Information Literacy / Scholarly Communication Outcomes of the Undergraduate Degree at Wheaton College

Mar 2015
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Six Threshold Concepts
1. [Human] authority is constructed and contextual
2. Information creation as a process
3. Information has value
4. Research as inquiry
5. Scholarship as conversation
6. Searching as strategic exploration

For a more detailed explanation, please read “Information Literacy Instruction Plan,” available from library.admin@wheaton.edu.

1. First-Year Seminar
The focus at this stage is on an introductory presentation of key material that is foundational to the student’s undergraduate program. Instruction is delivered via an online module outside of class time. Student must successfully complete this module as a requirement of the course. Library faculty participate as coaches/guides/resource people.

2. Advanced Seminar
The focus at this stage is on deepening and applying one’s learning. Instruction is delivered via an online module outside of class time. Student must successfully complete this module as a requirement of the course. Learning is applied to a research paper that meets course outcomes. Library faculty participate as coaches/guides/resource people.

3. Course in the Major
The focus is now on gaining and applying major-specific skills and resources, not only for the student’s study at Wheaton but for what follows graduation (grad school, employment, etc.). Instruction is delivered via an online module outside of class time or in class with professor and library faculty member in collaboration. Student must successfully complete the module or in-class session as a requirement of the course. Learning is applied to a research project that meets course outcomes. (If there is no research-methods course in the major, the library faculty and the department will work together to identify an alternative means of embedding in the major.)

4. Capstone
The focus is now on helping the student to view her/himself as a contributor to the discipline or profession. Continuation of relationship between department and library, with specific goals determined collaboratively. Ideally, learning is applied to a research project or other experience that meets course outcomes.