

**AAC&U Greater Expectations Institute 2010**  
**Mapping Information Literacy Outcomes and Other Intellectual Skills into Students' Educational Experiences**  
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**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

B

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|---|--|--|
| 1 | Identifies an important and relevant problem, issue or question; states it in a clear and appropriately focused way.                             | Develops a thesis statement and formulates questions based on the information need.  |
| 2 | Topic and language choices in each presentation are fully appropriate to the audience's needs and expectations for the message and the occasion. | Communicates clearly and with a style that supports the purposes of the intended audience.   |
| 3 | Investigates differing viewpoints encountered in the literature; determines whether to incorporate or reject viewpoints encountered.             | Able to defend a position with good reasoning and consideration of opposing views.   |
| 4 | Synthesizes research/evidence to reveal new patterns, differences, similarities.   | Synthesizes main ideas to construct new concepts.  |
| 5 | Analyzes the structure and logic of supporting arguments or methods; recognizes prejudice, deception, or manipulation.                           | Assesses the quality and relevance of evidence, including: spotting deception and holes in the arguments of others.  |
| 6 | Organizes the content in a manner that supports the purposes and format of the product.  | Presents evidence in an order that contributes to a persuasive and coherent argument.  |
| 7 | Draws valid conclusions based on the information presented.  | Draws conclusions based upon information gathered.   |
| 8 | An appropriate (for assignment) variety of reputable sources are selected and used.  | Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias. |

Answer Sheet

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***