IUPUI University Library
Information Literacy Learning Outcomes

By the time an undergraduate student graduates or at the graduate level, the information literate IUPUI student should be able to:

**Authority is Constructed and Contextual**
- Identify authoritative information sources in any form.
- Evaluate the authority of information from various sources (e.g., peer-reviewed journals, magazines, newspapers, website, etc.).
- Acknowledge their own authority in certain contexts.
- Recognize that authority or credibility is contextual in relation to time, discipline, methodology, and other factors.

**Information Creation is a Process**
- Articulate the capabilities and constraints of various processes of information creation.
- Critique the presentation of information within disciplines.
- Articulate traditional and emerging research processes. (e.g., literature review, statistical analysis, etc.).
- Distinguish between format and method of access.
- Select sources that best meet an information need based on the audience, context, and purpose of various formats.

**Information has Value**
- Manage personal and academic information online with a knowledge of the commodification of that information.
- Recognize that intellectual property is legally and socially constructed and varies by discipline and culture.
- Cite sources through proper attribution.
- Identify publication practices and their related implications for how information is accessed and valued (e.g., open movement, digital divide).

**Research as Inquiry**
- Formulate questions for research of an appropriate scope, based on information gaps or by reexamining existing information.
- Select research methodology(ies) based on need, circumstance, and type of inquiry.
- Organize information systematically (e.g., citation management software).
- Synthesize information from multiple sources and a variety of perspectives.

**Scholarship is a Conversation**
- Contribute to the ongoing scholarly conversation at an appropriate level.
- Identify the contribution that information sources make within a discipline or conversation.
- Describe the ways that communication systems privilege some perspectives and present barriers to others.
- Summarize the changes in scholarly perspective over time on a particular topic within a specific discipline.
- Recognize that a given scholarly work may not represent the only or even the majority perspective on the issue.

**Searching is a Strategic Exploration**
- Identify information need and potential sources of information (e.g., scholars, organizations, governments, industries).
- Design searches strategically, considering and selecting systems to search and evaluate results.
- Refine information need and search strategies based on results.
- Identify how information systems are organized in order to access relevant information.
- Apply different searching language types (e.g., controlled vocabulary, keywords).

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