

The Creighton University Libraries, in the development of the Library Information Literacy Learning Objectives (LILLO), acknowledge two significant documents in which served as a framework and were aligned to demonstrate the dedication to Creighton’s mission of providing a comprehensive education – the [Association of College & Research Libraries’ Framework for Information Literacy for Higher Education](#) and [Creighton’s Magis Core Learning Objectives](#). It is the intent of The Creighton University Libraries to support faculty, staff, and students with timely, relevant & assessable instruction to support evidence-based offerings and decision making.

At the end of this library session, participants should be able to:

1. Strategically locate, select, and engage with information
  - 1.1. Determine their information needs and evaluate sources
  - 1.2. Understand the benefits and structure of a database as well as the search process
  - 1.3. Intentionally select information sources, methods, or tools in order to appropriately meet a need, answer a question, or solve a problem.
  - 1.4. Identify library facilities, services, and resources as key pieces in the learning process
2. Identify an information source and critically evaluate its usefulness
  - 2.1. Recognize an author or creator’s authority and credibility in relation to a particular information source or need
  - 2.2. Identify/distinguish between a source’s intended audience and purpose
  - 2.3. Understand that all sources demonstrate bias and are useful in different ways
3. Recognize the Social Construction of Knowledge
  - 3.1. Respect information creation as intellectual labor, through ethical use and attribution.
  - 3.2. Recognize and critically reflect upon what voices are not present in a discourse and how their own background, worldview, and educational goals affect their approach to information creation and use
  - 3.3. Articulate their individual and collaborative roles as information creators by contributing knowledge to scholarly, professional, and/or community conversations, while acknowledging their own motivations, biases, rights, and responsibilities.
4. Develop and Engage in the Process of Inquiry
  - 4.1. Develop research questions for investigation, considering existing knowledge or information gaps.
  - 4.2. Understand how to identify and retrieve citations as well as the ethical need for a citation
  - 4.3. Handle data, resources, and information using accepted copyright, fair use, and other ethical principles.