

<p>ACRL Definition of Information Literacy</p> <p>A set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information.”</p> <p><i>Information Literacy Competency Standards for Higher Education, ACRL, 2000</i></p>	<p>Liberal Arts Definition</p> <p>“In liberal arts colleges, librarians and faculty assist students in developing a sophisticated relationship with information by fostering appropriate expectations for information sources, and respect for the intellectual work of others.”</p> <p><i>FYILLAA / First Year Information Literacy in the Liberal Arts Assessment Project</i> (current project funded by the MITC / Midwest Information Technology Center)</p>	<p>Discipline Definitions of Information Literacy Considerations</p> <ul style="list-style-type: none"> • “What it means to be a” • Institutional Research: “What are you measuring?” • Definitions or skills list
<p>Classics</p> <ul style="list-style-type: none"> -Knowing what sorts of questions and problems Classicists study; -Understanding how and when to use any reference or search tools appropriate to answer these questions and problems; -Understanding how to evaluate the information these tools uncover. 	<p>Economics</p> <p>Data Literacy/Information Literacy Skills</p> <ul style="list-style-type: none"> • Use of EconLit, JSTOR, SSCI/WOS • Identifying publicly available data sets • Organizing a literature review • Locating summary articles • Identifying seminal works • Identifying research questions • Determining whether data exist to answer a research question • Critical reading of articles in leading journals 	<p>English</p> <ul style="list-style-type: none"> -Grounded in literary texts -Knowledge of methods to access and evaluate primary texts (including rare and special editions) -Knowledge of technologies involved in accessing on-line resources and evaluating those resources
<p>Geology</p> <p>Information-literate geologists should be:</p> <ul style="list-style-type: none"> -Proficient in using the full range of information sources in the discipline (incl. maps, data, field guides, etc.); -Able to search and locate documents, manage search results, evaluate sources; -Able to frame a research question, determine if it is answerable and where to get the information -Able to use established procedures to cite and acknowledge sources of information 	<p>History</p> <ul style="list-style-type: none"> -Able to formulate and answer historical questions on the basis of primary sources -Able to use secondary sources to enlarge dossier of sources, perspectives and questions -Understand concepts of intellectual honesty and proper crediting of others’ work -Familiar with library resources -Develop a research project -Situate oneself in a pre-existing field or body of literature 	