**First Year Seminar Online Library Component**

Online Library Component Outcome: Students will be introduced to the steps in the research process and be provided an overview of library resources and services.

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<th>Module 1: Exploring Library Research</th>
<th>Module 2: Find, Locate, Retrieve Information Sources</th>
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<td><strong>Student Learning Outcome:</strong></td>
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<td>Students will explore information</td>
<td>Students will develop search strategies in order to</td>
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<td>sources in order to investigate a</td>
<td>locate and find information sources</td>
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**Research as Inquiry**

Understanding that research is iterative and nonlinear depends upon asking increasingly complex questions whose answers develop new questions or lines of inquiry in any field.

*What should students be able to do?*
- Understand foundational ideas, methods, and over time develop corresponding ability to formulate more advanced research questions.
- Develop their repertoire of investigative methods.

Consider the following contextual approaches for students:
- What do you already know about the topic, and what do you need to explore further?
- What is the dialogue or debate surrounding your topic?
- Think about the ideal source. Who might produce this information?
- Has your research taken you down an unexpected path? Should you modify your focus/approach?

**Searching as Strategic Exploration**

Information searching is nonlinear and iterative. The act of searching begins with a question and directs the act of finding needed information.

*What should students be able to do?*
- Define/determine the scope of the information need
- Develop search strategies
- Select appropriate search tools
- Locate and retrieve information sources

Consider the following contextual approaches for students:
- What questions are you asking to direct your information search?
- What is the scope of your research?
- What types of information do you need?
- Who might produce this information? (i.e. scholars, organizations, academic institutions, governments)
# First Year Seminar Online Library Component

Course Level Outcome: Students will be introduced to the steps in the research process and be provided an overview of library resources and services.

## Module 3: Understanding Credibility and Authority

**Student Learning Outcome:**
Students will identify criteria/markers of authority in order to determine the credibility of sources.

### Authority is Constructed and Contextual

- **Constructed Authority** – various communities recognize different type of authority.
- **Contextual Authority** – the information needed may help determine the level of authority required.

**What should students be able to do?**
- Critically evaluate evidence (i.e. Wikipedia article, peer reviewed/scholarly article, blog post, tweet).
- Ask relevant questions about origin, context, and suitability of the source for the current information need.

### Information has Value

Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world.

**What should students be able to do?**
- Give credit to the ideas of others through proper attribution and citation
- Understand how the commodification of their personal information and online interactions affects the information they receive and the information they produce or disseminate online
- Make informed choices regarding their online actions in full awareness of issues related to privacy and commodification of personal information

Consider the following contextual approaches for students:
- How do you determine the credibility of a source?
- What makes a source authoritative?
- What point of view might be missing?
- Whose voice does the information represent?

## Module 4: Learning the Value of Information

**Student Learning Outcome:**
Students will demonstrate proper attribution and citation in order to give credit and/or acknowledge the original ideas of others.

### Consider the following contextual approaches for students:

- What is the purpose of this information?
- Who has access to this information, and who does not?
- Is the material licensed in a way that promotes or prohibits reuse?