**Information Literacy and Technological Agility Rubric**

The Information Literacy and Technological Agility rubric articulates what Syracuse University students should know and be able to demonstrate by the time they graduate through six learning outcomes and specific indicators. The Information Literacy and Technological Agility rubric was created by a community of practice with faculty, librarians, and staff from across the University. This rubric is intended for institutional-level use in assessing and reflecting on undergraduate student learning. Faculty teaching courses with an Information Literacy and Technological Agility course tag may refer to the learning outcomes when developing course learning objectives, signature assignments, and other learning experiences for students. This rubric will continue to evolve as Syracuse University collects feedback from faculty who utilize it to reflect on student learning.

**Information Literacy and Technological Agility Framing Language**

Identification, collection, evaluation, and responsible use of information. Effective, ethical, and critical application of various technologies and media in academic, creative, personal, and professional endeavors.

**Preamble & Guidance**

This rubric is meant to provide faculty and students with specific learning outcomes for Information Literacy and Technological Agility. The indicators associated with each learning outcome are broadly worded, so each discipline has the flexibility to apply them within their own context. The indicators are determined by the faculty and communicated to students in assignment instructions. Examples of indicators could include:

* Research questions or information needs may encompass an investigation around a particular topic such as a thesis question or problem statement.
* Scope of information could encompass a time frame, information type, primary and/or secondary sources, emerging technology, popular or scholarly sources, etc.
* Information resources may encompass journal articles, books, data sources, interviews, lectures, catalogs, or websites.
* Search strategies may include the iterative use of keywords, filters, and/or subject headings in databases, catalogs, web browsers, or other tools that fit the assignment need.
* Access limitations may encompass cost, paywalls, scholars from underrepresented populations, technology, or news deserts.
* Evaluation criteria may encompass source characteristics such as author credentials, artificially generated content, publication date, relevancy, and/or accuracy.
* Citation styles may include following MLA, APA, Chicago Style, or other disciplinary formats.
* Documenting ideas may encompass correct paraphrasing, avoiding and/or acknowledging artificial intelligence tools, use of quotations, and/or in text citations.
* Technologies may encompass web, email, office software/hardware, social media, generative artificial intelligence tools, and/or lab equipment.
* Diverse sources may encompass scholarship from underrepresented populations, non-traditional scholarship or media, research journals, international authors and publications, and/or trade associations.
* Inequities inherent in information and/or data systems may encompass dominant worldviews, biases, and/or lack of representation within the discipline.
* Employing strategies to circumvent inequities in information systems may encompass selecting underrepresented scholars, alternate keywords, variety of databases, non-traditional sources, change result display options, using specific subject headings.

| **Learning Outcomes** | **Indicators** | **Where in the course or learning experience do students demonstrate the indicator?** |
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| 1. IDENTIFICATION:  Establish a research question or information need. | 1.1 Articulates a research question or information need. |  |
| 1.2 Identifies scope of information to satisfy need. |  |
| 2. LOCATION:  Apply strategies to access information from resources. | 2.1 Selects information resources that match information needs and/or assignment criteria. |  |
| 2.2 Applies search strategies. |  |
| 2.3 Identifies access limitations in information systems. |  |
| 3. EVALUATION:  Evaluate materials in context. | 3.1 Applies evaluation criteria to determine the  quality of information. |  |
| 3.2 Selects or excludes information based on relevant evaluation criteria. |  |
| 4. USE:  Use information sources ethically to address  information needs. | 4.1 Credits ideas gathered from sources according to relevant citation styles. |  |
| 4.2 Uses sources accurately and appropriately to document ideas. |  |
| 5. TECHNOLOGICAL AGILITY:  Employ appropriate technology in context. | 5.1 Uses a variety of technologies to complete academic and personal work. |  |
| 5.2 Uses technological tool(s) to accurately analyze information. |  |
| 6. INCLUSIVITY:  Apply strategies to discern power and justice dynamics within information and/or data systems. | 6.1 Includes diverse sources in personal and academic work. |  |
| 6.2 Identifies biases, worldviews, and inequities inherent in information and/or data systems. |  |
| 6.3 Employs strategies to circumvent inequities in information systems. |  |