

Information Literacy at the Claremont Colleges: Critical Habits of Mind and First-Year/Capstone/Graduate Learning Outcomes

Claremont Colleges Library Information Literacy Steering Group

Information Literacy at the Claremont Colleges: Engaging Critical Habits of Mind

Information literacy is the ability to use critical thinking to create meaningful knowledge from information. The information literate Claremont Colleges student:

- Engages in a process of **inquiry** in order to frame intellectual challenges and identify research needs;
- Strategically accesses and **evaluates** information;
- **Communicates** information effectively;
- Provides clear **attribution** of source materials used;
- And develops **insight** into the social, legal, economic, and ethical aspects of information creation, use, access, and durability.

Critical Habits of Mind

1 **Inquiry** - interpreting assignments; determining information needs; developing a research strategy, question(s), and/or thesis to facilitate strategic information discovery and access; preliminary research tool and source selection

2 **Evaluation** - resource analysis, inference, and revision of research strategy

3 **Communication** - synthesis, integration, contextualization, and presentation of evidence in scholarship and creative work

4 **Attribution** - providing clear documentation of source materials; perceiving and engaging in a scholarly conversation; understanding copyright regulations, fair use, and when to seek permissions

5 **Insight** - critical understanding of the social, legal, economic, and ethical aspects of information creation, use, access, and durability

Information Literacy Learning Outcomes

First-Year Outcomes

At the culmination of their initial year at one of the five undergraduate Claremont Colleges, the information literate student should be able to:

1 Inquiry

- understand and interpret assignment parameters
- clearly define a research or information need
- conduct basic information search strategies
- develop a bibliography using resources beyond web-based or popular media sources

2 Evaluation

- conduct preliminary research to inform a research question or information need
- engage with, understand, and draw inferences from scholarly work
- select sources that are broadly appropriate to a research topic
- distinguish between categories and types of information (e.g., fact v. opinion, scholarly v. popular, primary v. secondary)

3 Communication

- paraphrase arguments and provide basic summaries of information sources
- clearly distinguish between their own ideas and those of others

- provide a limited original synthesis of information sources

4 Attribution

- convey a preliminary understanding of why, when, and how to give attribution
- understand the criteria of academic honesty and how to avoid intentional and unintentional plagiarism
- cite basic information sources based on a specified style format in-text as well as in bibliography/endnotes/footnotes

5 Insight

- distinguish between institutionally provided and open web resources
- begin to recognize the universe of scholarship related to academic disciplines
- possess an emerging critical understanding of the social, legal, economic, and ethical aspects of information creation, use, access, and durability

Capstone/Graduate Outcomes

At the culmination of their capstone undergraduate experience or at the graduate level, the information literate Claremont Colleges student should be able to:

1 Inquiry

- clearly articulate an information need, define appropriate keywords and revise them as necessary, and discover/access specialized information resources
- explore multiple contexts of information creation
- identify and articulate the limits of the information that is available to them
- employ source materials in a way that demonstrates sophisticated independent thought

2 Evaluation

- effectively analyze information from multiple advanced sources into a project that represents significant new or novel information in their field of interest
- show an understanding/knowledge of scholarship related to topic
- choose appropriate resources for scope of information need

3 Communication

- organize, synthesize, and articulate a complex array of sources in a way that is accessible to the intended audience
- integrate and synthesize evidence expertly to support claims

4 Attribution

- develop a thorough bibliography with multiple and diverse sources of information that indicates a clear grasp of the 'scholarly conversation' in a discipline or disciplines
- exhibit proper use of paraphrasing, citations, footnotes, etc. in advanced original work.
- demonstrate sophisticated understanding of why, when, and how to give attribution

5 Insight

- demonstrate a grasp of where, why, and how to obtain open access versus institutionally-affiliated research resources and articulate their institutional access privilege beyond open web resources
- understand the various social, political, and cultural factors that affect information creation, use, access, durability, and openness
- perceive how these factors may affect the ability to obtain information post-graduation and form an alternate access strategy based on subsequent information need and context (e.g., interlibrary lending, information in the professions)
- clearly recognize the universe(s) of scholarship related to academic disciplines and interdisciplines