Information Literacy (IL) Framework Rubric with RIO Translations

About this Project

Who are the NCICU Library Collaborative (NLC) and RIO?

The North Carolina Independent Colleges and Universities (NCICU) Library Collaborative's purpose is to promote deep collaboration among the libraries from NCICU schools. NLC consists of a steering committee to govern it and multiple Affinity Groups that connect librarians with similar professional responsibilities that allow them to collaborate and communicate efficiently.

RIO is the Reference, Instruction, and Outreach Affinity Group of the NLC.

What is the purpose of this project?

The purpose of this project is to create an information literacy rubric by scaffolding ACRL's Information Literacy Framework, 2016. This rubric creates a common interpretation that RIO will use for the lesson plan repository and future information literacy projects.

What are the project's final outcomes?

1. Simplify and clarify ACRL's Information Literacy Framework.
2. Create a rubric for ACRL's Information Literacy Framework that organizes each information literacy frame into three competency levels: entry, transitional, and mastery.
3. Create a common interpretation of the ACRL's Information Literacy Framework for RIO's linked to the lesson plan repository's metadata fields.

What is the scope of the project?

The RIO group focused on interpreting the knowledge practices for the six frames identified by ACRL's Information Literacy Framework. The dispositions in ACRL do not provide measurable outcomes therefore, the RIO group did not use the dispositions for their interpretation of the Information Literacy Framework. Critical information literacy skills are outside the scope of this project.

About this Project

When was this project created?

RIO worked on this project from June 2018- October 2019. The Information Literacy Scaffolding Rubric was approved by the NCICU Library Collaborative at the October 2019 meeting at Wake Forest University (Winston-Salem, NC).

What process did RIO use to create the Information Literacy Rubric?

The first step was to research and review information literacy rubrics developed by other libraries. Then RIO began work on its own information literacy rubric. The group started this process by deciding and defining different competency levels to design the rubric. The group agreed to have three different competency levels: Entry, Transitional, and Mastery.

Each level can be defined as:
- Entry: Fundamental information literacy skills.
- Transitional: Once students understand the fundamental information literacy concepts, they start to realize there are multiple ways to interpret information literacy.
- Mastery: The student uses multiple interpretations of different information literacy skills to create their own interpretation.

Once RIO defined competency levels, the group divided into six smaller groups to review the Knowledge Practices for each information literacy frame. Each group divided the individual knowledge practices into the competency levels using the original language developed by ARCL. The RIO group met after all the frames were divided into competency level to discuss the interpretation of the knowledge practices and develop our own interpretation of each frame.

Authority is Constructed and Contextual

Authority is Constructed and Contextual: Entry Level

Define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event), student begins to recognize categories of scholarly and non-scholarly materials, student is able to begin recognizing popular vs academic materials/recognition of these types of authority is based on the appearance of content as much as on the information contained within

Use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility

Understand that many disciplines have acknowledged authorities in the sense of well-known scholars and publications that are widely considered "standard," and yet, even in those situations, some scholars would challenge the authority of those sources

RIO TRANSLATION:

The student understands what authority is)
The student understands that authority is gained through both education and experience
The student understands that just because the person is an expert on one topic, it does not mean they are an expert on another topic)

Authority is Constructed and Contextual: Transitional Level

Recognize that authoritative content may be packaged formally or informally and may include sources of all media types

Use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility

Understand that many disciplines have acknowledged authorities in the sense of well-known scholars and publications that are widely considered "standard," and yet, even in those situations, some scholars would challenge the authority of those sources

Acknowledge they are developing their own authoritative voices in a particular area and recognize the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice

RIO TRANSLATION:

More varied types of authority emerge (beyond scholarly/non-scholarly) and assessment of authority begins to be based on content of source, not "container"

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Authority is Constructed and Contextual: Mastery Level

Understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time.

Understand that many disciplines have acknowledged authorities in the sense of well-known scholars and publications that are widely considered "standard," and yet, even in those situations, some scholars would challenge the authority of those sources

Acknowledge they are developing their own authoritative voices in a particular area and recognize the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice
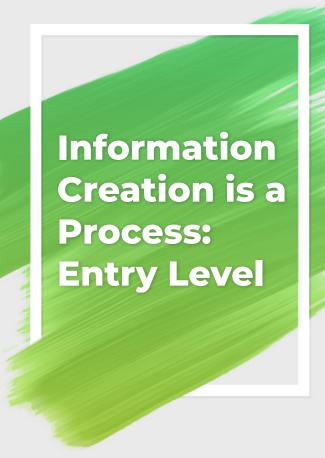
RIO TRANSLATION:

Recognize that information can be created in different ways; and recognize that there are barriers to these avenues of creating information.

Recognize that the packaging of the information impacts a reader's perception of that information.

Monitor how much a "packaging" is valued in different contexts, particularly an academic context (the context that affects their grade)

Information Creation is a Process

Information Creation is a Process: Entry Level

Recognize that various creation processes produce information with different capabilities and constraints.

