

<p>Information Literacy Framework</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>Research as Inquiry</p> <p>Research is iterative and depends upon asking increasingly complex or new questions. Learners acquire strategic perspectives through simple questions, refining research, investigative methods, debates, dialogues, and diverse disciplinary perspectives</p> <p>(EXAMPLE)</p>	<p>Searching as Strategic</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. Learners identify and discover relevant sources, strategic searching methods through cognitive, affective, and social dimensions.</p>	<p>Authority is Constructed and Contextual</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. Learners define different types of authority, such as subject expertise, societal position, or special experiences.</p>	<p>Scholarship as Conversation</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. Learners develop familiarity with sources of evidence, methods, and modes of discourse and contribute to the scholarly conversation at the appropriate level.</p>	<p>Information has Value</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. Learners define different types of authority, such as subject expertise, societal position, or special experiences</p>	<p>Information Creation as a Process</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. Learners 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>					