site or knows, but does not use it	A.II.2. Has visited the library website, but does not know how to navigate it effectively	A.III.2. Visits the library website and is able to navigate to some resources or services as needed *	A.IV.2. Is able to navigate to and proactively uses a widevariety of resources and services
	Develop self-awareness and confidence in skills and ask for help when needed	A.I.3. Has no self-awareness or confidence in skills, does not ask for help	A.II.3. Perception of skills and confidence in skills are not aligned appropriately, doesn't ask for help or asks for help too late	A.III.3. Can identify skills held, skills in development and gaps in skills, asks for help when struggling *	A.IV.3. Is aware of skills and seeks help prior to starting research
B. Understand research as a process of inquiry and critical thinking (Research as Inquiry, Information Creation as Process)	Consider the research process as open-ended exploration and engagement with information	B.I.1. Unable to move beyond a difficult topic or search strategy	B.II.1. Adjusts topic and/or search strategy as needed *	B.III.1. Understands that research is about discovery	B.IV.1. Engages in research as a process of critical inquiry and discovery with an understanding that it is not linear
	Value the skills, time, and resources needed to produce knowledge	B.I.2. Assumes they have the skills and know the resources needed, and starts research too late to seek help	B.II.2. Defines timeline for research that is limiting	B.III.2. Defines a reasonable timeline for completing the research process *	B.IV.2. Defines a generous timeline for completing the research process
	Formulate a research question of an appropriate scope and depth for assignment	B.I.3. Selects a general topic not a research question	B.II.3. Generates a research question that is either too broad or is limited in scope.	B.III.3. Generates a research question that is openended, has a clear line of inquiry, and is at an appropriate level *	B.IV.3. Generates a research question that identifies a gap in the scholarship
	Conduct background research to break down broad or complex research questions and focus topic	B.I.4. Does not conduct background research, relies on pre-existing knowledge	B.II.4. Conducts limited background research utilizing suggested texts *	B.III.4. Seeks out appropriate sources and conducts background research to understand basic terminology and context of topic	B.IV.4. Conducts background research to understand the depth and scope of their inquiry, adjusts topic or strategy accordingly
	Understand how information is created and disseminated	B.I.5. Does not understand how information is created or disseminated	B.II.5. Recognizes that there are different processes for information creation and can connect it to source format *	B.III.5. Understands the complexity of how information is created and disseminated, and applies this to inform search strategies	B.IV.5. Understands how information is created and disseminated in a particular discipline
C. Identify and evaluate suitable sources	Identify appropriate source types based on research questions and assignment requirements	C.I.1. Uses sources that are not appropriate to level or research or do not meet assignment requirements	C.II.1. Identifies sources that meet assignment requirement, but assumes any source on the topic is relevant to research question	C.III.1. Identifies sources that meet assignment requirements and most are relevant to the research question *	C.IV.1. Identifies sources that meet assignment requirements and are all relevant to the research question
	Critically evaluate information to assess credibility	C.I.2. Does not understand what makes sources credible or does not know how to evaluate sources	C.II.2. Uses basic criteria for evaluating online information (i.e. .org, .edu, .gov are "good" sources"), assumes all sources from library tools are credible *	C.III.2. Evaluates the credibility of most sources by applying criteria appropriate to the context or assignment (i.e. relevancy, authority, currency, bias, accuracy)	C.IV.2. Evaluates the credibility of all sources and information
D. Conduct searches strategically (Searching as Strategic Exploration)	Identify relevant search terms and key concepts from a given topic	D.I.1. Locate item records in the library catalog and articles in known databases	D.II.1. Determine general keywords in relation to topic to begin searching *	D.III.1. Refine keywords if too broad or too narrow and develop synonyms for search terms	D.IV.1. Identify and refine search terms that clearly relate to the research focus and are relevant to context or discipline
	Select appropriate search tools that lead to needed information	D.I.2. Choose a search tool that does not match information need or not appropriate to research level	D.II.2. Identify known or convenient search tools for finding information *	D.III.2. Identify a variety of search tools to find needed information	D.IV.2. Select appropriate search tools to locate needed information and understand differences between search tools such as those on the open web, in a database and in a library catalog
	Use search techniques to construct queries and modify results	D.I.3. Use only general keywords to construct searches	D.II.3. Use basic search techniques to construct searches *	D.III.3. Create and revise search strategies, using techniques such as Boolean logic, subject headings, thesauri, and limiters	D.IV.3. Create and revise search strategies, using techniques such as Boolean logic, subject headings, thesauri, limiters and other features relevant to context or discipline
	Retrieve sources by using search tools	D.I.4. Unable to find materials or access full text	D.II.4. Locate item records in the library catalog and articles in known databases	D.III.4. Retrieve library materials with call numbers, access full text articles from databases and use basic functions such as email, cite and permalink *	D.IV.4. Retrieve sources in a variety of search tools and utilize library services to locate or request items not in our collection