Recognize that information may be perceived differently based on the format in which it is packaged

Monitor the value that is placed upon different types of information products in varying contexts;

Understand that many disciplines have acknowledged authorities in the sense of well-known scholars and publications that are widely considered "standard," and yet, even in those situations, some scholars would challenge the authority of those sources;

RIO TRANSLATION:

The student understands what authority is)
The student understands that authority is gained through both education and experience
The student understands that just because the person is an expert on one topic, it does not mean they are an expert on another topic)

Information Creation is a Process: Transitional Level

Assess the fit between an information product's creation process and a particular information need

Articulate the capabilities and constraints of information developed through various creation processes

Articulate the traditional processes of information creation and dissemination in a discipline

Recognize the implications of information formats that contain static or dynamic information;

RIO TRANSLATION:

Understand that one's information need is related to the processes of information creation; the process by which information is created is connected to what type of information it is classified as.
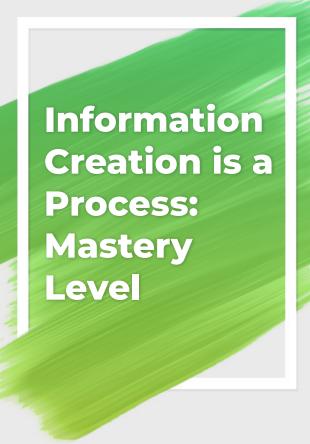
Understand and identify the benefits and/or barriers to varying information creation processes.

Understand and identify processes of information creation standard in a given discipline.

Recognize that the packaging of the information impacts a reader's perception of that information.

Understand that types of packaging can be dynamic (updated and changed as needed) or static (unchanging), and recognizing the benefits and drawbacks to each type of packaging.

Pay attention to the perceptions of different information types and packaging from different groups in varying concepts.

Information Creation is a Process: Mastery Level

Articulate emerging processes of creation and dissemination in a discipline

recognize the implications of information formats that contain static or dynamic information;

transfer knowledge of capabilities and constraints to new types of information products;

develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys.
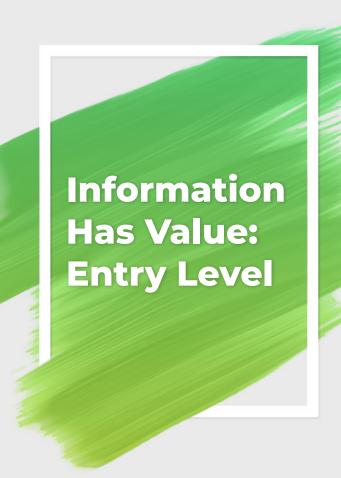
RIO TRANSLATION:

Understand and be able to explain emerging processes of information creation and distribution in a given area of study.

Understand that types of packaging can be dynamic (updated and changed as needed) or static (unchanging), and recognizing the benefits and drawbacks to each type of packaging.

Make intentional choices in their own creation processes in regards to packaging, format, etc. that is appropriate for their intended audience and purposes.

Information Has Value

Information Has Value: Entry Level

articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain;

give credit to the original ideas of others through proper attribution and citation;

understand that intellectual property is a legal and social construct that varies by culture;

recognize issues of access or lack of access to information sources;

RIO TRANSLATION:

Cite the original ideas of others, regardless of whether they are quoted directly or paraphrased.

Understand that intellectual property is protected by laws specific to the country the research is published in, and that social conventions within academic fields and communities of practice provide additional constraints.

Information Has Value: Transitional Level

articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain;

give credit to the original ideas of others through proper attribution and citation;

give credit to the original ideas of others through proper attribution and citation;

understand how the commodification of their personal information and online interactions affects the information they receive and the information they produce or disseminate online;

make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information.

understand that intellectual property is a legal and social construct that varies by culture;

recognize issues of access or lack of access to information sources;

RIO TRANSLATION:

Cite the original ideas of others, regardless of whether they are quoted directly or paraphrased.

Recognize how search engines track online interactions and manipulate retrieved information based on accumulated search history data. Additionally, maintain awareness of efforts by commercial entities and others to influence what users share with their online communities.

Understand that publishers and other information stakeholders protect their investments with firewalls and license restrictions. Libraries mediate access to licensed content, but some licensed information is cost-prohibitive to many institutions. Additionally, significant amounts of information have not been digitized, and may require shipping or on-site visits to gain access.

Information Has Value: Mastery Level

articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain;

understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information;

recognize issues of access or lack of access to information sources;

decide where and how their information is published;

understand how the commodification of their personal information and online interactions affects the information they receive and the information they produce or disseminate online;

make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information.

RIO TRANSLATION:

Systems, such as those to determine profitability or researcher impact, make it difficult for writers and researchers outside of mainstream, western communities to gain recognition in their field. Examples of systemic barriers include the additional publishing costs of translating works written in a language other than English; lack of funding opportunities for research that does not serve a (typically western) commercial interest; and citation preference for scholars with high impact factor, which can perpetuate old inequities.

