Information Literacy Goals Mapped to the OCAV Guidelines

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<tr>
<th>Baccalaureate/Bachelor's Degree: Honours</th>
<th>Corresponding Information Literacy Goal</th>
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<tbody>
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<td>This degree is awarded to students who have demonstrated:</td>
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1. Depth and Breadth of Knowledge

- a) a developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline
- b) a developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines
- c) a developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline
- d) a developed, detailed knowledge of and experience in research in an area of the discipline
- e) developed critical thinking and analytical skills inside and outside the discipline
- f) the ability to apply learning from one or more areas outside the discipline

Determines the nature and extent of the information needed.
- Defines and articulates the need for information.
- Identifies a variety of types and formats of potential sources for information.
- Reevaluates the nature and extent of the information need.

Accesses the needed information effectively and efficiently.
- Selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.
- Refines the search strategy if necessary.

Evaluates information and its sources critically.
- Articulates and applies initial criteria for evaluating both the information and its sources.
- Compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.
- Validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.
- Determines whether the initial query should be revised.
- Evaluates information and its sources critically.
- Summarizes the main ideas to be extracted from the information gathered.
- Articulates and applies initial criteria for evaluating both the information and its sources.
### 2. Knowledge of Methodologies

| ... an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: |
| - evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; |
| - devise and sustain arguments or solve problems using these methods; and describe and comment upon particular aspects of current research or equivalent advanced scholarship. |

**Determines the nature and extent of the information needed.**

- Defines and articulates the need for information.
- Identifies a variety of types and formats of potential sources for information.

**Accesses the needed information effectively and efficiently.**

- Selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.
- Retrieves information online or in person using a variety of methods.
- Extracts, records, and manages the information and its sources.

### 3. Application of Knowledge

| a) the ability to review, present and critically evaluate qualitative and quantitative information to: |
| - develop lines of argument; |
| - make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; |
| - apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; |
| - where appropriate use this knowledge in the creative process; and |

| b) the ability to use a range of established techniques to: |
| - initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; |
| - propose solutions; |
| - frame appropriate questions for the purpose of solving a problem; |
| - solve a problem or create a new work; and |

| c) the ability to make critical use of scholarly reviews and primary sources. |

**Evaluates information and its sources critically.**

- Synthesizes main ideas to construct new concepts.
- Determines whether the new knowledge has an impact on the individual’s value system and takes steps to reconcile differences.

**Uses information effectively to accomplish a specific purpose.**

- Applies new and prior information to the planning and creation of a particular product or performance.
- Communicates the product or performance effectively to others.

**Determines the nature and extent of the information needed.**

- Identifies a variety of types and formats of potential sources for information.

**Uses information effectively to accomplish a specific purpose.**

- Applies new and prior information to the planning and creation of a particular product or performance.

### 4. Communication Skills

| ... the ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences. |

**Uses information effectively to accomplish a specific purpose.**

- Communicates the product or performance effectively to others.

### 5. Awareness of Limits of Knowledge

| ... an understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations. |

**Determines the nature and extent of the information needed.**

- Defines and articulates the need for information.
**6. Autonomy and Professional Capacity**

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<th>Understand the economic, legal, and social issues surrounding the use and production of information, and access and use information ethically and legally.</th>
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<tr>
<td>- Understands many of the ethical, legal and socio-economic issues surrounding information and information technology.</td>
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<tr>
<td>- Follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.</td>
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**a) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:**
- the exercise of initiative, personal responsibility and accountability in both personal and group contexts;
- working effectively with others;
- decision-making in complex contexts;

**b) the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and**

**c) behaviour consistent with academic integrity and social responsibility.**

Understand the economic, legal, and social issues surrounding the use and production of information, and access and use information ethically and legally.

- Follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
- Acknowledges the use of information sources in communicating the product or performance.