Information Literacy Student Profile

Integrating information literacy proficiency in student learning pathways

What is information literacy ?

Information literacy is a 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.

Based on *Framework for Information Literacy for Higher Education* Association of College and Research Libraries (CC By 4.0) (www.ala.org/acrl/standards/ilframework)

Integrated abilities

- **Evaluate information and its sources critically**
- **Use information effectively to accomplish a specific purpose**
- **Access and use information ethically and legally**
- **Select and use information to investigate a point of view or conclusion**
- **Demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts**

Based on: AACU Value Rubrics for Information Literacy, Critical Thinking and Integrative Learning (aacu.org/value-rubrics)

Growth toward proficiency

The following integrated abilities and criteria for proficiency can be used to develop research and information based tasks appropriate for early career students through the Associates degree, upper level students through the Bachelors degree and the transition from the Bachelors degree to the Masters Degree. Use the associated criteria as a guide for proficiency in all degree programs, but consider more specific outcomes for individual majors.

Benchmark 1 — **Milestone 2** — **Milestone 3** — **Capstone 4**

INFORMATION LITERACY ABILITIES BY DEGREE LEVEL

Each point of the star is representative of an ability and the pathway that leads from Benchmark 1 to Capstone 4.

Evaluate information and its sources critically

Demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts

Use information effectively to accomplish a specific purpose

Select and use information to investigate a point of view or conclusion

Access and use information ethically and legally

4

Master's

3-4

Bachelor's

1-2

Associate

1-2

1-2

1-2

1-2

3-4

3-4

3-4

3-4

4

4

4

4

Benchmark 1 ● ━━━ ● **Milestone 2** ● ━━━ ● **Milestone 3** ● ━━━ ● **Capstone 4**

Pathways to Proficiency

Evaluate information and its sources critically

Associate Benchmark 1 to Milestone 2		Bachelor Milestone 3 to Capstone 4	Master Capstone 4
Benchmark 1 Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research).	**Milestone 2** Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	**Milestone 3** Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency and authority).	**Capstone 4** Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).

Use information effectively to accomplish a specific purpose

Associate Benchmark 1 to Milestone 2		Bachelor Milestone 3 to Capstone 4	Master Capstone 4
Benchmark 1 Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, take out of context, or incorrectly paraphrased, ect.) so the intended purpose is not achieved.	**Milestone 2** Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	**Milestone 3** Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	**Capstone 4** Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose with clarity and depth.

Access and use information ethically and legally

Associate Benchmark 1 to Milestone 2		Bachelor Milestone 3 to Capstone 4	Master Capstone 4
Benchmark 1 Uses correctly one of the following information use strategies (use citations and references; choice of paraphrasing, summary or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and /or proprietary information.	**Milestone 2** Uses correctly two of the following information use strategies (use citations and references; choice of paraphrasing, summary or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and /or proprietary information.	**Milestone 3** Uses correctly three of the following information use strategies (use citations and references; choice of paraphrasing, summary or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and /or proprietary information.	**Capstone 4** Uses correctly all of the following information use strategies (use citations and references; choice of paraphrasing, summary or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and /or proprietary information.

Select and use information to investigate a point of view or conclusion

Associate Benchmark 1 to Milestone 2		Bachelor Milestone 3 to Capstone 4	Master Capstone 4
Benchmark 1 Takes information from sources without any interpretation and evaluation. Viewpoints of experts are taken as fact without question.	**Milestone 2** Takes information from sources with some interpretation and evaluation but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact with little questioning.	**Milestone 3** Takes information from sources with enough interpretation and evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	**Capstone 4** Takes information from sources with enough interpretation and evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are questioned thoroughly.

Demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts

Associate Benchmark 1 to Milestone 2		Bachelor Milestone 3 to Capstone 4	Master Capstone 4
Benchmark 1 Describes own performances with general descriptors of success and failure.	**Milestone 2** Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	**Milestone 3** Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	**Capstone 4** Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.