Information Literacy Toolkit

for w-course instructors and those preparing (re)certification proposals

All w-courses must "promote students' development of information literacy skills." Meeting this guideline requires three things:

- The iterative writing assignment(s) in the course should challenge students to develop their information literacy skills by requiring meaningful engagement with information and sources;
- The course must provide students with in-class instruction aimed at helping them meet the information literacy requirements of the assignment; and
- The course syllabus should explicitly describe what students are expected to learn about information literacy. Typically, this description will come in the form of a statement of course goals/objectives.

The purpose of this document is to help you identify and articulate the learning goals for information literacy in your w-course.

Below you will find a list of information literacy learning goals. <u>We recommend that you choose one, two, or (at most) three of these goals to serve as the information literacy learning goals for your course.</u>

How to choose your information literacy learning goal(s):

The list of goals below is divided into three broad categories that correspond to the typical tasks and activities that academic and professional writers engage in. We recommend that you start by choosing the category that seems like the best fit for your assignment, and then scanning through the list of goals to see which seem like a good focus for instruction in the course. (The lists are not exhaustive, and you can feel free to write your own goal, if you prefer.)

You will probably find that your assignments require students to *do* many of the tasks described in the learning goals. For example, a typical academic research paper assignment would require students to do all of the activities listed in the first five bullet points under "Research and Discovery." But it's unlikely that your course would be able to provide students with substantive instruction on all five of those learning goals. Moreover, depending on the level of the course, students may not need direct instruction to be able to accomplish those tasks.

So, in addition to thinking about what your assignment requires, consider also what your students need to learn. Ideally, you will identify information literacy learning goal(s) that are essential to your assignment *and* that will be a "stretch" for your students – something that they will not be able to accomplish without instruction. To help you choose a goal at the right level, our list includes some goals that are less challenging and some that are more challenging.

How many learning goals to choose:

For most w-courses, choosing just one (appropriately challenging) information literacy goal is enough. In other cases, especially for courses that have a strong focus on information literacy, choosing two or three goals might make sense. For each learning goal you choose, you should plan to provide some kind of focused instruction that will help students achieve the goal. The instruction could come in the form of an in-class workshop, a mini-assignment, a Canvas module, or something else. The Reference Librarian for your academic discipline can help you design the instructional activities.

Research and Discovery

Students develop their skills and knowledge related to finding, accessing, and evaluating sources.

Examples of lower-level/less challenging learning goals:

Students will learn how to…

- formulate a researchable question
- search for sources, using keywords, controlled vocabulary, and or natural language
- access textual sources from Temple's Libraries and/or through online search engines like Google, Google Scholar, etc.
- use research tools and indicators of authority to determine the credibility of a sources (e.g. learn to distinguish academic from non-academic sources, or peer-reviewed from non-peer reviewed sources)
- evaluate the authority of a source, based on the author's subject expertise, societal role, or lived experience, or based on the organization publishing/sponsoring the source
- Other

Examples of higher-level/more challenging learning goals:

Students will learn how to…

- develop more complex or refined research questions and break a larger research question into smaller ones to make searching more manageable
- develop more sophisticated methods of discovering information, including using multiple investigative methods
- recognize the field's acknowledged authorities on particular topics (and recognize challenges to those authoritative positions)
- adopt a critical stance toward authority; recognize the role of privilege in shaping authority
- ask relevant and critical questions about the origins of a source of information and/or the context within which it was produced.
- How to use discipline- or field-specific tools to find information
- Other

Deploying Sources

Students develop their skills and knowledge related to analyzing, organizing, and synthesizing sources, as well as integrating sources into their own work.

Examples of lower-level/less challenging learning goals:

Students will learn how to…

- acknowledge and give credit to the original ideas of others through proper attribution and citation
- organize information in meaningful ways, including how to identify contrasts and common themes across multiple sources
- synthesize ideas drawn from multiple sources
- draw reasonable conclusions based on analysis and interpretation of texts
- use information to support an argument
- Other

Examples of higher-level/more challenging learning goals:

Students will learn how to…

- define an argument that responds to other authors' arguments (and the responsibilities that go with this, including representing others' views fairly, and respecting intellectual property)
- identify a "gap" in the literature of the field
- identify and evaluate the contribution that particular articles, books or other scholarly pieces make to disciplinary knowledge
- summarize changes in scholarship over time on a particular topic in a particular discipline
- Other

Publication and Dissemination

Students develop their knowledge and understanding of how their own and others' information is shared and used in various environments outside the classroom.

Examples of lower-level/less challenging learning goals:

Students will learn how to…

- present information in formats that are used and valued in a particular field or profession (e.g. scientific posters)
- critically engage with others' ideas in participatory environments, such as online discussion forums, social media, etc.
- decide where and how their own information is shared
- understand the commodification of their own personal information in online environments, and how it affects the information they receive in those environments
- Other

Examples of higher-level/more challenging learning goals:

Students will learn how to…

- explore the relationships between how information is formatted and packaged (formally, informally, online, print, static, dynamic) and how it is received and used
- understand traditional and emerging practices for sharing information in particular fields or disciplines
- define the concepts of copyright, fair use, open access and public domain and recognize how they shape the availability of information in particular fields
- recognize how power and privilege shape access to information
- learn about the processes of making texts available through online and print publication
- learn about the social nature of information systems, and how authorities interact with one another over time
- contribute to a scholarly conversation at an appropriate level (undergraduate research journal, conference presentation, online communities, etc.)
- Other