

Example Curriculum Mapping of Instruct Multimedia

This document is intended as an example of how information literacy can be mapped to a general education and program curriculum. Please remember that every institution's program and course learning outcomes may differ, and this document is only meant to serve as an example.

To map Instruct multimedia to your course, you will need course names and learning outcomes. Compare these to the Instruct Standards map (with a list of descriptions) which can be found on our [Instruct Help Site](#).

The chart below also helps visualize when different courses may cover the same information literacy skill or learning outcome, but at different levels (beginner, intermediate) - and which multimedia may be appropriate for that learning outcome. Please note that labels such as "beginner/intermediate" are subjective and may differ based on your institution's courses and learning outcomes.

GENERAL EDUCATION EXAMPLE

| COURSE | LEARNING OBJECTIVE | LEVEL | INSTRUCT MULTIMEDIA |
|--|--|----------|---------------------------------|
| FYE Student will develop strategies to: | Identify their information needs | Beginner | Tutorial: Why IL Matters |
| | Analyze how information is produced and disseminated | Beginner | Tutorial: Information has Value |
| | Recognize different types of sources | Beginner | Video: The Research Process |
| | Navigate the research process | Beginner | Video: Searching as Exploration |
| | Apply search strategies | Beginner | Tutorial: Types of Sources |
| | Identify information evaluation criteria | Beginner | Video: Evaluating Sources |
| | Respect the work of others | | Beginner |
| Video: Plagiarism | | | |

| | | | |
|---|---|--|---|
| ENG1 Student will develop strategies to: | Develop and narrow a research topic | Beginner | Video: The Research Process |
| | | | Tutorial: Developing a Research Focus |
| | | | Video: How to Narrow Your Topic |
| | Conduct background research | Beginner | Tutorial: Background Research Tips |
| | Locate different source types | Beginner | Tutorial: Source Types |
| | Develop search keywords | Beginner | Tutorial: Choosing and Using Keywords |
| | Use essential information evaluation criteria | Beginner | Tutorial: Evaluating Information |
| | Synthesize information | Beginner | Tutorial: Synthesizing Information |
| | Share their research findings | Beginner | Video: Writing Help |
| | | Beginner | Video: Anatomy of a Research Paper |
| | Recognize opportunities to contribute to the scholarly conversation | Beginner | Tutorial: Scholarship as Conversation |
| | Analyze the peer review process | Beginner | Video: Peer Review |
| | Read scholarly materials | Beginner | Tutorial: How to Read Scholarly Materials |
| Cite their work properly | Beginner/Intermediate | Tutorial: Why Citations Matter | |
| | | Tutorials: MLA, APA, Chicago, Turabian Citation Styles | |
| ENG2 Student will expand their basic IL skills in order to: | Scope a research question | Beginner | Video: The Research Process |
| | | Beginner | Tutorial: Developing a Research Focus |
| | Develop and support a thesis statement | Beginner | Video: Thesis Statements |
| | Efficiently locate and select the appropriate sources and evidence | Beginner | Video: Primary and Secondary Research |
| | | Beginner/Intermediate | Tutorial: Choosing the Best Web Source |
| | | Beginner | Video: Refining Search Results |
| | | Beginner | Video: Data, Information, and Knowledge |
| | | Beginner/Intermediate | Video: Choosing a Database |
| | Conduct in-depth evaluation of sources | Beginner/Intermediate | Video: Types of Bias |
| | Determine the value of information (including peer review process) | Beginner/Intermediate | Tutorial: Information has Value |
| | | Beginner | Video: Peer Review |
| | Present their research findings | Beginner/Intermediate | Tutorial: Annotated Bibliography |
| | | Intermediate | Tutorial: Synthesizing Information |
| Intermediate | | Video: Writing Help | |

| | | | |
|--|--|---------------------------------------|--|
| | | Intermediate | Video: Anatomy of a Research Paper |
| | Contribute to the scholarly conversation | Beginner/Intermediate | Tutorial: Scholarship as Conversation |
| | Use information responsibly | Intermediate | Tutorials: MLA, APA, Chicago, Turabian Citation Styles |
| <p>GOV1</p> <p>Students will use the IL skills from ENG 1 and 2 in order to:</p> | Manage their own progress through the research process | Intermediate | Video: The Research Process |
| | Develop and support a thesis statement | Intermediate | Video: Thesis Statements |
| | Efficiently locate and select the appropriate sources and evidence | Beginner/Intermediate | Video: Primary and Secondary Research |
| | | Beginner/Intermediate | Video: Data, Information, and Knowledge |
| | | Intermediate | Tutorials: Search Techniques Parts 1 and 2 |
| | Understand their responsibilities as an information user and creator | Intermediate | Tutorials: MLA, APA, Chicago, Turabian Citation Styles |
| | | Intermediate | Video: Copyright |
| | Analyze the peer review process and its implications | Intermediate | Video: Peer Review |
| | Conduct in-depth evaluation of sources | Beginner/Intermediate | Video: What is Authority? |
| | Evaluate for bias and misinformation | Beginner/Intermediate | Video: Types of Bias |
| | | Beginner/Intermediate | Video: Understanding Misinformation |
| | Synthesize information to present verbally or in writing | Intermediate | Video: Writing Help |
| | | Intermediate | Tutorial: Synthesizing Information |
| Understand their responsibilities and rights as contributors to the scholarly conversation | Intermediate | Tutorial: Scholarship as Conversation | |

