

UO Libraries Information Literacy (IL) Learning Outcomes & Core Education/Cultural Literacy Requirements Alignment Chart

Information Literacy Frame	UO Libraries IL Frame Concept Overview	UO Libraries Learning Outcomes – Students will be able to:	Core Education & Cultural Literacy Requirements
Authority is Constructed and Contextual	Authority of information is constructed and contextual and depends on where a source comes from, information need, and how the information will be used. Authority should be viewed with an attitude of informed skepticism and an openness to new and varied perspectives and changes in schools of thought.	<ul style="list-style-type: none"> • <i>Articulate author's source of expertise or credibility, whether academic, cultural, or something else</i> • <i>Determine an information source's appropriateness for the information need</i> • <i>Identify disciplinary sources and articulate the source's origin, context and suitability</i> • Use research tools and indicators of authority to determine the credibility of sources • Differentiate between the content and package of the source and articulate the effect on credibility • Acknowledge own authority in certain contexts 	<p>CT 2. Using relevant and credible evidence, information, or hypotheses to describe, investigate or analyze a situation, or draw a conclusion</p> <p>CR 1. Acquiring Competencies: acquiring strategies and skills within a particular domain</p> <p>WC 1. Context and purpose for writing (authority)</p> <p>WC 4. Sources and Evidence</p> <p>ER 1. Awareness of one's own values and capacities for self-questioning</p> <p>US -</p> <p>B. Facilitate student reflection on their own multiple social identifications and on how those identifications are formed and located in relation to power.</p> <p>1. Intersecting aspects of identity such as race, gender, sexuality, socioeconomic status, indigeneity, national origin, religion, or ability.</p> <p>GP 3. Consideration of hierarchy, marginality or discrimination based on race, ethnicity, gender, religion, sexual orientation, nationality, or ability (or some combination).</p>
Information Creation as a Process	Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences and can be critically evaluate to determine usefulness.	<ul style="list-style-type: none"> • <i>Articulate creation processes, including traditional and emerging practices, and how that may fit an information need</i> • <i>Distinguish how information sources are disseminated and how the purpose of dissemination may affect their use of the information source</i> • Transfer knowledge of capabilities and constraints to new types of information products • <i>Describe the impact of their own information production in varying contexts</i> • Recognize information creation, including conducting research, unfolds over time and is iterative in nature 	<p>CT 5. Influence of context and assumptions</p> <p>WC 1. Context and purpose for writing: considerations of audience, purpose, and the circumstances surrounding the writing task(s).</p> <p>WC 2. Content Development</p> <p>WC 3. Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.</p> <p>CR 2. Taking risks (creating)</p> <p>ER 2. Language and tools to examine ethical issues (distinguish how....)</p> <p>GP 1. Texts, literature, art, testimonies, practices, or other cultural products that reflect systems of meaning or beliefs beyond the US context</p>

