Student Learning Outcomes Mapping:

ACRL Framework for Information Literacy for Higher Education

and

UWS Student Learning Goals and Outcomes November, 2014
Authority is Constructed and Contextual

- Define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event)

- Use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility

- Understand that many disciplines have acknowledged authorities in the sense of well-known scholars and publications that are widely considered “standard,” and yet, even in those situations, some scholars would challenge the authority of those sources

Creative and Critical Thinking

- Students will articulate important questions, theories, and creative processes (A)
- Students will analyze information to answer specific questions (B)
- Students will evaluate assumptions and biases associated with a project, practice, or process (C)
- Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)
- Students will use evidence to reach and present innovative conclusions or produce original work (E)
Students will articulate important questions, theories, and creative processes (A)
Students will analyze information to answer specific questions (B)
Students will evaluate assumptions and biases associated with a project, practice, or process (C)
Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)
Students will use evidence to reach and present innovative conclusions or produce original work (E)

Recognize that authoritative content may be packaged formally or informally and may include sources of all media types

- Creative and Critical Thinking
  - Students will analyze information to answer specific questions (B)
  - Students will evaluate assumptions and biases associated with a project, practice, or process (C)
  - Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)
  - Students will use evidence to reach and present innovative conclusions or produce original work (E)

- Acknowledge they are developing their own authoritative voices in a particular area and recognize the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice

- Communication
  - Students will civilly engage in an exchange of ideas integrating diverse perspectives (D)

- Individual and Social Responsibility
  - Students will articulate their roles and responsibilities in a global community (B)
  - Students will practice healthy interdependence and mutual respect for others through teamwork (C)
• Students will apply ethical reasoning in their academic and community learning experiences (E)

➢ Creative and Critical Thinking

• Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)

➢ Understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time

➢ Individual and Social Responsibility

• Students will demonstrate informed civic engagement, including intercultural competence as a dimension of the experience (d)

• Students will apply ethical reasoning in their academic and community learning experiences (E)

➢ Critical Thinking

• Students will evaluate assumptions and biases associated with a project, practice, or process (C)

• Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)
Information Creation as a Process

- Articulate the capabilities and constraints of information developed through various creation processes
  
  - Communication
    - Students will apply modes, styles, and conventions of communication appropriate to the students’ work and their audience (A)
  
  - Individual and Social Responsibility
    - Students will apply ethical reasoning in their academic community learning experiences (E)
  
  - Creative and Critical Thinking
    - Students will articulate important questions, theories, and creative processes (A)
    - Students will evaluate assumptions and biases associated with a project, practice, or process (C)
    - Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)

- Assess the fit between an information product’s creation process and a particular information need
  
  - Creative and Critical Thinking
    - Students will articulate important questions, theories, and creative processes (A)
    - Students will analyze information to answer specific questions (B)
    - Students will evaluate assumptions and biases associated with a project, practice, or process (C)
    - Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)
    - Students will use evidence to reach and present innovative conclusions or produce original work (E)

- Articulate the traditional and emerging processes of information creation and dissemination in a particular discipline

➢ Communication
  • Students will identify the essential components of a work/presentation and describe their relationship to each other and to the broader context (B)

➢ Creative and Critical Thinking
  • Students will articulate important questions, theories, and creative processes (A)
  • Students will evaluate assumptions and biases associated with a project, practice, or process (C)

  ▪ Recognize that information may be perceived differently based on the format in which it is packaged

➢ Communication
  • Students will apply modes, styles, and conventions of communication appropriate to the student’s work and their audience (A)
  • Students will identify the essential components of a work/presentation and describe their relationship to each other and to the broader context (B)

➢ Creative and Critical Thinking
  • Students will articulate important questions, theories, ideas, and processes (A)
  • Students will analyze information to answer specific questions (B)

  ▪ Recognize the implications of information formats that contain static or dynamic information

➢ Communication
  • Students will identify the essential components of a work/presentation and describe their relationship to each other and to the broader context (B)

➢ Creative and Critical Thinking
  • Students will articulate important questions, theories, and creative processes (A)
• Students will analyze information to answer specific questions (B)
• Students will evaluate assumptions and biases associated with a project, practice, or process (C)

