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.

FIU Information Literacy Framework
The information literate student is able to:
→ Ask relevant questions about the origins, context, and suitability of resources for the information need
→ Understand the difference between primary and secondary sources
→ Evaluate information for bias, prejudice, deception, or manipulation
→ Recognize the cultural, physical, or other context within which the information was created
→ Evaluate the reasonableness and accuracy of the conclusions by questioning the limitations of information sources and strategies
→ Identify markers of authority when engaging with information, understanding the elements that might temper that authority
→ Understand that many disciplines have acknowledged authorities and well known scholars and publications, but that some scholars would challenge these authorities
→ Understand that authoritative content may be packaged formally or informally, and may include user-generated information
→ Understand the different types of feedback mechanisms in traditional and social media platforms

Describe your past service experiences that fit in with this frame:

Brainstorm learning/programming activities:

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.	

FIU Information Literacy Framework
The information literate student is able to:
→ Understand the processes underlying both knowledge creation and the final product in order to critically evaluate information for use as evidence
→ Understand that information is formally and informally produced, organized, and disseminated.
→ Identify the purpose and audience of resources (e.g., popular vs. scholarly, current vs. historical)
→ Choose a communication medium and format that best supports the purposes of the product and the intended audience

Describe your past service experiences that fits in with this frame	Brainstorm learning/programming activities

Describe your past service experiences that fit in with this frame:

Brainstorm learning/programming activities:

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.

FIU Information Literacy Framework
The information literate student is able to:
→ Recognize that:
- o Information can act as a commodity for financial, social, or civic gains.
- o Information is property affected by economic, sociological and political influences
- o Online activity can be used for economic gain
→ Cite sources using the appropriate style
→ Identify verbatim material and quote using the appropriate style
→ Differentiate between the production of original information and remixing or re- purposing open resources
→ Understand what constitutes plagiarism and refrains from representing work attributable to others as their own
→ Understand the purpose and characteristics of copyright, open access, and public domain
→ Understand issues related to privacy and security in both the print and electronic environments, as well as human subjects research
→ Understand that intellectual property is a social construct that varies by culture.

Describe your past service experiences that fit in with this frame:

Brainstorm learning/programming activities:

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.

FIU Information Literacy Framework
The information literate student is able to:
Identify unresolved questions.
→ Formulate questions based on gaps in information.
→ Develop a thesis statement or hypothesis.
→ Develop a plan and timeline to acquire the needed information
→ Identify appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork, user surveys etc.)
→ Realize that information may need to be constructed from raw data
→ Evaluate the quantity, quality, and relevance results as evidence to address the question.
→ Evaluate whether alternative investigative methods are needed

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Describe your past service experiences that fit in with this frame:

Brainstorm learning/programming activities:

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.

FIU Information Literacy Framework
The information literate student is able to:
→ Understand that ideas are formulated and debated over time.
→ Understand that they are entering into an ongoing scholarly conversation, not a finished conversation
→ Seek, compare, and critically evaluate contributions made by others within the scholarly conversation
→ Contribute to the scholarly conversation by voicing their perspective in relation to the scholarship of the discipline
→ Recognize that knowledge is organized into disciplines that influence the way information is accessed

Describe your past service experiences that fit in with this frame:

Brainstorm learning/programming activities:

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.

FIU Information Literacy Framework
The information literate student is able to:
→ Determine and implement the best strategy to solve the information need
→ Identify keywords and phrases that define the information needed
→ Employ strategies to achieve a manageable research focus.
→ Employ appropriate search strategies for different information sources (e.g., online databases, search engines, library catalog, etc.)
→ Use specialized online or in-person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)
→ Evaluate whether alternative information sources are needed based on the quantity, quality, and relevance of results

Describe your past service experiences that fit in with this frame:

Brainstorm learning/programming activities: