Tutt Library Instruction Program – Student Learning Outcomes

Colorado College librarians teach students how to conduct research and use information. On a programmatic level, library instruction is built around specific learning outcomes that are based on the Association of College and Research Libraries' *Framework for Information Literacy for Higher Education (*http://www.ala.org/acrl/standards/ilframework). Library Instruction student learning outcomes were designed to address the six frameworks below. For each framework, find learning outcomes specific to one of three levels of mastery.

The learning outcomes described here will be regularly evaluated and revised.

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Authority is Constructed and Contextual		
Information sources reflect their creators' expertise and credibility. Sources should be evaluated based on the information need, the context in which the information was created, and how the information will be used. Authority is constructed; various communities may recognize different types of authority. The information need may determine the level of authority required.		
After librarian Instruction, FYE students should be able to:	**The intermediate student should be able to:**	**The graduating senior should be able to:**
- Examine and compare information from various sources in order to evaluate accuracy, authority, currency and point of view - Understand the peer review research process - Know where to go for help from local experts, such as the Research Librarians, and those staffing the Circulation desk, the Writing Center, the QRC, the Seay Music Library, the GIS Lab, and the ITS Solutions Center	- Identify indicators of authority recognized by disciplines, professions, and communities of practice - Develop awareness of bias and worldview and understand how that influences information and interpretation - Recognize the cultural, physical, or other context within which information is created and how that context impacts interpretation	- Investigate differing viewpoints encountered in the literature and determine whether or not to incorporate or reject these ideas - Develop own authoritative voice in a particular area and understand the responsibilities this entails, including seeking accuracy and crediting the ideas of others - Understand the traditional notions of authority within a discipline and seek underrepresented voices

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Information Creation as a Process		
Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative process of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.		
After librarian Instruction, FYE students should be able to:	**The intermediate student should be able to:**	**The graduating senior should be able to:**
• Distinguish between types of sources (e.g., books, journal articles, primary and secondary sources, scholarly and popular sources, etc.) • Recognize when ideas need to be attributed to others	• Understand that different disciplines define types of resources differently (for example, what constitutes a primary source varies by discipline), and use sources accordingly • Recognize that the information creation process may result in a range of information works that vary by discipline • Understand copyright from the viewpoints of an author/information creator and user	• Employ traditional and/or emerging processes (e.g. digital scholarship) of information creation and dissemination within a particular discipline • Understand the copyright options involved when publishing one's own work • Articulate the purpose and distinguish characteristics of copyright, fair use, and the public domain

Information Has Value		
Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal, socioeconomic, and cultural interests influence information production, dissemination, and access.		
After librarian Instruction, FYE students should be able to:	**The intermediate student should be able to:**	**The graduating senior should be able to:**
• Identify citation elements accurately • Understand that costs are associated with information resources	• Distinguish among different disciplinary conventions for citation and communication • Recognize how commodified search engines effect access to information • Identify issues related to open access and fee-based resources	• Examine information privilege and how the production and dissemination of information may impact issues of access or lack of access • Follow legal and ethical guidelines in gathering data and using information • Identify and discuss issues related to censorship, freedom of speech, and access to information

Scholarship as Conversation		
Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.		
After librarian Instruction, FYE students should be able to:	**The intermediate student should be able to:**	**The graduating senior should be able to:**
- Begin to identify ways in which specific disciplines converse about current scholarship and issues - Understand that scholarship is a conversation in which meaning is created and debated by information creators and consumers over time - Understand that an issue/topic may be represented by multiple perspectives and approaches - Recognize a scholarly, peer-reviewed article and identify its key components	- Describe how information sources with varying perspectives contribute to a disciplinary conversation - Recognize that information may be perceived differently based on the format in which it is presented	- Understand role as a contributor to a scholarly conversation rather than simply as a consumer - Recognize that participation in a scholarly conversation is impacted by power and authority structures, prioritizing certain voices and perspectives - Contribute to a scholarly conversation at an appropriate level and venue (e.g., undergraduate research journal article, poster presentation, thesis, creative work. etc.)

Research as Inquiry		
Research in any field (DS13) is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry. Searching for information is often nonlinear, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understandings. (DS13)		
After librarian Instruction, FYE students should be able to:	**The intermediate student should be able to:**	**The graduating senior should be able to:**
- Understand that searching a discipline's scholarly conversation channels is an efficient way to conduct research in that discipline. - Recognize that research is an iterative process that requires persistence, adaptability, and flexibility - Develop research question(s) based on curiosity, information gaps, and/or conflicting information - Articulate how information decisions/choices are made	- Effectively apply advanced search skills within disciplinary search tools, including specialized subject headings or facets - Evaluate bias in information and explore multiple perspectives - Identify information gaps in your own research and refine search strategies as necessary - Create or utilize a system for organizing and managing information sources	- Determine an appropriate scope of investigation and apply advanced research strategies for the need, context, and type of inquiry - Determine comprehensiveness of results by questioning the limits of search tools or strategies - Interpret, analyze, and synthesize information in order to form new knowledge - Demonstrate usage of various discipline-specific discovery tools, such as archival finding aids, datasets, etc.

Searching as Strategic Exploration		
Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.		
After librarian Instruction, FYE students should be able to:	**The intermediate student should be able to:**	**The graduating senior should be able to:**
• Recognize time constraints on the Block Plan and use borrowing systems accordingly • Understand that strategies learned during FYE can be repurposed for future Block classes • Construct a foundational knowledgebase while searching on a new or unfamiliar topic • Develop an effective search by identifying key concepts/terms and employing various strategies to broaden/narrow search results (Boolean operators, search filters, etc.) • Determine how to access an item by using various retrieval systems (e.g., call numbers, interlibrary loan, Tutt Link, etc.)	• Formulate a research plan • Understand the interdisciplinary nature of research and how it impacts search strategies • Recognize that knowledge can be organized into disciplines which influences the way information is discovered and accessed	• Apply research strategies and processes learned during college to problems encountered outside the academic world