# Essential Skill: Information & Digital Literacy

The Information & Digital Literacy essential outcomes were adapted from the Association of College and Research Libraries (ACRL) [Framework for Information Literacy for Higher Education](http://www.ala.org/acrl/standards/ilframework) and the *NMHED Essential Skills Rubric*.

Courses that include the skill of information and digital literacy should begin to prepare students for upper division college courses, the workplace, and civic life. Informational literacy spans across genres and content within the general education core, and as such is not tied to a specific media or format. A course focused on information and digital literacy as an essential skill should encompass three of the four component skills listed below.

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| **Dimension** | **0 = No Evidence** | **1 = Emerging** | **2 = Developing** | **3 = Proficient** |
| **Authority and Value of Information:** Recognize the interdependent nature of the authority and value of information and use this knowledge ethically when selecting, using, and creating information. | No evidence of authority and value of information. | A recognition that information is produced by individuals and communities who may or may not be reliable and who may have a particular point of view is present, but with minimal further evaluation.  | In recognition of a variety of authority and points of view, established criteria are used to evaluate information, formats, and sources  | Different types of authorities are evaluated to differentiate between reliable and convenient information; a recognition exists that knowledge builds upon itself, and credit is attributed. |
| **Digital Literacy:** Understand, communicate, compute, create, and design in digital environments. | No evidence or familiarity with digital devices and/or platforms. | An ability to use common digital devices and/or platforms is evident.  | Appropriate applications to create and effectively communicate are selected and used; common digital education and social communication platforms are used; current basic digital tools are used. | Fluency in using common digital education and social communication platforms is demonstrated; digital media is designed; fluency in using current digital tools, including identifying errors or misleading information, is apparent. |
| **Information Structures:** Select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications. | No evidence of employing appropriate information formats, collections, systems, and applications.  | Basic features and functions of common information formats, collections, systems, and applications are articulated; the ability to search collections and systems using keywords and simple search strategies is demonstrated. | It is evident that information formats, collections, systems, and applications that best match the relevant information needs have been selected and used; the ability to search collections and systems using advanced iterative search strategies are demonstrated. | Applications to create and organize content into appropriate information formats and systems are used; there is recognition and explanation of how information is communicated using distinct formats created for a purpose; a recognition that information systems organize and disseminate formats themselves is evident. |
| **Research as Inquiry:** Engage in an iterative process of inquiry that defines a problem or poses a question and through research generates a reasonable solution or answer. | There is no evidence of research as an iterative process of inquiry. | There is evidence that a problem has been defined or a question has been posed. | The ability to locate and evaluate relevant information about the defined problem or question posed is evident.  | An appropriate scope for an investigation is defined, research questions are formulated and are reframed based on new information; and/or ideas gathered from multiple sources are analyzed, evaluated, and synthesized to draw reasonable conclusions. |

**Student Artifact Guidelines:** Assignments suited for the Information & Digital Literacy Essential Skill can entail (1) learning and/or working with different tools for the purposes of academic research or information construction; or (2) recognizing the way information (digital or otherwise) is constructed and disseminated. Possible assignments include but are not limited to: close reading assignments, research proposals, thesis statement formulations, format comparisons, essays, digital media creation (websites, blogs, etc.), and search result evaluations.