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| **Information Literacy Program Learning Outcomes (PLOs)**  *Through engagement with information literacy instruction by a faculty librarian, students will:* | **ACRL Framework for Information Literacy for Higher Education**  *Information Literacy Frames:* |
| PLO1: Investigate differing viewpoints that they encounter in their strategic exploration of topics in order to be able to develop their own informed arguments or hypotheses. | Research as Inquiry |
| Scholarship as Conversation |
| Searching as Strategic Exploration |
| PLO2: Gain insight and understanding about diverse sources of information in order to evaluate and use resources appropriately for their information needs. | Authority Is Constructed and Contextual |
| Information Creation as a Process |
| Scholarship as Conversation |
| PLO3: Identify the appropriate level of scholarship among publication types (scholarly journals, trade publications, magazines, websites, etc.)in order to critically evaluate the usefulness of the information for their research need. | Authority Is Constructed and Contextual |
| Information Creation as a Process |
| PLO4: Articulate the key elements in their research questions in order to develop and execute a search strategy. | Research as Inquiry |
| Searching as Strategic Exploration |
| PLO5: Share ideas responsibly in a variety of formats and contexts in order to recognize themselves as knowledge creators. | Information Creation as a Process |
| Information Has Value |
| Scholarship as Conversation |
| PLO6: Properly distinguish between their own ideas and the intellectual property of others in order to ethically use information and demonstrate academic integrity. | Information Has Value |
| Scholarship as Conversation |

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