Claremont Colleges Critical Information Literacy Habits of Mind

Information literacy is the ability to use critical thinking to create meaningful knowledge from information. As a result of information literacy education and skills building, a Claremont Colleges student will demonstrate the following critical habits of mind:
- Engages in a process of **inquiry** in order to frame intellectual challenges and identify research needs
- Strategically accesses and **evaluates** information
- **Communicates** information effectively
- Provides clear **attribution** of source materials used
- And develops **insight** into the social, legal, economic, and ethical aspects of information creation, use, access, and durability.

Information Literacy Learning Outcomes

Inquiry
Librarians view research as a process of inquiry that directs the act of information seeking. Inquiry is a process that focuses on problems or questions in a discipline in order to extend knowledge in that field.

Learners who are developing their information literacy skills will be able to:
- Understand and interpret assignment parameters
- Develop a research question that is an appropriate scope for their assignment based on information gaps or on reexamination of existing information
- Conduct efficient searches using strategies such as:
    - Matching information needs to appropriate research tools
    - Using different types of searching language
    - Revising search terms based on search results

Evaluation
Librarians recognize that critically evaluating information requires an understanding 1) of the contextual nature of a source's authority, 2) of the underlying processes of how that source was created, and 3) that established power structures results in the privileging of certain voices and silencing of others.

Learners who are developing their information literacy skills will be able to:
- Assess the fit between a source's creation process and the particular information need
- Assess the fit between a source's argument, methodology, and authority and the particular information need
- Use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility

Communication
Librarians recognize that knowledge-making is a discursive practice in which ideas are formulated, debated, and negotiated between information users and creators. Researchers understand their rights and responsibilities when participating in a community of scholarship, and will provide attribution to the voices in that conversation in order to distinguish between existing knowledge and their own ideas and contributions.

Learners who are developing their information literacy skills will be able to:
- Identify that there are changes in scholarly perspectives on a topic over time
- Give credit to the original ideas of others, and distinguish their own ideas and contributions, through proper attribution
- Synthesize ideas gathered from multiple sources

Attribution

Librarians understand that information has value which is manifested in various contexts, including intellectual property laws and modes of discourse in a discipline. Attribution of sources is a primary way of respecting the value of intellectual work and entering into scholarly conversations. Providing complete and accurate attribution enables the scholarly conversation to move forward and strengthens the researcher's voice in that conversation.

Learners who are developing their information literacy skills will be able to:
- Cite the contributing work of others in their own information production
- Convey an understanding of why and where to give attribution within a given discipline to avoid intentional and unintentional plagiarism

Insight

Librarians recognize the costs of creating and publishing scholarship and understand that the processes underlying those costs are often made invisible. In order to participate in the universe of scholarship related to academic disciplines, researchers must distinguish between institutionally provided and open access resources.

Learners who are developing their information literacy skills will be able to:
- Discuss issues related to free vs. fee-based information access in order to understand how access to information impacts the scholarly conversation
- Distinguish between institutionally-provided and open access resources
- Recognize issues of access, or lack of access, to information sources