Calvin College Hekman Library – Information Literacy Student Learning Outcomes (2016-2017)

The Hekman Library has identified the following program-level student learning outcomes to guide our instruction activities. Please contact Hekman’s Instruction Librarian Sarah Kolk (smk23@calvin.edu) with any questions about these SLOs, or if you would like a shorter (one-page) version.

<table>
<thead>
<tr>
<th>Information Literacy Program SLOs</th>
<th>ACRL Frames*</th>
<th>ACRL Dispositions (habits of mind)</th>
<th>100-level: Written Rhetoric (and/or other Rhetoric core courses)</th>
<th>300- and 400-level (capstone) courses</th>
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| 1. Describe how scholarly knowledge is produced and shared in academic communities | Scholarship as Conversation; Information Creation as a Process; Research as Inquiry | Openness, curiosity, metacognition (reflection) | ● Explain how academic research represents an ongoing “scholarly conversation”  
● Identify the distinguishing characteristics of academic and non-academic sources  
● Summarize the differences between the purpose, content, and organization of Hekman Library and non-academic resources (Google) | ● Recognize the distinctive “information creation process” (research methods and publication process) of a subject area  
● Identify the contributions that particular authors or sources make within an ongoing scholarly or disciplinary conversation  
● Contribute to a scholarly or disciplinary conversation at an appropriate level, by becoming a critic or creator |
| 2. Utilize a variety of search methods, strategies, and tools to locate relevant and authoritative information sources | Searching as Strategic Exploration | Openness, curiosity, creativity, persistence (grit), flexibility, metacognition | ● Identify where and how to access research assistance at Hekman Library  
● Interpret library catalog and FullText@Hekman records in order to find print and online sources at Hekman  
● Compare the content and organization of Search Start to the library catalog and individual research databases  
● Compare the content and features of different research databases  
● Generate search queries (terms and connectors) and revise them to refine results  
● Utilize advanced search features to refine results | ● Utilize core subject-specific scholarly or disciplinary search tools (databases) at Hekman Library and on the web  
● Use subject-specific vocabulary while searching  
● Utilize expert searching strategies such as citation referencing and interviewing subject experts  
● Employ advanced search features specific to disciplinary or scholarly research expectations (e.g., limiting to original research articles) |

*For more information about the Association of College & Research Libraries and its frames and dispositions for information literacy, see this document: http://www.ala.org/acrl/standards/ilframework
| 3. Evaluate the quality and usefulness of information sources | Authority is Constructed and Contextual; Information Creation as a Process | Openness, metacognition | - Identify source evaluation criteria such as authority, currency, coverage, relevance, accuracy, and bias/perspective  
- Describe how such evaluation criteria can be applied differently based on context  
- Recognize how the process of information creation contributes to a source’s authority  
- Apply these evaluation criteria in order to select the most appropriate sources for a research topic or task  
- Identify markers of authority specific to a discipline or scholarly subject area  
- Recognize the value or authority of source types unique to a discipline or scholarly subject area (e.g., case studies, musical scores, or grey literature) |
|---|---|---|---|
| 4. Use sources ethically and legally in their own work | Scholarship as Conversation; Information Has Value | Responsibility, metacognition | - Distinguish between the definitions and examples of plagiarism and copyright  
- Give credit to the original ideas of others through proper attribution and standard citation practices  
- Recognize issues of access and privilege as it pertains to social and economic value of information sources  
- Utilize disciplinary citation or documentation practices |