Information Has Value	<p>Information has several dimensions of value as: a commodity, a means of education, a means of influence, and a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.</p>	<ul style="list-style-type: none"> • <i>Cite an information source correctly and articulate the purpose of proper citation</i> • <i>Describe how the legal and social aspects of intellectual property vary by discipline and culture</i> • <i>Manage personal and academic information online with a knowledge of the commodification of that information; use information of others responsibly</i> • <i>Evaluate how and why some individuals or groups may be underrepresented or systematically marginalized within systems that produce and disseminate information</i> • <i>Recognize issues of access or lack of access to information sources</i> • <i>Recognize that search results are neither objective nor static but determined by technological filters, customized search results, and individual search practice</i> 	<p>WC 3. Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields. WC 4. Sources and Evidence WC 5. Control of Syntax and Mechanics ER 3. Recognition of the presence of ethical issues, especially where typically neglected ER 4. Awareness of impacts of our decisions and actions (both personally and as members of groups) CT 5. Influence of context and assumptions CR1 – acquiring competencies in domain (intellectual property) US -</p> <ol style="list-style-type: none"> 2. The uses of power to classify, rank, and marginalize on the basis of these aspects of identity, as well as considerations of agency on the part of marginalized groups. 3. Historical structures, contemporary structures, forms of knowledge, cultural practices, or ideologies that perpetuate or change the distribution of power in society. <p>GP 1. Texts, literature, art, testimonies, practices, or other cultural products that reflect systems of meaning or beliefs beyond the US context; GP 2. Power relations involving different nations, peoples and identity groups, or world regions</p>
Research As Inquiry	<p>Research depends on asking questions in an iterative manner. As one finds information to answer their question, more questions – sometimes more complex or completely new – develop and lead to further research.</p>	<ul style="list-style-type: none"> • <i>Formulate questions for research of an appropriate scope, based on information gaps or by reexamining existing information</i> • <i>Select research methodology(ies) based on need, circumstance, or by type of inquiry</i> • <i>Organize information systematically to address research questions</i> • <i>Read, comprehend, and evaluate source material</i> • <i>Synthesize information from multiple sources and a variety of perspectives and draw reasonable conclusions based on analysis and interpretation</i> 	<p>CT 2. Using relevant and credible evidence to.... draw a conclusion. CT 3. Facility with methods of reasoning appropriate to the discipline (such as inductive, deductive, scientific, or esthetic reasoning, or statistical inference) CT 4. Modeling: Capturing the essentials of a situation in language or symbolism suitable for deriving conclusions about it. CT 6. Logical conclusions and related outcomes (implications and consequences) CR 4. Innovative Thinking: connecting, synthesizing or transforming ideas in discipline-specific ways. WC 4. Sources and Evidence WC 2. Content Development ER 5. Application of ethical inquiry to subject-specific issues GP 3. Consideration of hierarchy, marginality, or discrimination based on race, ethnicity, gender, religion, sexual orientation, nationality, or ability (or combo)</p>

Scholarship As Conversation	Scholarship is a conversation that happens in a sustained discourse within communities of scholars, researchers, or professionals, with new insights and discoveries occurring over time as a result of a variety of perspectives and interpretations.	<ul style="list-style-type: none"> • <i>Contribute to the conversation at an appropriate level</i> • <i>Identify/Explain the contribution that information sources make within a discipline or conversation over time</i> • Analyze diverse perspectives on a topic • Describe ways that communities may privilege some perspectives and present barriers to others 	<p>CT 1. Explanation of issues, assumptions, or hypotheses CT 3. Facility with methods of reasoning appropriate to the discipline (such as inductive, deductive, scientific, or esthetic reasoning, or statistical inference) CR 2. Taking Risks: going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions. WC 3. Genre and Disciplinary conventions: Formal and informal rules inherent in the expectations for [communicating/writing] in particular forms and/or academic fields WC 3.5. Control of Syntax and Mechanics ER. 4. Awareness of impacts of our decisions...as members of groups US-A/GP-A – (combined)</p> <ul style="list-style-type: none"> • Teach respectful listening and tools for ethical dialogue in order to expand students’ abilities to practice civil conversation as critical tools for collective student engagement to engage with deeply felt or controversial issues.
Searching as Strategic Exploration	Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.	<ul style="list-style-type: none"> • Determine the initial scope of the task required to meet their information needs • Select appropriate search tools to match their information needs • <i>Design and refine needs and search strategies as necessary, based on search results</i> • <i>Apply different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately</i> • Evaluate how information systems are organized in order to access relevant information • Point out how search tools structure information, including in ways that marginalize or suppress information or ideas • <i>Utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking</i> • Manage searching processes and results effectively (e.g. use citation management software) 	<p>CT 2. Using relevant and credible evidence, information, or hypotheses to describe, investigate or analyze a situation... CR 1. Acquiring Competencies: acquiring strategies and skills within a particular domain CR 3. Solving Problems CR4 – Innovative thinking = divergent, convergent, etc. ER 2. Language and tools to examine ethical issues, including discipline-specific frameworks CT3. Facility with methods of reasoning appropriate to the discipline... (selecting appropriate search tools?) WC5. Control of Syntax and Mechanics GP B. Provide critical vocabulary and concepts allowing students to engage and discuss topics with which students may be unfamiliar. GP 3. Consideration of hierarchy, marginality, or discrimination based on race, ethnicity, gender, religion, sexual orientation, nationality, or ability (or combo)</p>

Bold in the fourth column indicates where a Core Education Requirement appears in two or more frames.

Italics in the third column indicates where UO Libraries’ outcomes overlap with ILAGO-identified outcomes for transferable Gen Ed courses in the state of Oregon.