

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

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*