

UNH Library Learning Outcomes

Preamble

The UNH Library Learning Outcomes (LLOs) are inspired by the ACRL [Framework for Information Literacy Framework for Higher Education](#) and are designed to embrace the mission of the library in full, including its spaces and services. These LLOs operate on a continuum of learning from novice to expert, embrace both knowledge practices and dispositions, may be realized differently across disciplines, may complement and inform other literacies (media literacy, visual literacy, data literacy, etc.), and may be tailored to various populations for both academic and life-long learning. Examples are for illustrative purposes only and are not meant to be exhaustive.

UNH Library Learning Outcomes

1. Explain the landscape of information, including who creates information, who controls it, where it is positioned, and how is it used.

Examples:

- Identify the unique ways libraries and repositories organize, preserve, and provide access to information. (Frame: Information has Value)
- Describe students' responsibilities as consumers and creators of digital content. (Framework concept of Metaliteracy)
- Be motivated to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways.
- Recognize that there are potential problems with traditional notions of granting authority.
- Identify markers of authority when engaging in information, understanding the elements that might temper that authority. (Frame: Authority is Constructed and Contextual.)
- Familiarity and comfort with library spaces and services.

2. Articulate the purpose of information inquiry and recognize that research is an iterative process.

Examples:

- Develop an appropriately scoped inquiry.
- Engage in informed, self-directed learning that recognizes the global reach of today's information landscape
- Value intellectual curiosity, persistence, adaptability, and flexibility in developing questions and learning new methodologies. (Frame: Research as Inquiry)
- Seek out assistance when needed.

3. Develop effective search strategies for finding information.

Examples:

- Identify key tools and research methods for information gathering within a discipline.
- Apply different types of searching language appropriately (keywords, controlled vocabulary, Boolean, etc.).
- Demonstrate importance of matching information needs and search strategies to appropriate search tools. (Frame: Searching as exploration)
- Recognize that some tools may be searched using both basic and advanced strategies and understand the potential of each. (Frame: Searching as Exploration)
- Use services such as materials discovery, Circulation and Interlibrary Loan, and spaces such as Special Collections and Archives, to locate and access information as needed.

4. Evaluate the appropriateness of information sources based on elements such as format, platform, structure, and/or purpose.

Examples:

- Evaluate information sources for reliability, validity, accuracy, timeliness, and point of view.
- Differentiate between popular, scholarly, and trade publications.
- Distinguish between primary and secondary sources.
- Understand that format and method of access are separate concepts.
- Recognize that different information formats serve different purposes.
- Decide which format, venue, and mode of communication to use when distributing their own creations of information. (Frame: Format as a Process)

5. Compile information ethically, following professional or scholarly standards.

Examples:

- Create a narrative from multiple sources.
- Explain the importance of using information, including data, ethically and legally.
- Understand that all information is building on previous information and that students contribute to that cycle.
- Identify the contribution that particular articles, books, and other scholarly pieces make to disciplinary knowledge.
- Recognize that scholarly conversations are not complete and evolve over time.
- Give credit to others through proper attribution and citation.
- Recognize the meaning of intellectual property in the United States and that it is a social and legal construct that varies by culture.
- Know how to identify the rights and restrictions associated with information and apply open licenses and principles of fair use when possible.
- Manage online presences responsibly. (Frame: Information has Value)

6. Recognize that both production of and access to information is inequitable.

Examples:

- Recognize issues of access or lack of access to information sources.
- Understand that some individuals or groups of individuals may not be represented or may be misrepresented within the information ecosystem. (Frame: Information has Value)