

# **UCLA**

## **Information Literacy**

### **Title**

The Core Competencies - Research and Information Literacy at UCLA

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# The Core Competencies

## Research and Information Literacy at UCLA

The Core Competencies provide a foundation for teaching and evaluating research skills and information literacy. Recognizing that there are varying needs across disciplines and experience levels, this document is intended as a starting point to be adapted for specific contexts. In this document, the term *information* is intended to include all types and formats of information and data.



### **Define the goals, scope, and plan.**

Determine the initial topic and intended audience. Generate and focus research questions. Determine the requirements and expectations for research. Construct a framework and plan for the research process.



### **Investigate diverse sources and perspectives.**

Develop and refine a variety of research strategies. Identify and consider multiple perspectives, approaches, and hypotheses. Recognize the roles of primary, secondary, and tertiary sources.



### **Gather and organize information and data.**

Determine how to gather and organize information and data. Analyze how research is created, investigating and selecting methodologies and tools.



### **Evaluate and synthesize information and data.**

Situate your research within ongoing conversations. Critically evaluate sources and ideas, articulating connections, limitations, gaps in the literature, and new directions for research. Communicate information effectively in order to achieve the intended purpose.



### **Use information and data ethically.**

Follow disciplinary and audience requirements, expectations, and conventions for information and data, including attribution, copyright, and fair use.



### **Share the work and engage with audiences.**

Explore diverse modes of publishing, including scholarly, open access, self-publishing, and community-based models. Engage with various audiences, articulating the relevance of the work in ongoing conversations.



### **Reflect on and refine the research process.**

Continue to improve research and information practices as a part of life, work, and future education.

# What is the relationship between the Core Competencies and the ACRL Framework for Information Literacy?

UCLA Library's Core Competencies directly relate to the Association of College & Research Libraries (ACRL) "Framework for Information Literacy in Higher Education" (2015).

The two documents work together, as research often involves attention to both the specific, process-oriented outcomes found in the Core Competencies and the larger concepts and knowledge practices found in the ACRL Framework.

## The ACRL Framework for Information Literacy in Higher Education

### Authority Is Constructed and Contextual

Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

### 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.

### 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. Legal and socioeconomic interests influence information production and dissemination.

### Research as Inquiry

Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.

### Scholarship as Conversation

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

### Searching as Strategic Exploration

Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.

Association of College and Research Libraries. (2015). Framework for Information Literacy for Higher Education. Retrieved from <http://www.ala.org/acrl/standards/ilframework>

Cite this document: UCLA Library User Engagement Teaching and Learning Functional Team. (2019). Research and Information Literacy at UCLA: The Core Competencies. Retrieved from [https://escholarship.org/uc/uclalib\\_il](https://escholarship.org/uc/uclalib_il).



# THE CORE COMPETENCIES TOOLKIT

## Define the goals, scope, and plan.

Determine the initial topic and intended audience. Generate and focus research questions. Determine the requirements and expectations for research. Construct a framework and plan for the research process.

### Example Learning Outcomes

- Identify the audience, requirements, and expectations for your research project.
- Generate and focus research questions related to the topic or assignment and your personal interests.
- Construct a framework and plan for your research process.
- Articulate personal information needs related to a research question or topic.
- Identify and reach out to potential research mentors.

### Example Activities & Instructional Materials

**Beginning Your Research Journey**

Anyone can get started with research—all it takes is curiosity and persistence!

By the end of this activity, you'll be able to:

- Describe the nature of research
- List reasons to do research
- Articulate your goals for doing research

This workshop was created by UCLA's WI+RE team.

