

First Year Information Literacy Learning Outcomes

First Year Learning Outcomes Adapted from Claremont College’s *Critical Habits of Mind and First-Year/Capstone/Graduate Learning Outcomes* (Spring 2013)¹ and Association of College and Research Libraries *Framework for Information Literacy for Higher Education* (November 2014)².

CONCEPT	HAMILTON’S EDUCATIONAL GOALS ³	INFORMATION LITERACY OUTCOMES
<p>1. Inquiry</p> <p>(FRAMEWORK = Research as Inquiry AND Searching is Strategic)</p>	<p>Intellectual Curiosity and Flexibility — examining facts, phenomena and issues in depth, and from a variety of perspectives, and having the courage to revise beliefs and outlooks in light of new evidence;</p> <p>Creativity — imagining and developing original ideas, approaches, works and interpretations, and solving problems resourcefully;</p> <p>Understanding of Cultural Diversity — critically engaging with multiple cultural traditions and perspectives, and with interpersonal situations that enhance understanding of different identities and foster the ability to work and live productively and harmoniously with others</p>	<ul style="list-style-type: none"> ● Understands assignment guidelines ● Clearly defines an information need ● Formulates basic thesis statements ● Develops basic research strategies ● Explores surface-level scholarship in interdisciplinary resources ● Recognizes that there are a variety of perspectives to be examined ● Develops a bibliography of diverse resources (beyond popular media sources) ● Develops basic information management techniques, such as utilizing citation management tools
<p>2. Evaluation</p> <p>(FRAMEWORK = Authority is constructed and contextual AND Searching is Strategic)</p>	<p>Analytic Discernment — analyzing information, patterns, connections, arguments, ideas, and views quantitatively and symbolically;</p>	<ul style="list-style-type: none"> ● Conducts basic research to inform a question or fill an information need ● Chooses appropriate resources which support the scope of the information needed ● Identifies markers of authority when engaging with information

¹ http://libraries.claremont.edu/informationliteracy/documents/CCL_Information_Literacy_Habits%20of%20Mind.pdf

² <http://acrl.ala.org/ilstandards/wp-content/uploads/2014/11/Framework-for-IL-for-HE-draft-3.pdf>

³ <http://www.hamilton.edu/catalogue/college-purposes-and-goals>

	<p>Aesthetic Discernment — evaluating quality and value in a variety of artistic and other intellectual domains)</p>	<ul style="list-style-type: none"> ● Distinguishes between institutionally provided and open web resources ● Revises search strategies in light of new evidence ● Engages with and understands the components of scholarly work ● Distinguishes between basic types of information (scholarly v. popular, primary v. secondary, fact v. opinion)
<p>3. Communication (FRAMEWORK = Scholarship as Conversation AND Information Creation as a Process)</p>	<p>Communication and Expression — expressing oneself with clarity and eloquence, in both traditional and contemporary media, through writing and speaking, and through visual, aural, gestural and other modalities;</p> <p>Disciplinary Practice — engaging in the focused and sustained practice of disciplinary techniques and methodologies in order to acquire mastery of a specific ability or craft</p>	<ul style="list-style-type: none"> ● Provides basic summaries of information sources ● Demonstrates the ability to paraphrase arguments ● Distinguishes between individually owned ideas and the ideas of others ● Demonstrates an awareness of the ongoing scholarly conversation ● Understands that a given scholarly work may not represent the only (or even the majority) perspective at hand ● Understands that scholarly conversations take place in a variety of venues
<p>4. Attribution (FRAMEWORK = Information has Value)</p>	<p>Communication and Expression — expressing oneself with clarity and eloquence, in both traditional and contemporary media, through writing and speaking, and through visual, aural, gestural and other modalities.</p>	<ul style="list-style-type: none"> ● Respects the academic tradition of citation and attribution ● Understands when, how, and why to give attribution for sources used in academic work ● Cites basic information sources in a specified style format (both in-text and in bibliography/footnotes) ● Possesses a clear understanding of academic dishonesty and how to avoid plagiarism ● Differentiates between the remixing of sources and the production of original information

<p>5. Ethical Use of Information/Informed Judgement</p> <p>(FRAMEWORK = Information Creation as Process/ Information Has Value/Research as Inquiry)</p>	<p>Disciplinary Practice — engaging in the focused and sustained practice of disciplinary techniques and methodologies in order to acquire mastery of a specific ability or craft;</p> <p>Ethical, Informed and Engaged Citizenship — developing an awareness of the challenges and responsibilities of local, national and global citizenship, and the ability to meet such challenges and fulfill such responsibilities by exercising sound and informed judgment in accordance with just principles)</p>	<ul style="list-style-type: none"> • Understands the responsibility that comes with entering the conversation through participatory channels, such as social networking venues • Communicates effectively with collaborators in shared spaces • Demonstrates an openness to multiple points of view • Begins to understand and utilize information to develop informed judgment • Recognizes the importance of information in developing an awareness of the challenges and responsibilities of local, national and global citizenship
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