- Monitor the value that is placed upon different types of information products in varying contexts
  - Individual and Social Responsibility
  • Students will demonstrate informed civic engagement, including intercultural competence as a dimension of the experience (D)
  - Creative and Critical Thinking
  • Students will articulate important questions, theories, and creative processes (A)
  • Students will evaluate assumptions and biases associated with a project, practice, or process (C)
  • Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)

- Transfer knowledge of capabilities and constraints to new types of information products
  - Creative and Critical Thinking
  • Students will articulate important questions, theories, and creative processes (A)
  • Students will evaluate assumptions and biases associated with a project, practice, or process (C)
  • Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)
  • Students will use evidence to reach and present innovative conclusions or produce original work (E)

- Develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys
  - Communication
• Students will apply modes, styles, and conventions of communication appropriate to the students’ work and their audience (A)
• Students will clearly express themselves to achieve a purpose (C)

Individual and Social Responsibility
• Students will engage in thoughtful analysis that fosters well-being and holistic self-development (A)
• Students will articulate their roles and responsibilities in a global community (B)
• Students will apply ethical reasoning in their academic and community learning experiences (E)

Creative and Critical Thinking
• Students will evaluate assumptions and biases associated with a project, practice, or process (C)
• Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)
• Students will use evidence to reach and present innovative conclusions or produce original work (E)
Information Has Value

- Give credit to the original ideas of others through proper attribution and citation
  - Communication
  - Students will apply modes, styles, and conventions of communication appropriate to the students’ work and their audience (A)
  - Individual and Social Responsibility
  - Students will articulate their roles and responsibilities in a global community (B)
  - Students will apply ethical reasoning in their academic and community learning experiences (E)

- Understand that intellectual property is a legal and social construct that varies by culture
  - Individual and Social Responsibility
  - Students will demonstrate informed civic engagement, including intercultural competence as a dimension of the experience (D)
  - Students will apply ethical reasoning in their academic and community learning experiences (E)

- Articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain
  - Individual and Social Responsibility
  - Students will apply ethical reasoning in their academic and community learning experiences (E)
  - Critical Thinking
  - Students will evaluate assumptions and biases associated with a project, practice, or process (C)
  - Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)
  - Critical Thinking
  - Students will articulate important questions, theories, and creative processes (A)
• Students will analyze information to answer specific questions (B)
• Students will evaluate assumptions and biases associated with a project, practice, or process (C)
• Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)

  ▪ Understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information
    ➢ Individual and Social Responsibility
    • Students will demonstrate informed civic engagement, including intercultural competence as a dimension of the experience (D)
    • Students will apply ethical reasoning in their academic and community learning experiences (E)
    ➢ Critical Thinking
    • Students will articulate important questions, theories and creative processes (A)
    • Students will evaluate assumptions and biases associated with a project, practice, or process (C)
    • Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)
    • Students will use evidence to reach and present innovative conclusions or produce original work (E)

  ▪ Recognize issues of access or lack of access to information sources
    ➢ Individual and Social Responsibility
    • Students will demonstrate informed civic engagement, including intercultural competence as a dimension of the experience (D)
    • Students will apply ethical reasoning in their academic and community learning experiences (E)
    ➢ Critical Thinking
    • Students will evaluate assumptions and biases associated with a project, practice, or process (C)
- Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)

- Decide how and where their information is published
  
  - Communication
  
  - Students will apply modes, styles, and conventions of communication appropriate to the students’ work and their audience (A)
  
  - Students will clearly express themselves to achieve a purpose (C)
  
  - Students will civilly engage in an exchange of ideas integrating diverse perspectives (D)

- Individual and Social Responsibility
  
  - Students will engage in thoughtful analysis that fosters well-being and holistic self-development (A)
  
  - Students will apply ethical reasoning in their academic and community learning experiences (E)

- Critical Thinking
  
  - Students will analyze information to answer specific questions (B)
  
  - Students will evaluate assumptions and biases associated with a project, practice, or process (C)

- Understand how the commodification of their personal information and online interactions affects the information they receive and the information they produce or disseminate online
  
  - Critical Thinking
  
  - Students will articulate important questions, theories, and creative processes (A)
  
  - Students will evaluate assumptions and biases associated with a project, practice, or process (C)

- Make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information
  
  - Individual and Social Responsibility
• Students will engage in thoughtful analysis that fosters well-being and holistic self-development (A)
• Students will demonstrate informed civic engagement, including intercultural competence as a dimension of the experience (D)

iVar Critical Thinking

• Students will articulate important questions, theories, and creative processes (A)
• Students will evaluate assumptions and biases associated with a project, practice, or process (C)
Research as Inquiry

- Formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information
  - Communication
    - Students will identify the essential components of a work/presentation and describe their relationship to each other and to the broader context (B)
  - Critical Thinking
    - Students will articulate important questions, theories, and creative processes (A)
    - Students will analyze information to answer specific questions (B)
    - Students will evaluate assumptions and biases associated with a project, practice, or process (C)
    - Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)
    - Students will use evidence to reach and present innovative conclusions or produce original work (E)

- Determine the appropriate scope of the investigation
  - Communication
    - Students will clearly express themselves to achieve a purpose (C)
  - Critical Thinking
    - Students will articulate important questions, theories, and creative processes (A)
    - Students will analyze information to answer specific questions (B)
    - Students will evaluate assumptions and biases associated with a project, practice, or process (C)
    - Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)

- Deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations
  - Critical Thinking
• Students will articulate important questions, theories, and creative processes (A)
• Students will analyze information to answer specific questions (B)
• Students will evaluate assumptions and biases associated with a project, practice, or process (C)
• Students will use evidence to reach and present innovative conclusions or produce original work (E)

- Use various research methods, based on need, circumstance, and type of inquiry
  - Critical Thinking
    • Students will articulate important questions, theories, and creative processes (A)
    • Students will analyze information to answer specific questions (B)
    • Students will evaluate assumptions and biases associated with a project, practice, or process (C)
    • Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)
    • Students will use evidence to reach and present innovative conclusions or produce original work (E)

- Monitor gathered information and assess for gaps or weaknesses
  - Critical Thinking
    • Students will articulate important questions, theories, and creative processes (A)
    • Students will analyze information to answer specific questions (B)
    • Students will evaluate assumptions and biases associated with a project, practice, or process (C)
    • Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)

- Organize information in meaningful ways
  - Communication
Students will apply modes, styles, and conventions of communication appropriate to the students’ work and their audience (A)

Students will identify the essential components of a work/presentation and describe their relationship to each other and to the broader context (B)

- Synthesize ideas gathered from multiple sources
  - Critical Thinking
  - Students will analyze information to answer specific questions (B)
  - Students will evaluate assumptions and biases associated with a project, practice, or process (C)
  - Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)
  - Students will use evidence to reach and present innovative conclusions or produce original work (E)

- Draw reasonable conclusions based on the analysis and interpretation of information
  - Individual and Social Responsibility
  - Students will apply ethical reasoning in their academic and community learning experiences (E)
  - Critical Thinking
  - Students will articulate important questions, theories, and creative processes (A)
  - Students will analyze information to answer specific questions (B)
  - Students will evaluate assumptions and biases associated with a project, practice, or process (C)
  - Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)
  - Students will use evidence to reach and present innovative conclusions or produce original work (E)
Scholarship as Conversation

- Cite the contributing work of others in their own information production
  
  - Communication
  - Students will apply modes, styles, and conventions of communication appropriate to the students’ work and their audience (A)
  - Students will civilly engage in an exchange of ideas integrating diverse perspectives (D)

- Individual and Social Responsibility
  - Students will apply ethical reasoning in their academic and community learning experience (E)

- Critical Thinking
  - Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)
  - Students will use evidence to reach and present innovative conclusions or produce original work (E)

- Contribute to scholarly conversation at an appropriate level, such as a local online community, guided discussion, undergraduate research journal, conference presentation/poster session
  
  - Individual and Social Responsibility
  - Students will engage in thoughtful analysis that fosters well-being and holistic self-development (A)
  - Students will articulate their roles and responsibilities in a global community (B)
  - Students will practice healthy interdependence and mutual respect for others through teamwork (C)
  - Students will demonstrate informed civic engagement, including intercultural competence as a dimension of the experience (D)
  - Students will apply ethical reasoning in their academic and community learning experiences (E)

- Identify barriers to entering scholarly conversation via various venues
- Communication
  - Students will apply modes, styles, and conventions of communication appropriate to the students’ work and their audience (A)

- Individual and Social Responsibility
  - Students will apply ethical reasoning in their academic and community learning experiences (E)