- Beginning Your Research Journey: [ccl.e.ucla.edu/mod/hvp/view.php?id=2523706](https://ccl.e.ucla.edu/mod/hvp/view.php?id=2523706)
- Getting Started with Research at UCLA Workshop [ccl.e.ucla.edu/mod/hvp/view.php?id=2242500](https://ccl.e.ucla.edu/mod/hvp/view.php?id=2242500)
- Research Logistics at UCLA [ccl.e.ucla.edu/mod/hvp/view.php?id=2528998](https://ccl.e.ucla.edu/mod/hvp/view.php?id=2528998)
- Developing Your Long Term Research Plan Workshop [ccl.e.ucla.edu/mod/hvp/view.php?id=2180649](https://ccl.e.ucla.edu/mod/hvp/view.php?id=2180649)
- Finding a Research Mentor or Project [ccl.e.ucla.edu/mod/hvp/view.php?id=2519786](https://ccl.e.ucla.edu/mod/hvp/view.php?id=2519786)
- Intro to Research for EEB 18 - Generating Research Questions [ccl.e.ucla.edu/mod/hvp/view.php?id=2097535](https://ccl.e.ucla.edu/mod/hvp/view.php?id=2097535)

### Examples of Student Work for Assessment:

- A list or mind map of potential research questions demonstrating narrowing and specification of the question(s).
- A list of background knowledge and core concepts needed to explore a research question.
- A plan of action including a realistic set of milestones for each stage of the research process.
- Notes from a class discussion or brainstorming session on possible research questions.




## Investigate diverse sources and perspectives.

Develop and refine a variety of research strategies. Identify and consider multiple perspectives, approaches, and hypotheses. Recognize the roles of primary, secondary, and tertiary sources.

### Example Learning Outcomes

- Develop and refine a variety of efficient search strategies.
- Identify and consider alternative, marginalized, and underrepresented perspectives and approaches within the ongoing research conversation around your topic.
- Imagine diverse hypotheses, taking into account complex systems and ways of thinking.
- Recognize how primary, secondary, and tertiary sources are defined and used in different disciplines and subject areas.
- Identify an appropriate research guide and database related to your topic.
- Explore how other learners and researchers search for, process, and use information.
- Recognize that there are various ways in which information is communicated, shared, and organized.

### Example Activities



**Finding Sources with the UCLA Library**

Navigate your research with ease and pick out the best sources for your project! In this module, you'll explore the library research guides, learn strategies for finding the information you need, and find out about research consultations.

By the end of this workshop, you'll be able to:

- Find research guides related to your project
- Find sources using the UCLA Library catalog
- Find scholarly articles using online databases

- Finding Sources with the UCLA Library Workshop [ccl.e.ucla.edu/mod/hvp/view.php?id=2190859](http://ccl.e.ucla.edu/mod/hvp/view.php?id=2190859)
- Wheel of Sources - Using Primary & Secondary Sources in Your Research [ccl.e.ucla.edu/mod/hvp/view.php?id=2142561](http://ccl.e.ucla.edu/mod/hvp/view.php?id=2142561)
- Finding Scholarly Articles Tutorial [uclalibrary.github.io/research-tips/finding-scholarly-articles/](https://uclalibrary.github.io/research-tips/finding-scholarly-articles/)
- Searching the UCLA Library & Melvyl Catalogs [uclalibrary.github.io/research-tips/2019-9-3-finding-books-UCLA-Melvyl-catalogs/](https://uclalibrary.github.io/research-tips/2019-9-3-finding-books-UCLA-Melvyl-catalogs/)
- Expanding Perspectives in Your Search [uclalibrary.github.io/research-tips/expanding-perspectives/](https://uclalibrary.github.io/research-tips/expanding-perspectives/)

### Examples of Student Work for Assessment:

- A learner reflection on the research process, highlighting information sources and evolving search strategies.
- An annotated bibliography including commentary on the diverse sources and perspectives included in the research project.
- A concept map illustrating the perspectives of various authors on a topic.
- An online quiz on differentiating primary and secondary sources in a disciplinary context.
- A summary of sources in a citation chain, demonstrating an evolving exploration and understanding of a research question.



**Gather and organize information and data.**

Determine how to gather and organize information and data. Analyze how research is created, investigating and selecting methodologies and tools.

**Example Learning Outcomes**

- Determine a tool or method to gather and organize information and data.
- Analyze how research is created, investigating and selecting methodologies and tools.
- Develop criteria for source selection and/or data collection.
- Identify and articulate connections between your sources and ideas.
- Create an annotated bibliography on your topic indicating the themes or ideas that connect sources.
- Use a citation management tool to collect, organize, and share your sources.
- Articulate the relationship between sources and an important idea, theory, or methodology in the field.
- Choose an appropriate methodology to collect and analyze data and/or information.

**Example Activities**

**Collecting & Citing Sources**

Keeping track of all your sources can be frustrating and overwhelming—but with a little bit of organization, managing sources can be a breeze!

In this activity, you will learn how to auto-generate your bibliography in virtually any citation style, keep track of your sources, and more! This workshop will show you how Zotero can help save and organize your research sources.

By the end of this workshop, you'll be able to:

- Install Zotero and create a Zotero account
- Save and organize your sources
- Quickly generate a bibliography in your preferred citation style

- **Collecting and Citing Sources**  
[uclalibrary.github.io/research-tips/workshops/collecting-and-citing-sources/](http://uclalibrary.github.io/research-tips/workshops/collecting-and-citing-sources/)
- **Defining your data needs**  
<http://guides.library.ucla.edu/data>

**Examples of Student Work for Assessment:**

- An annotated bibliography and/or concept map summarizing and analyzing a selection of sources.
- Identification of data related to the project.
- Selection of a data collection tool or methodology.
- A detailed outline and rationale for selection of methods.
- An organized library of information and data in a citation management tool.




**Evaluate and synthesize information and data.**

Situate your research within ongoing conversations. Critically evaluate sources and ideas, articulating connections, limitations, gaps in the literature, and new directions for research. Communicate information effectively in order to achieve the intended purpose.

**Example Learning Outcomes**

- Situate your research within ongoing conversations.
- Critically evaluate and articulate connections between your sources and ideas.
- Summarize multiple and/or changing scholarly perspectives on your subject.
- Communicate information effectively in order to achieve the intended purpose.
- Create a literature review on your topic, synthesizing existing research and identifying a gap in the research that merits further study.

**Example Activities**



**Writing a Literature Review**

Writing a literature review can seem like a daunting task. It involves finding sources, synthesizing them, and relating them to your research topic. This workshop will guide you through the process of writing a literature review, providing plenty of examples and tips along the way.

By the end of this activity, you'll be able to:

- Recognize key components of a literature review
- Identify a knowledge gap in previous research and express how you can address the gap
- Organize sources effectively and logically

This workshop was created by UCLA's WI+RE Team

- Writing a Literature Review Workshop  
[ccl.e.ucla.edu/mod/hvp/view.php?id=2434230](http://ccl.e.ucla.edu/mod/hvp/view.php?id=2434230)
- Data carpentry for Social Science  
[workshops.idre.ucla.edu/workshop/r-open-refine-tidy-data-sql/](http://workshops.idre.ucla.edu/workshop/r-open-refine-tidy-data-sql/)

**Examples of Student Work for Assessment:**

- A literature review that provides a contextual overview of previous work as well as an analysis of the gaps in the existing literature.
- A research proposal articulating the relevance of the author's work to ongoing scholarly conversations.
- A concise summary of a source designed for a specific audience.
- A concept map of a scholarly conversation that articulates relationships between sources.
- A data visualization.
- A research proposal which demonstrates connections between previous research and the proposed project.



**Use information and data ethically.**

Follow disciplinary and audience requirements, expectations, and conventions for information and data, including attribution, copyright, and fair use.

**Example Learning Outcomes**

- Follow disciplinary and audience requirements, expectations, and conventions for information and data, including attribution, copyright, and fair use.
- Apply proper attribution for your sources using the expected conventions for your discipline and audience.
- Identify and adhere to ethical requirements and expectations for your audience (e.g., identify and adhere to UCLA’s academic integrity requirements).
- Determine the role of Institutional Review Board regulations for your project.
- Self-evaluate your project using a set of professional organization standards for the ethical use of information.

**Example Activities**

**Avoiding Plagiarism & Citing Sources**

Avoiding plagiarism can be more tricky than it seems at first glance. Complete this activity to learn strategies for avoiding plagiarism.

