

BAILEY/HOWE LIBRARY
INFORMATION LITERACY OUTCOMES MASTER LIST
DRAFT

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The Bailey/Howe has identified seven core information literacy competencies. These are outlined in the document, "Information Literacy: A Definition for the UVM Campus" (<https://library2.uvm.edu/sites/default/files/documents/infolituvm.pdf>). In order to support these broad competencies, XX specific information literacy outcomes have been developed and grouped into four levels that span the UVM students' career: Foundational, Intermediate, Disciplinary, and Senior/Capstone. (Individual outcomes at each of the four levels are listed in no particular order but have been assigned alphanumeric identifiers for ease in cross, referencing). These outcomes are intended to provide an outline to assist faculty to scaffold assignments in individual courses and in implement information literacy across their disciplinary curriculum.

FOUNDATIONAL INFORMATIONAL LITERACY OUTCOMES

Can read and interpret a syllabus and course assignments. (F-1)

Selects an appropriate search tool such as a library database , catalog, or open web search and understands that there are a variety of search tools. (F-2)

Understands standard evaluative criteria (Accuracy, authority, currency, objectivity, and relevance) and begins to apply them when looking at resources. (F-3)

Reads and interprets citations from a variety of sources. (F-4)

Identifies keywords as part of an effective search strategy. (F-5)

Executes and revises search strategies based upon search results. (F-6)

Locates and reads materials identified through searching. (F-7)

Begins to understand the characteristics of scholarly, popular, trade, and other types of publications and the publication process. (F-8)

Understands that the intellectual and creative work of others must be appropriately acknowledged. (F-9)

Knows how to get help at the library. (F-10)

Can find and use Course Research Guides on the Library web site. (F-11)

Has read and understands UVM's Code of Academic Integrity. (F-12)

Has read and understands UVM's "Our Common Ground". (F-13)

Understands the difference between an Open Web search engine and a library database. (F-14)

Able to reflect on their research process (F-15)

INTERMEDIATE INFORMATIONAL LITERACY OUTCOMES

Properly cites sources using a standard format. (I-1)

Uses advanced search techniques. (I-2)

Comprehends that research is an iterative and time-consuming process. (I-3)

Understands how bibliographic information is organized and classified. (I-4)

Is able to search national and international catalogs and can follow-up via interlibrary loan. (I-5)

Critically evaluates sources using standard evaluative criteria (accuracy, authority, currency, objectivity, and relevance). (I-6)

Is able to use citations to track the development of scholarship on a topic. (I-7)

Understands the production cycle of monographs, grey literature, ephemera, etc. (I-8)

Understands the peer review process and its place in scholarship. (I-9)

Begins to understand that knowledge is organized into disciplines. (I-10)

Knows how to formulate a research plan. (I-11)

Investigates and incorporates differing viewpoints. (I-12)

DISCIPLINARY INFORMATIONAL LITERACY OUTCOMES

Uses background sources relevant to specific disciplines (subject specific encyclopedias etc.). (D-1)

Properly cites sources using a discipline specific format. (D-2)

Uses discipline specific article databases. (D-3)

Uses discipline specific research tools. (D-4)

Can find subject or course specific research guides on the UVM Library Web site. (D-5)

Begins to understand the literature of their chosen discipline. (D-6)

Student can synthesize and apply research materials to meet a discipline specific end. (D-7)

Understands the vocabulary of their discipline and is able to apply it in searching for research materials. (D-8)

Evaluates sources and information using the criteria and methods of a major field of study. (D-9)

Appreciates that the definition of a primary or secondary source is contextual. (D-10)

Understands that there are disciplines and that the nature of research changes from discipline to discipline. (D-11)

SENIOR/CAPSTONE INFORMATIONAL LITERACY OUTCOMES

Understands that each discipline has its own professional literature and scholarly communication. (S-1)

Understands the nature of interdisciplinary research. (S-2)

Demonstrates persistence in conducting complex research. (S-3)

Student draws upon previous course work to independently craft a thesis and formulate a research question. (S-4)

Student produces an end product in the discipline that effectively integrates the information they have found. (S-5)

Can conduct a thorough literature review in order to identify gaps in disciplinary literature. (S-6)

Values intellectual integrity. (S-7)

Understands the nature of intellectual integrity and privacy in a digital world. (S-8)

Develops a deep understanding of the literature of their chosen discipline. (S-9)