

Montgomery College Information Literacy

Draft Standards and Expectations- Spring/Fall 2008

Information Literacy involves a series of skills and abilities that take a lifetime to learn, and Montgomery College, and the State of Maryland, recognize these skills as essential for a well educated student. The following standards and indicators have been adapted from the Association of College and Research Libraries' (ACRL) "Information Literacy Competency Standards for Higher Education" to reflect the Montgomery College expectations. Students will have the opportunity to develop Information Literacy skills by taking both General Education designated courses and non-Gen Ed courses that give students the opportunity to learn and practice Information Literacy skills.

Standard 1: Know

The information literate student **determines the nature and extent of the information needed**, and so the student will be able to

- develop and revise a plan of action to complete a research assignment or activity, including a realistic time frame.
- articulate a research question appropriate for the assignment or activity.
- determine the availability of, and gather, the appropriate source materials.
- identify and use strategies, such as a log or journal, to organize and maintain information and source materials throughout the project.
- identify and develop new skills, such as technology and research skills, when needed to complete a research assignment or activity.

Standard 2: Access

The information literate student is able to **access needed information effectively and efficiently**, and so the student will be able to:

- identify appropriate types and formats of source material needed to complete a research assignment or activity.
- employ efficient and effective approaches for collecting source material.
- identify gaps in his or her knowledge, skills, or resources and refine research strategies and/or develops new skills, as necessary.

Standard 3: Evaluate

The information literate student **evaluates information and sources critically and incorporates selected information into his or her knowledgebase and value system**, and so the student will be able to:

- critically evaluate information for currency, objectivity, and validity of source content.
- analyze and interpret information to determine validity and relevance to the research question.
- seek critical feedback for ideas from peers and instructors.
- determine whether his or her research question is valid and relevant to the assignment or activity, and revise the question, as needed.

Standard 4: Use

The information literate student, **individually, or as a member of a group, uses information effectively to accomplish a specific purpose**, and so the student will be able to:

- summarize information and identify concepts to be paraphrased or quoted.
- select and integrate new and prior information, including the use of quotations and paraphrases, in a manner that supports the purposes of the assignment or activity.
- use appropriate supplemental information, including graphics or data, in a manner that supports the purpose of the assignment or activity.

Standard 5: Ethics

The information literate student **understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally**, and so the student will be able to:

- correctly identify documents and resources that are protected by copyright or are otherwise considered to be intellectual property.
- understand what constitutes plagiarism and use resources or materials only with proper attribution.
- accept responsibility for the ideas presented in the final product.

Standards Developed and Adapted by the Information Literacy Focus Group- Fall 2008

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