Warm-Up Activity

The following learning outcomes are excerpted from various higher education sources defining: critical thinking; inquiry and analysis; ethical reasoning; communication; lifelong learning; and information literacy. In each pair, check the outcome that you think is an information literacy learning outcome.

A

1. Identifies an important and relevant problem, issue or question; states it in a clear and appropriately focused way.

2. Topic and language choices in each presentation are fully appropriate to the audience’s needs and expectations for the message and the occasion.

3. Investigates differing viewpoints encountered in the literature; determines whether to incorporate or reject viewpoints encountered.

4. Synthesizes research/evidence to reveal new patterns, differences, similarities.

5. Analyzes the structure and logic of supporting arguments or methods; recognizes prejudice, deception, or manipulation.

6. Organizes the content in a manner that supports the purposes and format of the product.

7. Draws valid conclusions based on the information presented.

8. An appropriate (for assignment) variety of reputable sources are selected and used.

B

1. Develops a thesis statement and formulates questions based on the information need.

2. Communicates clearly and with a style that supports the purposes of the intended audience.

3. Able to defend a position with good reasoning and consideration of opposing views.

4. Synthesizes main ideas to construct new concepts.

5. Assesses the quality and relevance of evidence, including: spotting deception and holes in the arguments of others.

6. Presents evidence in an order that contributes to a persuasive and coherent argument.

7. Draws conclusions based upon information gathered.

8. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias.
1a. AAC&U draft VALUE Metarubric for Inquiry and Analysis
1b. Information Literacy Competency Standards for Higher Education, Standard 1, performance indicator 1

2a. AAC&U draft VALUE Metarubric for Communication
2b. Information Literacy Competency Standards for Higher Education, Standard 4, performance indicator 3

3a. Information Literacy Competency Standards for Higher Education, Standard 3, performance indicator 5
3b. AAC&U draft VALUE Metarubric for Ethical Reasoning

4a. AAC&U draft VALUE Metarubric for Inquiry and Analysis
4b. Information Literacy Competency Standards for Higher Education, Standard 3, performance indicator 3

5a. Information Literacy Competency Standards for Higher Education, Standard 3, performance indicator 2
5b. From Collegiate Learning Assessment - Common Scoring Rubric – Part 1 Critical thinking, analytic reasoning and problem solving

6a. Information Literacy Competency Standards for Higher Education, Standard 3, performance indicator 2
6b. From Collegiate Learning Assessment - Common Scoring Rubric – Part 2 Written Communication

7a. From ETS - Measure of Academic Proficiency and Progress (MAPP) – Users Guide, Critical Thinking
7b. Information Literacy Competency Standards for Higher Education, Standard 3, performance indicator 4

8a. AAC&U draft VALUE Metarubric for critical thinking
8b. Information Literacy Competency Standards for Higher Education, Standard 2, performance indicator 3