

# 2007-2008: Oregon Information literacy proficiencies for students ready to move into upper-division coursework

The second annual *Oregon Information Literacy Summit* (held at OSU on November 16, 2007) brought together community college and university and college Humanities faculty, Writing faculty, Librarians and Information Technologists to discuss our students' common needs in the area of Information Literacy. Participants discussed 7 proposed information literacy proficiencies for students who are ready to begin upper-division coursework. As a result of the Summit, a revised set of 8 proficiencies was released in February 2008.

In April 2008, the *Information Literacy Articulation Group of Greater Portland* (composed of librarians from Portland State U, Chemeketa CC, Clackamas CC, Mt Hood CC, and Portland CC) agreed on shared language for sub-proficiencies used to define and articulate the eight state-wide information literacy proficiencies.

## Oregon Information Literacy Summit II – 11/16/07 ~~draft~~, 2/7/08 revised

Students who are ready to begin upper-division coursework can...

### ~~1. Identify gaps in their knowledge and recognize when they need information~~

*For example, successful students:*

- A) Read and analyze assignments and class instructions
- B) Frame appropriate research questions based on information needs.
- C) Define a manageable focus and time-line for research projects
- D) Determine the scope and depth of information needed

### ~~2. Find information effectively, using more than one type of research tool~~

### ~~2. Find information efficiently and effectively, using appropriate research tools and search strategies.~~

*For example, successful students:*

- A) Employ common strategies for narrowing or expanding searches such as Boolean (logical operators), phrase searching, truncation, subject headings, etc.
- B) Recognize the interconnections between published works by effectively using bibliographies, citation indexes, etc.
- C) Identify sources/resources (catalog, databases, print resources, free web, etc. that are likely venues for finding information on their topic or written by people interested in their topic.
- D) Use the library to obtain materials that aren't available locally.
- E) Use digital tools and methods to locate and access information resources
- F) Know that information is labeled and organized using systems

### ~~3. Evaluate the new information they find, using multiple criteria~~

### ~~3. Evaluate and select information using appropriate criteria.~~

*For example, successful students:*

- A) Evaluate the timeliness, relevance, and accuracy of sources
- B) Recognize bias and distinguish between facts and opinions.
- C) Identify materials that are scholarly/academic/peer reviewed versus materials written for a popular audience.
- D) Evaluate the credibility of a source as it relates to the information needs of its intended audience.
- E) Are aware that they can use technology tools to evaluate the credibility of a source.

### ~~4. Treat research as an ongoing learning process~~

### ~~4. Treat research as a multi-stage, recursive learning process.~~

*For example, successful students:*

- A) Integrate new information into their knowledge base, and draw inferences, connections, and conclusions
- B) Modify or revise their topic or thesis and/or develop new search strategies based on research results
- C) Understand that information searching requires time, diligence, and practice, and that skills are learned over time
- D) Maintain a research history using information technology tools

### ~~5. Legally and ethically use information and digital technologies~~

### ~~5. Ethically and legally use information and information technologies.~~

*For example, successful students:*

- A) Accurately record information retrieved.
- B) Use one or more standard citation styles to clearly identify the sources of information they incorporate into their own work.
- C) Understand and respect the concept, purpose, and practice of academic honesty intellectual property rights.
- D) Utilize others' ideas in the service of their own Create, produce and communicate new knowledge through synthesis.

### ~~6. Safely use information and communication technologies~~

### ~~6. Recognize safety issues involved with information sharing and information technologies.~~

*For example, successful students:*

- A) Recognize potential health risks of some technologies.
- B) Are aware of measures for protecting personal information.
- C) Are aware of options to address health and safety issues arising from information technology uses.

