

WSU Libraries IL Learning Outcomes	Standards	Framework
<p>Outcome 1. Students will be able to develop flexibility and value exploration in order to formulate meaningful research topics and strategies, and determine an appropriate scope.</p> <p>Sub Outcomes:</p> <ul style="list-style-type: none"> • Develops appropriate research topics • Constructs meaningful research questions • Applies focused keywords 	<p>Standard 1: The information literate student determines the nature and extent of the information needed.</p>	<ul style="list-style-type: none"> • Research as Inquiry • Searching as Strategic Exploration
<p>Outcome 2. Students will be able to design strategic searches in order to discover appropriate resource types and topic relevant sources.</p> <p>Sub Outcomes:</p> <ul style="list-style-type: none"> • Selects appropriate search tools • Understands processes of creating and publishing information • Uses advanced database searching techniques 	<p>Standard 2: The information literate student accesses needed information effectively and efficiently.</p>	<ul style="list-style-type: none"> • Information Creation as a Process • Searching as Strategic Exploration • Information has Value
<p>Outcome 3. Students will be able to evaluate creator and source credibility, and understand the complexities of bias and perspective in order to select appropriate materials that support and contribute to research inquiry.</p> <p>Sub Outcomes:</p> <ul style="list-style-type: none"> • Distinguishes between information resource types (e.g., popular vs. scholarly) • Determines appropriateness and usefulness of information • Understands information format implications (e.g., print/online) 	<p>Standard 3: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.</p>	<ul style="list-style-type: none"> • Authority is Constructed and Contextual • Scholarship as Conversation • Information has Value
<p>Outcome 4. Students will be able to effectively and ethically use a variety of sources across multiple formats in order to contribute to the scholarly conversation and pursue lifelong learning.</p> <p>Sub Outcomes:</p> <ul style="list-style-type: none"> • Synthesizes individually collected information • Understands how cultural, legal, ethical, economic, and social factors affect information access and privacy • Integrates collaborative work with peers 	<p>Standard 4: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.</p> <p>Standard 5: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.</p>	<ul style="list-style-type: none"> • Information Creation as a Process • Scholarship as Conversation • Information has Value