

## **Information Literacy: A Shared Responsibility**

### **School Library Media Learner Outcomes**

Mastering information literacy skills is essential for success both in school and throughout life. The pace of change in contemporary life requires an individual to recognize the need and accept responsibility for becoming a lifelong, independent learner. Lifelong learning is built on a foundation of information literacy. Information literacy skills (locating, collecting, organizing, interpreting, and sharing information) are most effectively learned in the context of subject area content. Effective collaboration between classroom teachers and school library media specialists enhances the mastery of both information literacy skills and subject area content by merging the development of information processing skills and strategies with the learning of subject area content.

#### **Enduring Understandings:**

Lifelong learning is built on a foundation of information literacy.

#### **Essential Questions:**

1. How does interacting with information lead to understanding and communicating ideas?
2. How does literature reflect, examine, and influence human experience?
3. Why is access to and ethical use of information important in a democratic society?

#### **Outcome 1: Students will be able to demonstrate an appreciation of literature and reading.**

##### **Indicators:**

- A. Recognize how literature reflects, examines, and influences the human experience.
- B. Recognize reading as a pleasurable activity.
- C. Recognize the importance of being a lifelong learner/reader.

#### **Outcome 2: Students will be able to locate resources to meet an identified need.**

##### **Indicators:**

- A. Identify and locate resources of the library media center.
  1. Recognize fiction arrangement and content.
  2. Recognize non-fiction arrangement and content.
  3. Recognize non-print arrangement and content.
  4. Recognize computer/online arrangement and content.
- B. Define/refine information need.
  1. Formulate compelling questions.
  2. Use criteria of an assignment to identify a specific appropriate topic to investigate.
  3. Use personal interests to identify a topic to investigate.
- C. Locate appropriate resources to meet information need.
  1. Identify print resources.
  2. Identify non-print resources.
  3. Identify computer/online resources.

#### **Outcome 3: Students will be able to gather relevant information from appropriate resources.**

##### **Indicators:**

- A. Generate appropriate search terminology and strategies.
  1. Apply strategies for utilizing print resources.
  2. Apply strategies for utilizing non-print resources.
  3. Apply strategies for utilizing computer/online resources.
    - a. Recognize impact of keyword, Boolean searching, and /or other search strategies.
    - b. Match search strategy to resources (i.e., search engines, directories, databases or indexes).
- B. Evaluate specific resources to determine accuracy and relevance of content.
  1. Analyze print resources.
  2. Analyze non-print resources.
  3. Analyze computer/online resources.

- C. Reinforce reading strategies.
  - 1. Establish purpose for reading: to inform, to perform a task, to persuade, or to engage in a literary experience.
  - 2. Use text features.
  - 3. Identify main idea and supporting details.
  - 4. Reinforce skills related to comprehension, analysis, and synthesis.
- D. Recognize information that answers questions when it is found.
  - 1. Distinguish between relevant and extraneous information.
  - 2. Adjust questions if needed.
- E. Apply appropriate note taking processes to gather information.
  - 1. Use appropriate graphic organizers/note cards.
  - 2. Use own words to capture key concepts to avoid plagiarism.
  - 3. Record bibliographic information.

**Outcome 4: Students will be able to organize and manage information found in print, non-print, and computer/online formats.**

**Indicators:**

- A. Recognize inherent structure of information in order to use appropriate format for organizing gathered information (e.g., text, graphic representation, graphs, databases, or spreadsheets).
  - 1. Generate appropriate formats to display information.
  - 2. Interpret information displayed in a variety of formats.
- B. Use a variety of strategies for organizing data or information.
  - 1. Alphabetical order
  - 2. Chronological order
  - 3. Part to whole
  - 4. General to specific
  - 5. Main idea and supporting details
  - 6. Compare/contrast
  - 7. Cause and effect

**Outcome 5: Students will be able to interpret information to generate new understandings and knowledge.**

**Indicators:**

- A. Analyze data and information for meaning.
- B. Apply critical thinking and problem-solving strategies.
  - 1. Recognize patterns and relationships.
  - 2. Draw viable conclusions.
  - 3. Make quality inferences.
  - 4. Construct personal connections with information.

**Outcome 6: Students will be able to communicate findings by producing materials in an appropriate format.**

**Indicators:**

- A. Produce written, oral, and multimedia presentations.
  - 1. Identify intended audience.
  - 2. Identify intended purpose.
- B. Apply best practices related to content and layout of presentations.

**Outcome 7: Students will be able to demonstrate responsible attitudes toward the use of information.**

**Indicators:**

- A. Take responsibility for own actions related to ethical use of information.
  - 1. Cite sources.
  - 2. Comply with copyright laws.
  - 3. Avoid plagiarism.
- B. Promote intellectual freedom.
  - 1. Recognize role of information in a democratic society.
  - 2. Promote freedom of access to ideas.