- Critical Thinking
  - Students will articulate important questions, theories, and creative processes (A)
  - Students will analyze information to answer specific questions (B)
  - Students will evaluate assumptions and biases associated with a project, practice, or process (C)
  - Students will use evidence to reach and present innovative conclusions or produce original work (E)
    - Critically evaluate contributions made by others in participatory information environments

- Communication
  - Students will identify the essential components of a work/presentation and describe their relationship to each other and to the broader context (B)

- Individual and Social Responsibility
  - Students will articulate their roles and responsibilities in a global community (B)
  - Students will demonstrate informed civic engagement, including intercultural competence as a dimension of the experience (D)
  - Students will apply ethical reasoning in their academic and community learning experiences (E)

- Critical Thinking
  - Students will analyze information to answer specific questions (B)
• Students will evaluate assumptions and biases associated with a project, practice, or process (C)

• Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)

- Identify the contribution that particular articles, books, and other scholarly pieces make to disciplinary knowledge
  - Communication
    • Students will identify the essential components of a work/presentation and describe their relationship to each other and to the broader context (B)
  - Critical Thinking
    • Students will articulate important questions, theories, and creative processes (A)
    • Students will analyze information to answer specific questions (B)
    • Students will evaluate assumptions and biases associated with a project, practice, or process (C)
    • Students will use evidence to reach and present innovative conclusions or produce original work (E)

- Summarize the changes in scholarly perspective over time on a particular topic within a specific discipline
  - Communication
    • Students will apply modes, styles, and conventions of communication appropriate to the students’ work and their audience (A)
  - Critical Thinking
    • Students will articulate important questions, theories, and creative processes (A)
    • Students will analyze information to answer specific questions (B)
    • Students will evaluate assumptions and biases associated with a project, practice, or process (C)
• Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)
• Students will use evidence to reach and present innovative conclusions or produce original work (E)

- Recognize that a given scholarly work may not represent the only - or even the majority – perspective on the issue
  ➢ Individual and Social Responsibility
  • Students will engage in thoughtful analysis that fosters well-being and holistic self-development
  ➢ Critical Thinking
  • Students will articulate important questions, theories, and creative processes (A)
  • Students will analyze information to answer specific questions (B)
  • Students will evaluate assumptions and biases associated with a project, practice, or process (C)
  • Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)
Searching as Strategic Exploration

- Determine the initial scope of the task required to meet their information needs
  - Critical Thinking
  - Students will analyze information to answer specific questions (B)
  - Students will evaluate assumptions and biases associated with a project, practice, or process (C)

- Identify interested parties, such as scholars, organizations, governments, and industries who might produce information about a topic and then determine how to access that information
  - Critical Thinking
  - Students will articulate important questions, theories, and creative processes (A)
  - Students will analyze information to answer specific questions (B)
  - Students will evaluate assumptions and biases associated with a project, practice, or process (C)
  - Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)

- Utilize divergent (e.g. Brainstorming) and convergent (e.g. selecting the best source) thinking when searching
  - Critical Thinking
  - Students will articulate important questions, theories, and creative processes (A)
  - Students will analyze information to answer specific questions (B)
  - Students will evaluate assumptions and biases associated with a project, practice, or process (C)
  - Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)
  - Students will use evidence to reach and present innovative conclusions or produce original work (E)

- Match information needs and search strategies to appropriate search tools
  - Critical Thinking
• Students will analyze information to answer specific questions (B)
• Students will evaluate assumptions and biases associated with a project, practice, or process (C)
• Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)

• Design and refine needs and search strategies as necessary, based on search results
  ➢ Critical Thinking
  • Students will analyze information to answer specific questions (B)
  • Students will evaluate assumptions and biases associated with a project, practice, or process (C)
  • Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)

• Understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information
  ➢ Critical Thinking
  • Students will articulate important questions, theories, and creative processes (A)
  • Students will analyze information to answer specific questions (B)
  • Students will evaluate assumptions and biases associated with a project, practice, or process (C)

• Use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately
  ➢ Critical Thinking
  • Students will articulate important questions, theories, and creative processes (A)
  • Students will analyze information to answer specific questions (B)
  • Students will evaluate assumptions and biases associated with a project, practice, or process (C)
  • Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work (D)
• Manage searching processes and results effectively
  ➢ Critical Thinking
  • Students will evaluate assumptions and biases associated with a project, practice, or process (C)
  • Students will use evidence to reach and present innovative conclusions or produce original work (E)