



Scholarly and Digital Literacy Framework

Approved by Library Board: December 14, 2021

The first objective of the UNB Libraries Academic Plan states that the Libraries will “construct an instruction program that embeds research and digital literacy skills development within degree programs at meaningful points in student learning” (UNB Libraries, 2020). The third goal of the Plan specifies that:

- We will enhance student learning by equipping students with the research and digital literacy skills required for their success at university and beyond.
- We will strengthen the connection between teaching at UNB and library collections.
- We will develop and deliver a teaching program that embeds research and digital literacy skills development within degree programs, at meaningful points in student learning.
- We will develop and deliver learning resources in person and using new and existing technologies.
- We will deepen our commitment to student research at all levels.

As reported to Library Board, “the teaching mission of UNB libraries is to foster within the UNB community the lifelong ability to think critically and act ethically when engaging with information as users and as creators of knowledge” (UNB Libraries, 2021). The specific goals of library teaching are defined as the following:

Goal 1 - Advance teaching, learning, and research at UNB through course integration of library resources, services, and learning environments, in partnership with faculty and members of UNB’s diverse communities of learning.

Goal 2 - Design instruction sessions to use and promote active-learning spaces and enhance student learning.

Goal 3 - Incorporate assessment and metrics throughout the information literacy program.

Goal 4 - Incorporate inclusive practices into our teaching to support a wide range of learners, recognizing the existence of intersectionality.

Goal 5 - Align our teaching, where appropriate, with related and evolving practices at UNB, across Wabanaki territory, and nationally, to meaningfully incorporate Indigenous and otherwise differentiated pedagogies.

Goal 6 - Establish a community of practice to provide a space for librarians to continually share, discuss, and collaborate on innovative approaches to teaching information literacy and improving teaching practices.

Goal 7 - Increase awareness of the teaching mission through outreach and advocacy to students, faculty, and staff by effectively communicating the value of the library.

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<i>Capabilities*</i>	<i>Introductory</i>	<i>Intermediate</i>	<i>Advanced</i>
Search: Find relevant information using appropriate tools	<ul style="list-style-type: none"> • Clarify research tasks from assignments • Identify key concepts and plan a search strategy based on information needs • Navigate recommended digital tools to find relevant information sources • Locate relevant library spaces, services, librarians and staff 	<ul style="list-style-type: none"> • Develop and refine research questions • Formulate discipline-specific complex lines of enquiry and strategies for accessing a broad range of data and information, including both primary and secondary sources • Navigate search tools with increasing fluency (e.g., indexed field searching, Boolean operators, controlled vocabulary, use of search history and other advanced features) 	<ul style="list-style-type: none"> • Systematically navigate a network of data and information sources, and refine strategies as new knowledge is uncovered • Identify and understand pertinent services offered by library specialists
Evaluate: Analyze information and the search strategies used to find it	<ul style="list-style-type: none"> • Select and evaluate information sources by considering aspects such as purpose, intended audience, authority, credibility, accuracy, reliability, currency, timeliness, objectivity, and bias • Distinguish between types of discipline-specific sources, such as scholarly, trade, and popular information • Review and reassess search strategies 	<ul style="list-style-type: none"> • Recognize different types of authority, use indicators of authority to determine credibility of sources, and acknowledge factors that may temper credibility • Evaluate and analyze data and information for relevant concepts, themes, and methodologies to extend and challenge understanding • Refine strategies and selection of resources to demonstrate understanding of the iterative nature of research 	<ul style="list-style-type: none"> • Analyze, contextualize, and prioritize research directions • Identify trends, relationships, and gaps in existing research • Use metrics where appropriate to identify publications for research and dissemination
Organize & Create: Collect, curate, and communicate information	<ul style="list-style-type: none"> • Utilize and synthesize information based on needs of assignments • Attribute sources using appropriate citation standards • Practice academic integrity in scholarly content creation 	<ul style="list-style-type: none"> • Use relevant digital tools to organize data and information sources • Demonstrate awareness of information cycles, including traditional publishing and digital-project life cycles • Follow academic conventions for specific audiences when creating scholarly output (including digital artifacts and spaces) 	<ul style="list-style-type: none"> • Create and maintain author identifications and profiles (e.g., ORCID IDs) to collaborate with others • Apply knowledge of ethical and legal issues around scholarly content creation (e.g., research data management, copyright, human-subject ethics, etc.)

***Note:**

- This framework describes the expected capabilities of students at successive levels (introductory, intermediate, and advanced) in their academic careers. In general, the introductory level refers to first-year incoming students, the intermediate level refers to second and third-year students, and the advanced level refers to fourth and fifth-year undergraduates. The framework as a whole provides a foundation for students who continue on to graduate studies.
- It is understood that students in different disciplines may reach each level at different points in their degrees.
- Each level of expected capabilities in the framework builds upon previous levels and assumes the inclusion of skills in the earlier levels.



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Association of College & Research Libraries. (2016). Framework for information literacy for higher education. <https://www.ala.org/acrl/standards/ilframework>

University of Melbourne. (2017). Melbourne's scholarly literacy framework: Building critical capabilities for learning, research and work in a digital world. https://library.unimelb.edu.au/__data/assets/pdf_file/0007/3508081/2017-version_Scholarly-literacy-framework.pdf

University of Melbourne. (2020). Scholarly and digital capabilities framework: Building students' capabilities with data, information, knowledge and technologies for the 21st century learning, research and work. https://library.unimelb.edu.au/__data/assets/pdf_file/0004/3508078/2020-draft_Scholarly-and-digital-capabilities-framework.pdf

Other Resources:

Association of College & Research Libraries. (2016). Guidelines for instruction programs in academic libraries. <https://www.ala.org/acrl/standards/guidelinesinstruction>

Association of College & Research Libraries. (2006). Information literacy standards for science and engineering/technology. <https://www.ala.org/acrl/standards/infolitscitech>

American Society for Engineering Education. (2013). Information competency standards for engineering. <https://sites.asee.org/eld/programs-resources/publications/accreditation-standards/>

UNB Libraries. (2020). UNB Libraries' academic plan. Internal document: unpublished.

UNB Libraries. (March, 2021). UNB Libraries' board minutes. Internal document: unpublished.