Carl B. Ylvisaker Library

Concordia College, Moorhead MN
http://library.cord.edu

Information Literacy Dispositions and Knowledge Practices

First-Year Learning Outcomes	*Knowledge Practices Concordia Librarians Teach*
Orientation Tour A peer-led tour of the library building and its services that occurs during a new student's orientation to campus.	
Upon completing an orientation library tour, first-year students will: • **gain a positive first-impression of an academic library;** • **recognize different service locations and sub-collections within the library;** • **successfully interact with library personnel;** • **acquire additional information about the library's important functions (hours, ILL, laptops, etc.).**	• **Going to the library is part of Concordia's academic culture.** • **Concordia's academic library collection is multi-faceted.** • **Approaching a librarian with a question is easy and effective.** • **Library services and a variety of information research tools are readily available for all students**.
Library Launch Outcomes A librarian-led introduction to the library that occurs during the early weeks of the Inquiry Seminar course.	
Beginner Outcomes (ACRL)[1] **Upon completing a Library Launch, first-year students will:** • **recognize and be able to articulate an information need connected to their Inquiry Seminar course content (I);** • **identify certain introductory library research tools in order to increase their familiarity with a topic (I.1.c);** • **recognize a variety of information types and formats (II.2);** • **begin to measure the value of different information source types (II.2.c);** • **use the Library's SFX link resolver as a means of effectively accessing periodical holdings (II.1.d).**	• **Students brainstorm topic ideas/search terms for their Inquiry Seminar topic.** • **Students will actively use a reference tool.** • **Students will interact with librarians at the Reference Desk.** • **Students are shown and briefly use the library's Mosaic one-search or databases such as *Academic Search Premier*, *ProQuest Newspapers* and *MnPALS* (to get to journal articles, newspaper articles, and books).** • **Students are asked to determine what type of source is appropriate for a particular research project.** • **Students are shown the "Find It" button and asked to follow it to full text.**

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[1] Parenthetical references point to the relevant sections of *Information Literacy Standards for Higher Education*, adopted by the Association of College & Research Libraries, 2000. http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm

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Additional Sessions
Subsequent library sessions may occur in the Inquiry course of in other first-year classes.

Subsequent library instruction sessions create these possible outcomes: - generate a research topic area and formulate relevant research questions (I.1.b); - understand how information is formally and informally produced, organized, and disseminated (I.2.a); - choose key concepts and terms that describe their information need (I.1.e); - modify their information need to achieve a manageable focus(II.4); - differentiate between primary and secondary sources, recognizing how their use and importance vary with individual disciplines (I.2.e); - Acknowledge importance of reliability, validity, accuracy, authority, timeliness and point of view in sources (III.2.a).	- Students are taught the concepts of broader/narrower search terms and how to use them to refine topic area. - Students are shown the difference between popular vs. scholarly, current vs. historical sources to highlight the need to identify the purpose and audience of potential resources. - Students are given instruction on the language of database searching (e.g., subject headings, descriptors, database facets, etc.). - Students are taught to build on their Launch technique of initially using Reference sources. - Students are shown how to alter a search strategy. - Students are encouraged and shown how to think creatively when they find too little or too much on their topics. - Students are introduced to a discipline-specific database.

Framework for Information Literacy for Higher Education[2]
The instruction plan developed by Concordia librarians encourages the adoption of the following dispositions for learning in the digital age.

Understanding that Information Has Value	Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.
Viewing Research as Inquiry	Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.
Using Searching as Strategic Exploration	Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.

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[2] *Framework for Information Literacy for Higher Education,* Filed by the ACRL Board on February 2, 2015, http://www.ala.org/acrl/standards/ilframework (descriptions are cited verbatim).

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Acknowledging that Authority Is Constructed and Contextual	Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.
Participating in Scholarship as Conversation	Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.
Recognizing Information Creation as a Process	Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.

~VHC