Research as Inquiry

Research as Inquiry: Entry Level

determine an appropriate scope of investigation

organize information in meaningful ways

synthesize ideas gathered from multiple sources

RIO TRANSLATION:

Gather information from sources and sort it into categories relevant to a query

Integrate information from multiple sources into a single coherent picture

Research as Inquiry: Transitional Level

organize information in meaningful ways

synthesize ideas gathered from multiple sources

formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information

limiting the scope of investigations

use various research methods, based on need, circumstance, and type of inquiry

monitor gathered information and assess for gaps or weaknesses

draw reasonable conclusions based on the analysis and interpretation of information

RIO TRANSLATION:

Sort information into categories relevant to a query

Integrate information from multiple sources into a single coherent picture

Base research queries in curiosity about information missing from a known topic or reexamining known information that appears to conflict.

View gathered information with curiosity toward missing or weak information

Research as Inquiry: Mastery Level

use various research methods, based on need, circumstance, and type of inquiry

draw reasonable conclusions based on the analysis and interpretation of information

synthesize ideas gathered from multiple sources

RIO TRANSLATION:

Integrate information from multiple sources into a single coherent picture

Scholarship as Conversation

Scholarship as Conversation: Entry Level

cite the contributing work of others in their own information production

critically evaluate contributions made by others in participatory information environments

RIO TRANSLATION:

cite the sources (books, articles, media, etc.) used in the work that you produce

critically evaluate contributions made by others at all times and in all formats

Scholarship as Conversation: Transitional Level

cite the contributing work of others in their own information production

critically evaluate contributions made by others in participatory information environments

contribute to scholarly conversation at an appropriate level, such as local online community, guided discussion, undergraduate research journal, conference presentation/poster session

recognize that a given scholarly work may not represent the only or even the majority perspective on the issue

RIO TRANSLATION:

cite the sources (books, articles, media, etc.) used in the work that you produce

critically evaluate contributions made by others at all times and in all formats

contribute to scholarly conversation at an appropriate level, such as local online community, guided discussion, undergraduate research journal, conference presentation/poster session

recognize that a given scholarly work may not represent the only or even the majority perspective on the issue

Scholarship as Conversation: Mastery Level

recognize that a given scholarly work may not represent the only or even the majority perspective on the issue

identify barriers to entering scholarly conversation via various venues

identify the contribution that particular articles, books, and other scholarly pieces make to disciplinary knowledge

summarize the changes in scholarly perspective over time on a particular topic within a specific discipline

NO RIO TRANSLATION

Searching as Strategic Exploration

Searching as Strategic Exploration: Entry Level

determine the initial scope of the task required to meet their information needs

manage searching processes and results effectively.

design and refine needs and search strategies as necessary, based on search results

RIO TRANSLATION:

able to identify and apply basic filters (full-text, peer-reviewed) and Boolean operators to construct a search in a general database

utilizes initial search results to refine future searches by finding additional keywords and limits

Searching as Strategic Exploration: Transitional Level

identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information

utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching

design and refine needs and search strategies as necessary, based on search results

use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately

manage searching processes and results effectively.

RIO TRANSLATION:

able to identify authoritative general sources and gaining familiarity with subject-specific sources, uses critical thinking to discover and identify subject specific databases, web resources, and other sources where this information may be found;

utilize brainstorming and non-linear thinking processes alongside linear resource-selection processes to establish parameters of inquiry and identify appropriate sources;

utilizes several sets of search results to refine future searches by finding additional keywords, limits, sources, and key concepts, use different types of searching language (beyond Boolean operators, such as controlled vocabularies, keywords, subject headings, and natural language searching);

manage a searching processes via selection of databases, application of different search strategies, and appropriate use of filters to generate specific and manageable search results

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Searching as Strategic Exploration: Mastery Level

identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information

utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching

match information needs and search strategies to appropriate search tools

design and refine needs and search strategies as necessary, based on search results

RIO TRANSLATION:

identify authoritative subject-specific sources and identify authorities outside of a purely academic context, determine the best way to ethically access that information;

utilize brainstorming and non-linear thinking processes alongside linear resource-selection processes to establish parameters of inquiry and identify appropriate sources at an advanced level;

identify appropriate search strategies and sources for specific information needs;

Searching as Strategic Exploration: Mastery Level (cont.)

understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information

use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately

manage searching processes and results effectively.

RIO TRANSLATION:

adjust parameters of inquiry and search strategies based on search results in multiple sources, as well as evaluation of literature reviews/systematic reviews, grey literature, and other sources;

understand how information systems are organized, including concepts such as: subject headings, metadata, controlled vocabularies, and indexing, appropriate to the subject matter;

use sophisticated search strategies combining Boolean operators, controlled vocabularies, search indices, and natural language concepts to create highly-effective searches with specific results

Information Literacy (IL) Framework Rubric with RIO Translations