

<p><b>Information Literacy Framework</b></p> <p>Using the definitions and framework examples, select one of your classes and one of the frames to determine how you would incorporate information literacy strategies, resources, research, or outcomes</p>	<p><b>Research as Inquiry</b></p> <p>Research is iterative and depends upon asking increasingly complex or new questions. <b>Learners</b> acquire strategic perspectives through simple questions, refining research, investigative methods, debates, dialogues, and diverse disciplinary perspectives</p> <p>(EXAMPLE)</p>	<p><b>Searching as Strategic</b></p> <p>Exploration Searching for information is often non-linear and iterative, requiring evaluation of a range of information sources and mental flexibility to pursue alternative avenues as new understandings develop. <b>Learners</b> identify and discover relevant sources, strategic searching methods through cognitive, affective, and social dimensions.</p>	<p><b>Authority is Constructed and Contextual</b></p> <p>Information resources reflect their creators' expertise and credibility, and are evaluated based on need and context in which the information will be used. <b>Learners</b> define different types of authority, such as subject expertise, societal position, or special experiences.</p>	<p><b>Scholarship as Conversation</b></p> <p>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. <b>Learners</b> develop familiarity with sources of evidence, methods, and modes of discourse and contribute to the scholarly conversation at the appropriate level.</p>	<p><b>Information has Value</b></p> <p>Information resources reflect their creators' expertise and credibility, and are evaluated based on need and context in which the information will be used. <b>Learners</b> define different types of authority, such as subject expertise, societal position, or special experiences</p>	<p><b>Information Creation as a Process</b></p> <p>Information in any format is produced to convey a message and share through a variety of methods. The iterative processes of researching, creating revising and disseminating information vary, and the resulting product reflects these differences. <b>Learners</b> articulate capabilities and constraints of information development, and assess this creative process and fit with the need.</p>
<p>Determine which of your course(s) fit with each frame (<i>repeats/more than one Frame is okay</i>)</p>	<p>FYS</p>					
<p>Name one essential skill students should be able to do, know, or apply (<i>LEARNING OUTCOME</i>)</p>	<p>Develop a research question</p>					
<p>Give an example of an assignment or activity that you would consult or collaborate with a librarian</p>	<p>Evaluate and select sample research questions in a small group</p>					
<p>What are your questions? What resources do you need? What is your next step?</p>	<p>Find or create sample questions for class activity</p>					