By the end of this activity, you'll be able to:

- Identify strategies for avoiding plagiarism
- Accurately cite sources in a consistent style
- Summarize, paraphrase, and directly quote a text

This workshop was created by the General Education Cluster Inquiry Specialists and UCLA's W+RE team.

- **Avoiding Plagiarism and Citing Sources**  
[ccl.e.ucla.edu/mod/hvp/view.php?id=2370337](http://ccl.e.ucla.edu/mod/hvp/view.php?id=2370337)
- **Copyright, Fair Use, and Digitization**  
[www.library.ucla.edu/events/copyright-fair-use-digitization](http://www.library.ucla.edu/events/copyright-fair-use-digitization)

**Examples of Student Work for Assessment:**

- A bibliography and in-text citations demonstrating proper attribution of sources.
- An author’s note or acknowledgement of personal bias in the research process.
- A research proposal specifying how ethical standards will be met at each stage of the research process.
- Completion of Institutional Review Board training.
- A data management plan which adheres to ethical standards, considers the origins of the data, and documents how the data will be archived and preserved.





**Share the work and engage with audiences.**

Explore diverse modes of publishing, including scholarly, open access, self-publishing, and community-based models. Engage with various audiences, articulating the relevance of the work in ongoing conversations.

**Example Learning Outcomes**

- Explore diverse modes of publishing, including scholarly, open access, self-publishing, and community-based models.
- Engage with your audiences, articulating the relevance of your work in ongoing conversations.
- Investigate repositories to discover options for expanding access to your work.
- Analyze and critique publishing models, selecting

**Example Activities**

- Sharing Your Research Workshop  
[ccl.e.ucla.edu/mod/hvp/view.php?id=2206869](http://ccl.e.ucla.edu/mod/hvp/view.php?id=2206869)
- Open Access Research Guide  
[guides.library.ucla.edu/openaccess](http://guides.library.ucla.edu/openaccess)
- Poster Presentation Research Guide  
[guides.library.ucla.edu/posters](http://guides.library.ucla.edu/posters)

**Examples of Student Work for Assessment:**

- A ranked list of possible publication options for a research process.
- A published research protocol or data set in an open access repository.
- A completed research poster presentation.
- A publication in eScholarship or other open access database.


**Reflect on and refine the research process.**

Continue to improve research and information practices as a part of life, work, and future education.

**Example Learning Outcomes**

- Reflect on and redefine your research process as you work.
- Utilize and continue to update your research skills as a part of your life, work, and future education.
- Identify effective research strategies as well strategies and approaches that need improvement.

**Example Activities**

<p><b>Lesson 1: You are a researcher!</b>  <i>As a Bruin, you are a researcher! Research opportunities are a big part of what makes UCLA special. Let's explore the possibilities.</i></p>	
	<p>Getting involved with research is one of the most rewarding experiences available to you at UCLA. But how do you get started? <a href="#">Watch this short video</a> to meet five UCLA undergraduate students as they explain their unique research journeys.</p> <p>As you watch the video, take notes on the questions below.</p>
<p>Who can get involved with research at UCLA? What kinds of prior experience are required?</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	
<p>What are a few steps you might want to take to explore your research opportunities? Where are a few places you can go to get help?</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	
<p><i>Optional: Want to see a list of currently available research opportunities for undergraduate students? Check out the <a href="#">Undergraduate Research Portal</a> to learn more!</i></p>	

- UCLA Library Research Notebook [bit.ly/ucla-research-notebook](http://bit.ly/ucla-research-notebook)

**Examples of Student Work for Assessment:**

- A written reflection on the research process, identifying what has been learned and areas for future development.
- A think-pair-share activity focused on reflections on the research process.

