

## Information Literacy Goals and Examples of Associated Learning Outcomes

*Based on the ACRL Information Literacy Competency Standards for Higher Education  
Using Bloom's Taxonomy of the Cognitive Domain, Old and New Versions*

Your programmatic accreditors may use similar language and concepts as the outcomes and examples below.  
Use the language of **your** field to express these outcomes.

### **IL Goal 1 - IDENTIFY**

***When confronting information-based problems, students will identify and clearly articulate their information needs in order to fill the information gap.***

#### ***Example Outcomes:***

Students will express what information is needed in order to define the information gaps in need of further investigation

Students will select specific information needed in order to describe focused research questions and sub-questions

### **IL Goal 2 - FIND**

***Students will generate a continuously-expanding knowledge base of information sources and resources that are relevant to their information needs, including a variety of formats and delivery mechanisms.***

#### ***Example Outcomes:***

Students will analyze information resources related to their future professions in order to distinguish what information can be accessed from which resources

Students will integrate information from relevant professional organizations and associations and use social networking technologies in order to plan for future developments in their fields

Students will apply their knowledge of disciplinary information resources in order to demonstrate evidence of learning transfer

### **IL Goal 3 – EVALUATE**

***When solving information-based problems, students will deliberately and critically evaluate and apply the most appropriate information, information sources, resources and information technologies to solve the problem.***

#### ***Example Outcomes***

Students will justify their viewpoints with an adequate amount of relevant information in order to defend their depth of treatment of the information problem

Students will compare and contrast information in order to create arguments that acknowledge diverse viewpoints

#### **IL Goal 4 – USE**

***When solving information-based problems, students will demonstrate ethical application of information and will use information sources, resources and information technologies in an ethical manner.***

##### ***Example Outcomes***

Students will consistently apply proper citation and documentation styles when using ideas or work created by others in order to employ the tenets of “ethical use of information” at a basic level

Students will ethically use information technologies, digital resources and physical sources of information in order to apply the laws of copyright, intellectual property, and licensing

#### **IL Goal 5 – USE**

***Students will use appropriate information sources, resources, and information technologies to effectively engage with global cultures.***

##### ***Example Outcomes***

Students will interpret awareness of world events and conditions, in order to justify decision-making, beliefs and actions

Students will use computer-mediated communication technologies to interact with inhabitants in other regions of the world in order to construct relationships that deepen intercultural understanding and tolerance

Students will examine diverse viewpoints in order to better analyze and collaboratively solve problems together with global partners

#### **IL Goal 6 – USE**

***Students will exhibit the perseverance and self-direction characteristic of lifelong learners, as supported by information literacy.***

##### ***Example Outcomes***

Using information literacy-related skills, abilities, behaviors and attitudes, students will independently formulate strategies for solving information-based problems in order to contribute to their future professions

Students will use a variety of information and communication sources, services, tools and resources to keep up to date on emerging developments in their fields, in order to solve problems from an informed perspective

*A comparison of Bloom’s Taxonomy, Old and New, is available from Richard C. Overbaugh and Lynn Schultz, of Old Dominion University. [http://ww2.odu.edu/educ/roverbau/Bloom/blooms\\_taxonomy.htm](http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)*