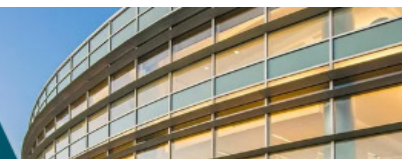




# Research & Learning Program Framework



## Health Sciences Research Literacy

### AAC&U VALUE Rubric – Information Literacy

ACRL Framework for Information Literacy

	Determine the extent of information needed	Access the information needed	Evaluate the information and its sources critically	Use information effectively to accomplish a specific purpose	Access and use information ethically and legally
<b>Authority is Constructed and Contextual</b>					
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).					
Use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility.					
Recognize that authoritative content may be packaged formally or informally and may include sources of all media types.					
Understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time.					
<b>Information Creation as a Process</b>					
Articulate the capabilities and constraints of various processes of information creation.					
Recognize that information may be perceived differently based on the format in which it is packaged.					

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Assess the fit between an information product's creation process and a particular information need.					
<b>Information Has Value</b>					
Give credit to the original ideas of others through proper attribution and citation.					
<b>Research as Inquiry</b>					
Formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information.					
Determine an appropriate scope of investigation.					
Deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations.					
Use various research methods, based on need, circumstance, and type of inquiry.					
Draw reasonable conclusions based on the analysis and interpretation of information.					
<b>Scholarship as Conversation</b>					
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.					
<b>Searching as Strategic Exploration</b>					
Determine the initial scope of the task required to meet their information needs.					
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.					

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Match information needs and search strategies to appropriate search tools.					
Design and refine needs and search strategies as necessary, based on search results.					
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.					