Librarians work with Carleton courses in a wide variety of ways. Through these experiences, we have a broad awareness of assignments across the curriculum and understand that many common learning goals are accomplished through a range of pedagogical techniques and disciplinary contexts. As you prepare to teach a course at Carleton, we offer these examples of ways that we saw the *Framework for Information Literacy* woven into the assignments that we helped to support.

Framework Concepts	Carleton Examples of Instructional Approaches
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.	• Librarians routinely help students think about the relevance, credibility, and authority of the sources they find, whether those sources are formally published or not. • We increasingly teach students to "read laterally" or "triangulate sources." For instance, a librarian met with students studying environmental activism on college campuses around food issues. In appointments, the librarian taught students how to use policy papers or organizational briefs to brainstorm search terms and generate lists of issues to investigate further in the scholarly literature. The librarian then taught the students how to research organizations to learn more about their agendas and biases. • Especially undergraduate students have difficulty understanding that they can construct their *own* authority and agency in the research and communication practices.
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, organizing, revising, and disseminating information vary, and the resulting product reflects these differences.	• Librarians teach students research note-taking, bibliographic management software, and file and data management skills. • A librarian showed students how to search the secondary literature for clues leading to likely data sources, how to resolve a tricky data problem, and how to see examples of ways to justify their choice of data in a data section of their paper. • Students often work in small groups in class, each researching one aspect of an umbrella topic. In a class on Israeli-Palestinian relations, student write articles as if creating a special issue of a virtual journal. Students relied on the annotated bibliographies of other students to help them write additional papers later in the term. • Librarians point out that reading for comprehension -- what students are more used to doing -- is just one kind of reading. Librarians emphasize that researchers also read for bibliographic leads, models of writing, and potential evidence to use in their own arguments.
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.	• Librarians help students form the habit of asking themselves, "Who has caused this to be published and why?" This takes the form of thinking about the politics and economics of publishing and asking themselves if the credentials, training, backing of publisher and author contribute to the appropriateness of the source for the given argument. • In 200-level course, a librarian demonstrated and then discussed why a broad range of primary sources about certain times and places were important to and archived by the US State Department, and why others were not. • Librarians help many students find images and other works that are licensed for reuse, which students then use in their presentations, posters, etc.

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.	• In finding a research topic, librarians teach not just technical search techniques, but also broader strategies. For example, librarians talk through ways to follow up on ideas that students find engaging, and they highlight strategies for developing original questions. • Many students assume that the research process is linear: choose a topic, gather sources, write the paper. Librarians emphasize that the research process is anything but linear, and goes through phases of refining the research question and exploring related information. • What counts as an "interesting" question that can be covered in a 5-page paper or a class presentation? For one seminar, a librarian showed students a small number of journal articles and books and led a discussion comparing their scope of topic, length, and approaches, looking for clues to what makes an "interesting," researchable question.
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.	• Many students see citation simply as a way to prevent accusations of plagiarism. In several sessions, librarians helped students explore beyond this narrow view, demonstrating why citation works the way it does and the many functions it plays in scholarship, especially as a proxy for verbal and non-verbal conversational gestures. • One common problem for first year students searching for sources is that they lack the disciplinary vocabulary needed to pull up relevant results. Librarians and faculty provided concrete strategies for identifying this important vocabulary within a specific scholarly community, and then for putting that vocabulary to work to perform more robust searches. • In a 200-level methods class, the librarian teaches about the process by which JSTOR selects journals for inclusion (a mix of impact factor, librarian review, and scholarly review) and how this approach creates an insular community of influence within disciplines. • Students are often fascinated to learn about article and book citation counts, their vagaries and the signals they provide about relative community engagement on a topic.
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	• Librarians often problematize the desire to use only one tool when conducting library research. They demonstrate and help students to explore the advantages of and reasons for using multiple tools, each for its strengths and to mitigate anothers' weaknesses. • Students are often unused to drawing on more than one type of evidence when building arguments. In one seminar the professor and librarian helped them learn to incorporate multiple kinds of evidence (current company reports, scholarship about social movements, historical newspaper articles) as they built arguments about the nature of a current industry and its early predecessors. • One librarian works closely with students on data, helping them avoid being overwhelmed by data documentation, differentiating between study level and variable level descriptions, and using that knowledge to their advantage. • Vital perspectives or contexts for a particular avenue of inquiry often come from outside a given discipline. In one seminar the professor and librarian helped students explore rare earth minerals from multiple dimensions: geologic, economic, political, and environmental.