

Information Literacy Session Concepts

Authority is Constructed and Contextual:

- Define different types of authority
- Using authority to define credibility
- Authority can be challenged
- Authoritative content may be packaged formally or informally
- They (the students) are developing their own authoritative voices

Information Creation as a Process:

- Fit between information product's creation process and an information need
- Processes of information creation and dissemination in a particular discipline
- Information's package affecting how it's perceived
- Implications of static vs dynamic information formats
- Information products being ascribed a value in varying contexts
- Capabilities and constraints of new types of information products
- Developing their own information creation process, and understanding the implications of their choice

Information Has Value:

- Give credit to original ideas of others through attribution and citation
- Intellectual property is a legal social construct and varies by culture
- Differences between copyright, fair use, open access, and public domain
- Understand why certain groups are underrepresented or systematically marginalized within information systems
- Recognize issues of lack of access to information sources
- Deciding where and how their information is published

Research as Inquiry:

- Formulating questions for research based on gaps or reexamination of existing, possibly conflicting, information
- Determine an appropriate scope of investigation
- Breaking up complex research questions into simple ones
- Using various research methods based on need
- Organize information in meaningful ways
- Draw reasonable conclusions based on the analysis and interpretation of information

Scholarship as Conversation:

- Cite the contributing work of others in their own information production
- Contribute to scholarly conversation at the appropriate level
- Identify barriers to entering scholarly conversation via various venues
- Evaluate contributions made by others
- Summarize the changes in scholarly perspective over time on a particular topic within a specific discipline
- Recognize one scholarly work does not represent the whole, or even majority, perspective on an issue

Searching as Strategic Exploration:

- Identify possible producers of the information needed about a topic
- Matching information needs and search strategies to appropriate search tools
- Design and refine needs and search strategies as needed
- Understand how information systems are organized
- Use different types of searching language appropriately
- Manage searching processes and results effectively