UNT Libraries Escape Room Student Learning Outcomes

Tied to ACRL Framework for Information Literacy for Higher Education

and ACRL Information Literacy Competency Standards for Higher Education

Players (Students) will be able to:

(SLO 1) differentiate <u>scholarly</u> resources from <u>popular</u> works.

ACRL Frameworks:

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.

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.

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.

ACRL IL Standard 1.2.d
- (outcome) Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)

(SLO 2) distinguish between <u>primary</u> and <u>secondary</u> sources.

ACRL Framework:

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.

ACRL IL Standards 1.2.e, 1.2.f, & 2.3.d
- (outcome) Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline.
- (outcome) Realizes that information may need to be constructed with raw data from primary sources
- (outcome) Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information.

(SLO3) identify and use appropriate search tools, including the <u>library catalog</u> and <u>online databases</u>, to find relevant <u>books</u> and <u>articles</u> on a topic.

ACRL Framework:

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.

ACRL IL Standards 2.2 & 2.3
- (performance indicator) The information literate student constructs and implements effectively-designed search strategies.
- (performance indicator) The information literate student retrieves information online or in person using a variety of methods.

(SLO4) apply criteria to evaluate sources for <u>currency</u>, <u>relevance</u>, <u>authority</u>, <u>accuracy</u> and <u>purpose</u> (CRAAP Test).

ACRL Framework:

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.

ACRL IL Standard 3.2.a.
- (outcome) Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias

(SLO5)   choose which <u>UNT Library location</u> to visit or contact for various purposes, select their <u>subject librarian</u>, and find where to go to <u>ASK US</u> for help.

ACRL Frameworks:

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.

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.

ACRL IL Standard 3.6
- (performance indicator) The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.