

Embedding Information Literacy Instruction throughout the Curriculum

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Revised General Education Student Learning Outcomes

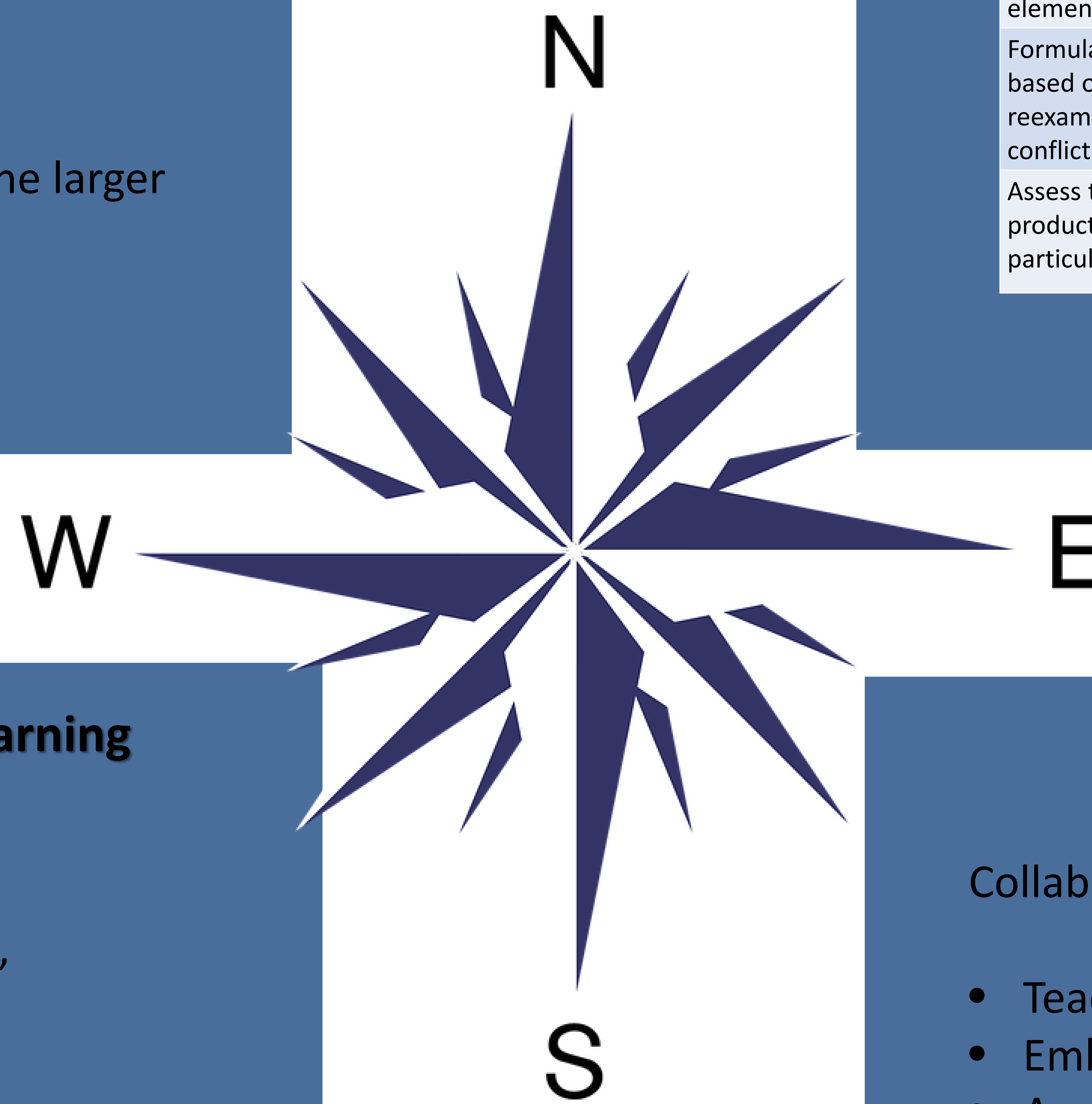
In order to become lifelong learners and use their education to solve practical problems, by the time of graduation, students will be able to effectively:

- a. **locate, evaluate, and use information.**
- b. read and think critically.
- c. apply mathematical methods.
- d. write and revise for a variety of purposes.
- e. create and deliver oral presentations.
- f. analyze their own society and its relationship to the larger global context.
- g. interact in intercultural situations.
- h. apply scientific principles.
- i. analyze and value creative artistic endeavors.

Example: Information Literacy Curriculum Map

Information Literacy Skill/Concept	COUR1010	COUR2010	COUR3010	COUR4010
Define different types of authority, such as subject expertise, societal position, or special experience	I			
Use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper credibility			E	
Formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information	I	R	E	E
Assess the fit between an information product's creation process and a particular information need		I	R	E

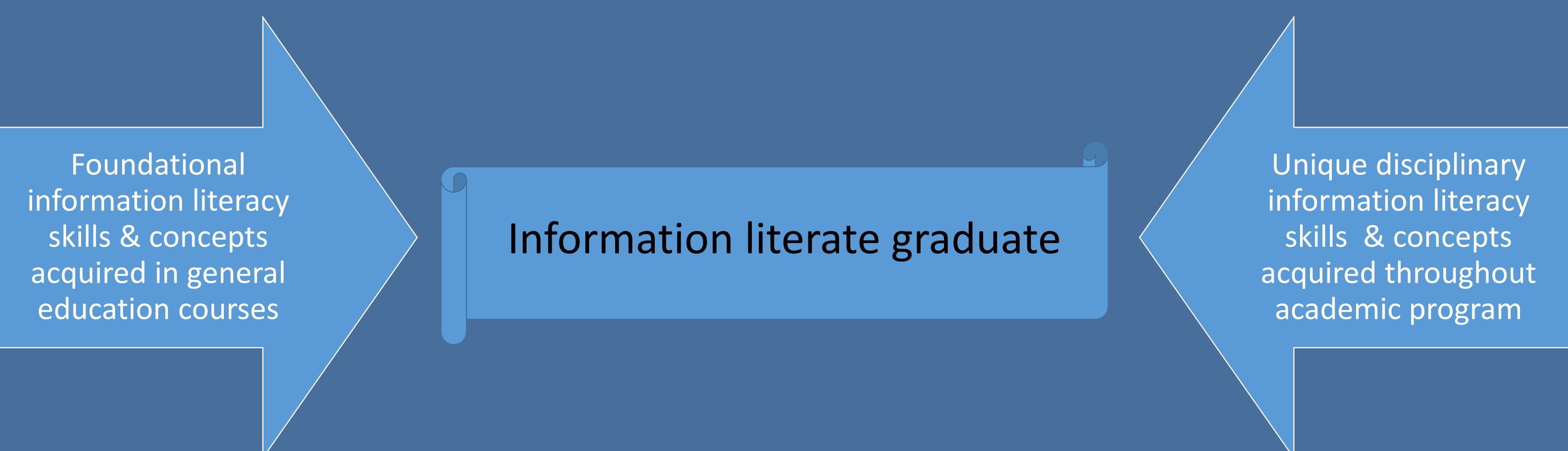
I = Introduced R = Reinforced E = Emphasized
(Subject content connected with assignments)



New Approach to Measuring Student Learning

Assessment of all graduating seniors

Academic programs will have data on their students' information literacy skills at the time of graduation



Role of the Subject Specialist Librarian

Collaborations with individual faculty members

- Teach and/or design information literacy sessions
- Embed in courses
- Available as "librarian" via Canvas

Collaborations with academic programs

- Strategically review and prioritize placement of information literacy within program
- Share assessment data with program and help determine how to improve student learning