

## Marymount University's Framework for Information Literacy

### Information Literacy at Marymount University

By the time they complete their undergraduate studies, MU students will be competent in:

- Ethical and effective use of information, including its discovery, evaluation, management, and application
- Understanding the dimensions that affect information creation and dissemination including social, political, cultural, and economic factors

### Information Literacy Objectives

#### FRAMEWORK: RESEARCH AS INQUIRY

1. Determine the information need.
  - a. Identify appropriate relevant resources for their research needs.
  - b. Recognize the different characteristics of popular and scholarly sources.
  - c. Recognize the different characteristics of primary and secondary sources.

#### FRAMEWORK: SEARCHING AS A STRATEGIC EXPLORATION

2. Access the information effectively and efficiently.
  - a. Build an effective search strategy including determining keywords.
  - b. Search the appropriate library *resources* in order to locate appropriate sources.
  - c. Refine and narrow searches using *appropriate* limiters.

#### FRAMEWORK: INFORMATION CREATION AS A PROCESS

3. Identify the purpose and audience of potential sources.
  - a. Differentiate between types of source materials (e.g., books, journal articles, websites, newspapers).
  - b. Define the information creation process for a source (peer review, editorial, publication, etc)

#### FRAMEWORK: AUTHORITY IS CONSTRUCTED AND CONTEXTUAL

4. Evaluate information and its sources critically.
  - a. Identify qualities that help determine the agenda, credibility, citations, oversight, relevance, date in a source.
  - b. Assess content critically and with an awareness of source and personal biases.

## FRAMEWORK: SCHOLARSHIP AS CONVERSATION

5. Understand that ideas are formulated, debated, and weighed against one another over extended periods of time.
  - a. Monitor gathered information and assess gaps for research.
  - b. Identify differing viewpoints encountered in sources.
  - c. Contribute to the scholarly conversation at an appropriate level, either by creating new knowledge or by offering criticism of existing research.

## FRAMEWORK: INFORMATION HAS VALUE

6. Access and use information ethically and legally.
  - a. Recognize different types of plagiarism and how to avoid them.
  - b. Recognize when & why it is important to use appropriate attribution & citation style for their discipline
  - c. Explain why some groups or individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information.
  - d. Recognize that all information comes at a cost, and that digital identity may be used for profit or political/social persuasion in exchange for information.