Carl B. Ylvisaker Library

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

Information Literacy Dispositions and Knowledge Practices

Intermediate & Advanced Learning Outcomes	Knowledge Practices Concordia Librarians Teach
Sophomore – Junior Year Outcomes	
When students experience library instruction during the sophomore and junior years, librarians build on the introductory skills the students learned during their first year. As they advance, they are encouraged to depend increasingly on their critical thinking abilities, using the organization of information, controlled vocabularies within disciplines, and library tools to make their search for resources more efficient and more effective. Library instruction during these years can be supportive of Integrative Learning projects and off-campus experiences, helping provide background information for foundational research and helping students synthesize their Integrative Learning experiences with contextualized research.	• Generates appropriate search terms which describe the information need. • Demonstrates understanding of how information is formally and informally produced, organized, and disseminated. • Evaluates information from various sources for reliability, validity, accuracy, authority and timeliness. • Appraises sources for prejudice, deception, or manipulation. • Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline. • Uses raw data from primary sources to construct new knowledge. • Determines the availability of needed information using SFX, ILL, other collections, multimedia, etc. • Distinguishes characteristics of advanced databases. • Plans efficient, effective approaches for accessing needed information. • Selects controlled vocabulary specific to the discipline or information retrieval source. • Employs advanced search commands (Boolean, etc.). • Ethically manages source information (understands copyright, plagiarism, RefWorks, etc.).
Senior Year Outcomes	
Numerous students will have an instruction session in the Library Lab or classroom at least once during their Senior year, while others are required by faculty to "check-in" with a librarian for individualized help with their research over the course of their final year at Concordia. Our outcomes for Information Literacy for senior year are flexible and intended to serve	• Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness. • Recognizes prejudice, deception, or manipulation in sources. • Assesses the cultural, physical, or other context within which the information was created. • Judges the limitations of the information gathering tools or strategies.

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individual faculty members' needs and goals for the course, while preparing students for life-long learning beyond graduation.	• Investigates differing views encountered in the literature. • Maintains a record of information seeking, evaluating, and communicating process. • Ethically and legally obtains, stores, and disseminates text, data, images, or sounds. • Selects an appropriate documentation style and uses it consistently to cite sources.
Framework for Information Literacy for Higher Education[1] 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.
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

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[1] *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).