

OVERVIEW

Mastery of technology is never achieved by study of a singular book or taking a single class or relying on a single source. It also is not achieved by memorizing facts. Beyond experience, it requires sufficient understanding of the technology to recognize what is known and unknown and a sufficiently large set of resources or research techniques to find, analyze and when necessary communicate information when the need arises.

Effective information literacy and summarization skills are essential in today’s workplace and should be part of the outcomes of a complete and balanced college education. The information literacy assessment seeks to collect information relating to the degree to which the students, as a group, have developed pertinent skills in Information Literacy.

The Assessment covers the objectives of the General Education Information Literacy Rubric with an accepted topic pertinent to the subject of the course.

CONTEXT AND CONTENT

You are to present the results of an approved topic that looks deeper into an area related to the class subject matter.

The result should be two web pages and a folder of related images and materials ready to post on class web site.

Page 1. Identify the topic, yourself and the class.

Summarize the concepts and the results of your research in an organized and logical manner.

Include appropriate hyperlinks to make your research effectively accessible to a technical audience in need of your information.

Page 2. Document your search strategy: sites, keywords and phrases.

Identify your sources with appropriate citations.

Include images and hyperlinks as appropriate.

Identify poor or ineffective sources or tools that you found in your search.

Submit your web pages in a zip file by email to the instructor.

MECHANICS

The dimensions of the assessment are summarized in the table below. On each dimension of information literacy you will receive a 2, 1, or 0. The scores mean:

2 = meets or exceeds standards for competency

1 = needs improvement

0 = does not meet minimum standards for competence.

The highest score is 8. A score of 6 is considered passing.

Information Literacy Areas		
PROBLEM SOLVING	Identify Information Needed	Formulate a clear and focused research topic. Compile a sufficient list of concepts.
	Access Information Efficiently	Identify appropriate keywords, synonyms, related terms and/or subject headings for the information needed. Document the focused and clear search strategy that relates directly to the research question.
	Evaluate Information and Sources Critically	Use appropriate sources for the information need. Examines information and uses criteria such as authority, credibility, relevance, timeliness, and accuracy to make judgments about what sources to utilize for the information need. Identify or exclude biased, untimely, non-authoritative or inaccurate information.
	Present and Summarize Information Appropriately	Present information and analysis in an organized and logical manner. The student effectively summarizes information gathered to serve need. The student identifies sources and provides references or material where appropriate.