Glendale Community College, Library Learning Outcomes

By using the GCC Library in visits, workshops, and credit coursework, students will practice the following foundations of information competency/literacy and critical thinking in research.

RESEARCH AS INQUIRY
• Articulate the needs and scope of their research, considering such factors as deadlines, source types, citation style, and other project requirements.
• Develop and refine a research question to guide their investigations.
• Recognize research as a process that rewards curiosity, persistence, skepticism, and collaboration.

SCHOLARSHIP AS CONVERSATION
• Recognize the information cycle as a community conversation that includes primary, secondary, popular, peer-reviewed, and other source types.
• Contribute to a diverse conversation by being a critic and/or creator, acknowledging and responding to the ideas of others.

INFORMATION CREATION AS PROCESS
• Distinguish between different source types, understanding the characteristics of various publication practices, purposes, audiences, and formats and why those qualities impact relevance.
• Organize and share original content in an effective manner for a specific audience.

SEARCHING AS STRATEGIC EXPLORATION
• Create and perform a basic search strategy that recognizes which systems to search for which types of information.
• Create and perform advanced search strategies by brainstorming keywords, refining search terms, and using advanced limiters in different systems (e.g., a library catalog, database, discovery tool, or search engine).
• Evaluate sources for relevance, considering indicators such as subject terms, abstracts, and other indicators by community or discipline.

AUTHORITY IS CONSTRUCTED AND CONTEXTUAL
• Evaluate sources for credibility, considering indicators such as authority, currency, point of view, personal bias, and the context to how information is produced.
• Recognize that information from a variety of source types may be valuable, depending on the context of the research need.

INFORMATION HAS VALUE
• Understand the ethical & legal standards underlying the use of information in college, the workplace, and on the Internet.
• Give credit to the ideas and work of others through proper attribution and citation.

Note 1: Template goal = limit to 2 (or 3, maximum) concrete skills per Frame.
Note 2: Frames/skills in this draft are listed in a suggested order, to roughly approximate a typical research pathway.
Note 3: This document is complemented by an auxiliary document that names/lists specific Outcome Examples by scaffolded levels, proceeding from novice to expert levels of mastery.