### Rubric: The Core Competencies for Research & Information Literacy at UCLA

Planning & initial research	4	3	2	1
<b>Define the goals, scope, and plan</b>	Composes a research question that demonstrates full understanding of disciplinary/audience expectations and requirements. Selects appropriate methodologies to address the research question. Creates a realistic and comprehensive research plan.	Composes a research question with an adequate scope in the context of disciplinary/audience expectations and requirements. Selects mostly appropriate methodologies to address the research question. Creates a realistic research plan addressing most phases of a research project.	Composes a research question that demonstrates some understanding of disciplinary/audience expectations and requirements. Demonstrates some awareness of potential methodologies related to the research question. Creates an initial research plan addressing some phases of a research project.	Demonstrates difficulty defining and composing a research question. Demonstrates little to no understanding of disciplinary/audience expectations and requirements. Identifies few, if any, appropriate methodologies. Creates an unrealistic and/or largely incomplete research plan.
<b>Investigate diverse sources &amp; perspectives</b>	Uses multiple effective search strategies. Finds multiple source types. Goes beyond singular assumptions and ideas on a topic to fully investigate diverse and varied perspectives.	Uses mostly effective search strategies. Finds more than one source type. Begins to go beyond singular assumptions and ideas on a topic to investigate some varied perspectives.	Uses some effective search strategies. May find only one type of source. Finds sources that approach the topic from a limited set of perspectives.	Uses limited and/or ineffective search strategies. Finds few, if any, appropriate sources. Sources approach the topic from a limited or singular perspective.
Working with sources	4	3	2	1
<b>Organize information and data</b>	Information is organized logically and coherently.	Most information is organized logically and coherently.	Information is organized somewhat logically and coherently.	Information is not organized in a logical or coherent manner.
<b>Evaluate information and data</b>	Comprehensive critical analysis and engagement with sources.	Critically analyzes and engages with sources most of the time.	Limited critical analysis and engagement with sources.	Does not critically analyze or engage with sources.
<b>Synthesize information and data</b>	Sources are synthesized into cohesive arguments or viewpoints. Communicates own and others' work with clarity and depth in order to fully achieve the intended purpose.	Most sources are synthesized into cohesive arguments or viewpoints. Uses outside sources to communicate information with clarity and some depth in order to primarily achieve the intended purpose.	Limited synthesis of sources. Uses outside sources to communicate information with some clarity and/or depth. Partially achieves the intended purpose.	Does not synthesize sources into cohesive arguments or viewpoints. Use of outside sources lacks clarity and depth, and does not achieve intended purpose.
<b>Use information and data ethically</b>	Properly attributes all sources in correct citation formats. Demonstrates a full understanding of legal requirements and audience conventions for use and attribution of information.	Sources are properly attributed, although there may be minor errors. Demonstrates understanding of legal requirements and audience conventions for use and attribution of information.	Mostly differentiates own work from others. Demonstrates some understanding of legal requirements and audience conventions for use and attribution of information.	Frequently does not differentiate own work from others'. Demonstrates limited to no understanding of legal requirements and audience conventions for use and attribution of information.
Sharing & reflection	4	3	2	1
<b>Share the work and engage with audiences</b>	Identifies appropriate publishing and/or other sharing options. Engages with audiences, articulating the relevance of the work in the context of ongoing conversations.	Identifies some appropriate publishing and sharing options. Begins to engage with audiences and articulate the relevance of the work in the context of some ongoing conversations.	Demonstrates limited awareness of appropriate publishing and sharing options. Limited engagement with audiences. May not articulate the relevance of the work in the context of ongoing conversations.	Does not demonstrate awareness of appropriate publishing and sharing options. Little to no engagement with audiences. Does not articulate the relevance of the work in the context of ongoing conversations.
<b>Reflect on and refine the research process</b>	Reflects on research process, identifying next steps and potential areas of improvement. Articulates ways to utilize and adapt research skills in other contexts.	Reflects on research process, identifying some next steps and potential areas of improvement. Articulates some ways to use and adapt research skills in other contexts.	Limited awareness of research as a process. Identifies few next steps and potential areas of improvement. May articulate some limited ways to use and adapt research skills in other contexts.	Little to no awareness of research as a process, rather than a task. Does not identify next steps and potential areas of improvement. Does not articulate ways to use and adapt research skills in other contexts.