First Year Seminar Online Library Component Outcomes & Context

The Online Library Component is designed to introduce students to college-level research and Belk Library resources and services.

Module 1: Introduction to Research 1. Understanding the Assignment 2. Scholarly and Popular Sources 3. Primary and Secondary Sources	**Module 2: Choose a Research Topic and Explore Background Research** 1. Choose a Topic 2. Locate Background Research
Learning Outcomes - Students will ● Demonstrate assignment completion and support-seeking strategies and ● Use multiple types of information sources used to investigate a research topic	Learning Outcome - Students will ● Identify strategies and explore background information sources to establish a research topic
Information Creation as a Process - Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences. (Read more.) Consider the following contextual approaches for your students: ● How might information be perceived differently based on the format in which it is packaged? ● How might different source types meet the needs of assignment criteria or an information need? ● How would you identify that various methods of information dissemination with different purposes are available?	**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. (Read more.) 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?

Module 3: Doing Research and Finding Sources	Module 4: The Value of Information
1. Developing Keywords 2. Searching the Web 3. Searching the Library	1. Evaluating Sources 2. An Introduction to Citation and Plagiarism
Learning Outcome - Students will ● Identify search strategies in order to locate information sources	Learning Outcomes - Students will ● Apply criteria for authority and other evaluation criteria in order to determine the credibility of sources ● Recognize general attribution and citation fundamentals in order to give credit to and/or acknowledge the original ideas of others
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. ([Read more](.).) Consider the following contextual approaches for students: ● What questions are you asking to direct your information search? ● What is the scope of your research? ● Who might produce this information? (i.e. scholars, organizations, academic institutions, governments) ● How do the deep and open webs organize and display their information? How might this affect what you can access? ● How can you use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately to find information?	**Authority is Constructed and Contextual** - Constructed Authority: various communities recognize different types of authority. Contextual Authority: the information needed may help determine the level of authority required. ([Read more](.).) 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? **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. ([Read more](.).) Consider the following contextual approaches for students: ● What is the purpose of this information? ● How do you respect the original ideas and work of others?

Source: [The Association of College and Research Libraries Framework for Information Literacy for Higher Education](.)