

# Information Literacy goals

Consider how you find, evaluate, and use information. Information literacy blends the abilities to ask questions and be curious; identify where and how to find information in different formats; evaluate the content, intent, and value of information; and create your own work building on and informed by the ideas of others.

This document outlines the broad goals and learning outcomes that serve as a structure for LET and JMU educators to use in information literacy (IL) instruction. Information literacy is an iterative and overlapping process that can involve abilities from concurrent goals in any order.

## Inquire

- Develop a researchable question **appropriate for the context**.
- Evaluate multiple resources and perspectives on a topic, including questioning one's prior knowledge and understanding of a topic.
- Synthesize information from various sources to draw conclusions and inform future inquiry.

## Search

- **Define the initial scope of the task** required to meet their information needs.
- Recognize the types of information that are searchable and factors that influence the results.
- Develop and revise searching strategies that use flexible thinking skills to find varied and relevant information.

## Verify

- **Demonstrate the importance** of assessing the credibility of a source through a skeptical lens.
- Identify markers of authority recognized by academic, professional, and/or personal contexts.
- Create works that demonstrate their own authoritative voice **appropriate for the context**.

## Value

- Define and use intellectual property as a consumer and a contributor.
- Examine how sharing practices create opportunities/barriers for access to information.
- Evaluate the costs and benefits of sharing personal information.
- Create a product that clearly distinguishes a creator's ideas/perspective from the ideas of others.

## Design

- Evaluate the capabilities and limitations of various creation processes and information products.
- Utilize a research method to produce information that best addresses the question.
- Create a product using an appropriate format that communicates the findings of their inquiry.

## Converse

- Assess the contribution of information sources within a scholarly conversation.
- Describe their roles as contributors and consumers in the scholarly conversation.
- Create a product that **situates** a creator's original or unique ideas within the conversation.
- Participate in scholarly conversations through venues or communities **appropriate to context**.

# ACRL information literacy goals

Information literacy is the set of integrated abilities encompassing the reflective discovery of information, understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning (Adapted from the [Association of College & Research Libraries](#), 2016).

This document outlines the broad goals and learning outcomes that will serve as a structure for LET educators to use in information literacy (IL) instruction.

## Research as inquiry

- Develop a researchable question **appropriate for the context**.
- Evaluate multiple resources and perspectives on a topic, including questioning one's prior knowledge and understanding of a topic.
- Synthesize information from various sources to draw conclusions and inform future inquiry.

## Searching as strategic exploration

- Define the initial scope of the task required to meet their information needs.
- Recognize the types of information that are searchable and factors that influence the results.
- Develop and revise searching strategies that use flexible thinking skills to find varied and relevant information.

## Authority is constructed & contextual

- Demonstrate the importance of assessing the credibility of a source through a skeptical lens.
- Identify markers of authority recognized by academic, professional, and/or personal contexts.
- Create works that demonstrate their own authoritative voice **appropriate for the context**.

## Information has value

- Define and use intellectual property as a consumer and a contributor.
- Examine how sharing practices create opportunities/barriers for access to information.
- Evaluate the costs and benefits of sharing personal information.
- Create a product that clearly distinguishes a creator's ideas/perspective from the ideas of others.

## Information creation as a process

- Evaluate the capabilities and limitations of various creation processes and information products.
- Utilize a research method to produce information that best addresses the question.
- Create a product using an appropriate format that communicates the findings of their inquiry.

## Scholarship as conversation

- Assess the contribution of information sources within a scholarly conversation.
- Describe their roles as contributors and consumers in the scholarly conversation.
- Create a product that situates a creator's original or unique ideas within the conversation.
- Participate in scholarly conversations through venues or communities **appropriate to context**.