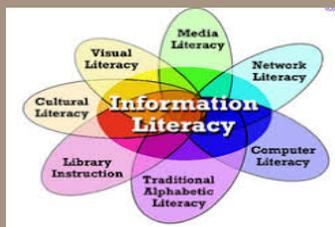


BPLO Information Literacy>>>>

According to the AAC&U (2009) the Information Literacy BPLO is the “ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information.” Information Literacy assignments will identify a research question or thesis, access information using effective, well-designed search strategies and appropriate sources, evaluate information and sources, use the information effectively to accomplish a specific purpose, and cite the information appropriately using a formatting style guide.



These artifacts can be on any topic, must use at least 3 sources, and can be in a variety of forms such as:

- Research Papers
- Editorials
- Speeches
- Proposals
- Marketing or Business Plans

- PowerPoint presentation
- Posters
- Literature Reviews
- Position Papers
- Argumentative Papers

To assess this learning outcome, we will use the Information Literacy Value Rubric presented by the AAC&U (2009). It is important to remember that the language in the rubric is quite dense. Do not get caught up in the formalities of language.

Here is a link to the AAC&U Value Rubrics.

<https://drive.google.com/file/d/1S2fUyi1MnRF18h0CVW0wPGzNTW2Zmu9l/view?usp=sharing>



Critical Reasoning Learning Resources

Here are additional resources to help you think about how you may include critical reasoning assignments in your classes.

Sauk Valley Community College

<https://www.svcc.edu/departments/instructional-design/teaching/resources/course-design/teaching-critical-thinking/>

Lumen

<https://courses.lumenlearning.com/lumen-collegesuccessxtraining2/chapter/critical-thinking-skills/>

Teach Thought

<https://www.teachthought.com/critical-thinking/25-resources-for-teaching-critical-thinking/>

Critical Reasoning>>>>>Demystifying the Rubric

The criteria below are the characteristics represented in the AAC&U Value Rubric for Critical Reasoning. Each characteristic supports effective and appropriate habits of inquiry and analysis. Your class activity may not be an EXACT match for each criterion in the rubric. It is okay to be “close.” We do not expect our students to meet or exceed in every category. It is acceptable to be a “work in progress.” Think about class activities that you already assign in your class that engages students in these characteristics.

Explanation of Issues: Student selects an issue to be considered and then states that issue or topic clearly. Student raises vital questions or problems associated with the issue and discusses them clearly and precisely.

Evidence: Student gathers and assesses relevant information from various perspectives. Student can interpret and evaluate the evidence objectively, setting aside personal preferences. Judgements made are based on evidence.

Influence of Context and Assumptions: Student thoroughly analyzes their own and others’ assumptions about the issue and carefully evaluates their relevance when presenting a position. Student is interested in other people’s ideas and is willing to examine various perspectives even when they might disagree.

Student’s Position: Student takes an imaginative position that considers the complexities of an issue. The student acknowledges what they do not know and recognizes their limitations and are watchful of their own errors. The student thinks openly within alternative systems of thought.

Conclusions and Related Outcomes: Conclusions are stated clearly and logically and reflect an informed evaluation of evidence. Student demonstrates the ability to prioritize the evidence and the perspectives discussed.

ideas to Contemplate...

LiveText: Contest

The Academic Assessment Committee is sponsoring a friendly little competition. Faculty members with the most student uploads in one of their LiveText classes by the end of the Fall 2020 semester will win a \$20 Amazon gift card. Here are the details:



1. Classes will be divided into 3 categories depending on student enrollment:
 - a. Classes with 1-10 students
 - b. Classes with 11-20 students
 - c. Classes with 21 or more students.
2. Two Winners from each category will be awarded a \$20 Amazon Gift Card and will earn the right to brag about their accomplishment!
3. Winners will be determined by the number of student uploads in LiveText and by when the uploads have been completed. The deadline is 5pm, Monday, November 30.
4. Qualifying artifacts in LiveText are limited to the three BPOs we are assessing for our HLC requirements: Knowledge of Diversity, Information Literacy, and Critical Reasoning. Only uploads for these BPOs will be considered for the contest.
5. Faculty members must email Dr. Rowland as soon as the uploads are complete. Email the name of the class, the assignment, the actual number of students in the class and the total number of uploads in LiveText. The email will serve as your entry into the contest and will be time stamped. In the event of a tie, the faculty member with the most uploads reported first, will be crowned the winner!
6. A faculty member can only win in one class size category.
7. The contest is open to all full and part-time faculty members.

So how do you get started?

1. Identify the BPOs you address in your courses.
2. Notify Dr. Rowland so that the correct assignment shells can be uploaded into your LiveText course.
3. Instruct students to upload the assignment into your LiveText course.
4. After all uploads have been completed, email Dr. Rowland the name of the class, the assignment, the actual number of students in the class and the total number of uploads in LiveText for that assignment. The email will serve as your entry into the contest and will be time stamped.



1800 College Avenue
Quincy, IL 62301

Contact Dr. Barb Rowland 217-228-5432 ext. 3198

rowlaba@quincy.edu

Office FRH Rm 243

More Resources >>>>>

Faculty LiveText Course Assessments:

https://drive.google.com/file/d/1ajTWRa9gQpSBc5h_mA1r_s9V7jIXYhnQ/view?usp=sharing

Checking Student Uploads in LiveText:

https://drive.google.com/file/d/1PdsbBI2lUPIIwm7RSbBpwQ4_57PADuHd/view?usp=sharing

Resource for students: **Uploading Artifacts to a Class in LiveText**

https://drive.google.com/file/d/1fCSGco1Y_NxRjDOjS2h41YUwiZmRBSkj/view?usp=sharing