### ~~7. Effectively and productively use information technologies~~

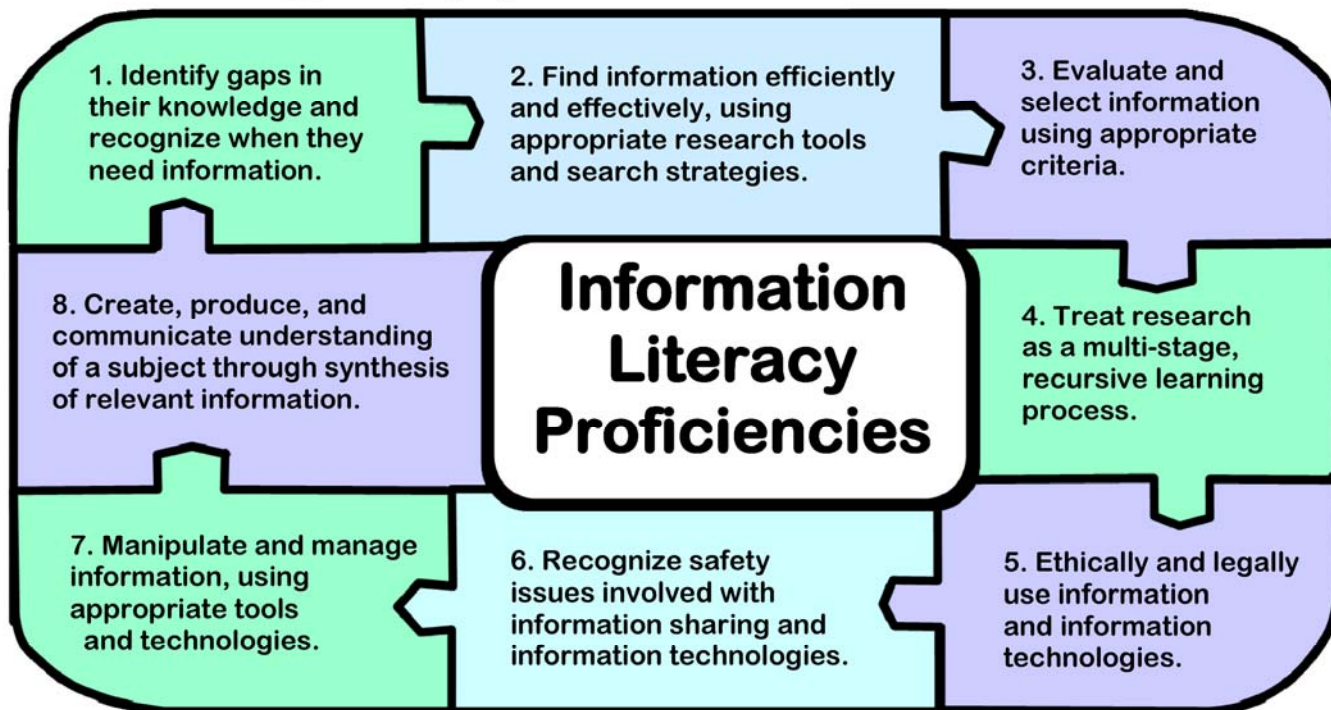
### ~~7. Manipulate and manage information, using appropriate tools and technologies.~~

*For example, successful students:*

- A) Use digital tools and applications to record and produce information.
- B) Record and Organize digital information resources.
- C) Use digital tools and techniques to create and revise documents collaboratively.
- D) Find, assess, acquire, learn and maintain the hardware and software needed to accomplish information intensive tasks.

### ~~8. Create, produce, and communicate understanding of a subject through synthesis of relevant information.~~

## College students who are ready to begin upper-level coursework:



## Being proficient means that you:

1

- Read and analyze assignments and class instructions.
- Determine the nature and extent of information needed.
- Confer with instructors, librarians, and others to focus and refine a research topic.
- Frame appropriate research questions and develop a manageable thesis statement.

2

- Understand that there are different resources available for different purposes/subjects.
- Explore general information sources to increase familiarity with a topic.
- Recognize that information sources have an organizational structure and can find and use their navigational tools and access points.
- Formulate a search to locate and retrieve information effectively and efficiently using appropriate resources.
- Understand how to follow the trail from the citation to the item.
- Use the library to obtain materials including materials that aren't available locally.

3

- Critically evaluate information based on reliability, validity, accuracy, authority, timeliness, and point of view or bias.
- Compare and select information from various sources in order to accomplish a specific task.
- Understand that informational content and physical format are independent of each other.
- Judge the relevance of materials found with respect to the specific information need.

4

- Understand that information searching requires motivation, perseverance, and practice, and that skills are developed over time.
- Identify gaps in the information retrieved and modify or revise their topic or thesis and/or develop new search strategies.
- Formulate a realistic overall plan and timeline to acquire the needed information.

5

- Cite items or ideas used and does not represent work attributable to others as his/her own, and does not distort the author's intended meaning.
- Understand that plagiarism and citation of other works or ideas are ethical issues.
- Use citations to participate in an ongoing scholarly conversation.
- Understand that different disciplines have different citation standards and habits.
- Understand that there are legal issues surrounding copyrighted information.

6

- Recognize that the use of some technologies has potential health risks.
- Recognize potential safety and privacy risks of sharing personal information online.

7

- Record and organize information resources to track the research process.
- Use tools and techniques to create and revise documents collaboratively.

8

- Recognize that existing information can be combined with original thought, experimentation, and/or analysis to produce something new.
- Analyze resources and make conscious decisions about how each resource supports the development of the topic.
- Reconsider original idea based on new understanding.