SKIDMORE COLLEGE
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Information Literacy Framework

Information literacy, as defined by the Association of College and Research Libraries (ACRL), "is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning." This framework is based on the *ACRL Framework for Information Literacy for Higher Education* (http://www.ala.org/acrl/standards/ilframework) and identifies the learning goals for undergraduate liberally educated students at Skidmore College.

Scholarship is Conversation	Information Creation is a Process	Information has Value	Information Requires Evaluation	Research is Inquiry and Evolves
What barriers exist to joining a scholarly conversation? • Language and jargon • Culture • Conventions • Paradigms • Methods • Publication cycles and structures	How do we identify and/or create different types of information? • Research papers • Literature reviews • Annotated bibliographies • Lab reports • Empirical research • Creative works	What value systems influence information? • Culture • Ideology • Power and prestige • Open Access • Commodification	What factors should be considered when evaluating information? • Relevance • Currency • Authority • Context • Validity • Bias	How do we discover what we don't know? • Question • Consult • Browse • Search • Experiment • Reflect
What roles do we play in the continuum of scholarship? • Consumer • Learner • Analyst • Critic • Creator	What factors affect the information cycle? • Technology • Formats • Accessibility • Time • Archiving and preservation	What are the ethical and legal implications of information? • Privacy • Security • Ownership • Academic integrity • Censorship	How do we distinguish among sources? • Primary • Secondary • Scholarly (Peer-review) • Popular • Trade	What directs a research question or thesis? • Nature • Scope • Context • Audience • Feedback

Learning Outcomes: Students will be able to:

I. Scholarship is Conversation

Identify what is necessary to enter scholarly conversations.

Recognize that knowledge can be organized into disciplines that influence the way information is accessed and used.

Differentiate among various classification schemes and other organizational systems.

Investigate differing viewpoints and perspectives and identify gaps in the literature.

Distinguish the various roles of scholars in the conversation.

II. Information Creation is a Process

Understand how information is formally and informally produced, organized, and disseminated.

Summarize the main ideas from the information collected to construct new concepts.

Extract, record, and manage the information and its sources.

Gather evidence from primary sources and raw data to construct arguments.

Test theories with discipline-appropriate techniques in order to compare and integrate new information.

Synthesize new and prior information into a product or performance that appropriately communicates content.

III. Information has Value

Identify and discuss information issues related to freedom of speech, privacy and security, and cost (including Open Access).

Abide by the principles of intellectual property, copyright, and fair use.

Employ appropriate documentation style and use it consistently to cite sources.

Adhere to the Skidmore Honor Code including policies on human subjects' research.

Weigh the cultural, ideological, and economic contexts within which information is created.

IV. Information Requires Evaluation

Recognize an information format and understand its purpose and value.

Distinguish between primary/secondary and popular/scholarly sources.

Examine and compare information from various sources in order to evaluate reliability, validity, accuracy, authority, context, timeliness, and bias.

Analyze the structure and logic of supporting arguments or methods.

V. Research is Inquiry and Evolves

Explore general information sources and consult experts.

Determine key concepts and terms that describe the information need, then use appropriate search strategies to retrieve relevant information.

Draft a realistic research plan and timeline.

Choose discipline-appropriate investigative methods or information resources.

Develop and test thesis/hypothesis and formulate questions and revise as needed.

Understand the iterative nature of research.