DISCIPLINE EXAMPLE (BIOLOGY)

| COURSE | INFORMATION LITERACY SKILL | LEVEL | INSTRUCT MULTIMEDIA |
|---|--|--|---|
| BIO1 Student will develop strategies to: | Recognize and analyze their academic information habits | Beginner | Tutorial: Why IL Matters |
| | | Beginner | Video: Life in the Information Age |
| | Navigate the research process | Beginner | Video: The Research Process |
| | Brainstorm topics for an assignment | Beginner | Tutorial: Developing a Research Focus |
| | Conduct background research | Beginner | Tutorial: Background Research Tips |
| | Develop search keywords | Beginner | Tutorial: Choosing and Using Keywords |
| | Efficiently locate and select the appropriate sources and evidence | Beginner | Tutorial: Source Types |
| | Identify information evaluation criteria for scientific sources | Beginner | Tutorial: Evaluating Information |
| | Evaluate information | Beginner | Tutorial: Evaluating Information |
| | Synthesize information | Beginner | Tutorial: Synthesizing Information |
| | Share their research findings | Beginner | Video: Anatomy of a Research Paper |
| | Understand the purpose of scholarly conversation | Beginner | Tutorial: Scholarship as Conversation |
| | Analyze the peer review process for scientific publications | Beginner | Video: Peer Review |
| | Read scholarly materials | Beginner | Tutorial: How to Read Scholarly Materials |
| | Cite their work properly | Beginner | Tutorial: Why Citations Matter |
| | | Beginner | Video: Academic Integrity |
| Beginner | | Video: Copyright | |
| Beginner | | Video: Plagiarism | |
| Beginner | | Tutorials: MLA, APA, Chicago, Turabian Citation Styles | |
| BIO 2 Student will develop strategies to: | Develop, modify, and evaluate a research focus | Beginner/Intermediate | Tutorial: Developing a Research Focus |
| | | Beginner/Intermediate | Video: How to Narrow Your Topic |
| | Develop search keywords | Beginner | Video: Refining Search Results |
| | Efficiently locate and select the appropriate sources and evidence | Beginner/Intermediate | Video: Primary and Secondary Research |
| | | Beginner/Intermediate | Video: Choosing a Database |
| Determine the value the peer review | Beginner | Video: Peer Review | |

| | | | |
|---|---|--|--|
| | process | | |
| | Conduct in-depth evaluation of scientific sources | Beginner/Intermediate | Tutorial: Evaluating Information |
| | Present their research findings | Beginner/Intermediate | Video: Writing Help |
| | | Beginner | Tutorial: Annotated Bibliography |
| | | Beginner | Video: Anatomy of a Research Paper |
| | | Beginner/Intermediate | Tutorial: Synthesizing Information |
| | Contribute to the scholarly conversation | Beginner/Intermediate | Tutorial: Scholarship as Conversation |
| | Use information responsibly (access and sharing) | Beginner/Intermediate | Tutorial: Information has Value |
| | | Beginner/Intermediate | Video: Plagiarism |
| | | Beginner/Intermediate | Video: Copyright |
| Beginner/Intermediate | | Tutorials: MLA, APA, Chicago, Turabian Citation Styles | |
| ENV1 Students will use the IL skills from BIO 1 and 2 in order to: | Efficiently locate and select the appropriate sources and evidence | Intermediate/Advanced | Video: Data, Information, and Knowledge |
| | | Intermediate/Advanced | Video: Primary and Secondary Research |
| | Develop, modify, and evaluate a thesis statement | Beginner | Video: Thesis Statements |
| | Understand their responsibilities as contributors to the scholarly conversation | Beginner/Intermediate | Tutorial: Scholarship as Conversation |
| | Revise search strategies | Intermediate/Advanced | Video: Refining Search Results |
| | | Intermediate/Advanced | Tutorials: Search Techniques Parts 1 and 2 |
| | Conduct in-depth evaluation of scientific sources | Intermediate | Video: What is Authority? |
| | Analyze the peer review process and its implications | Beginner/Intermediate | Video: Peer Review |
| | Evaluate for bias and misinformation | Beginner/Intermediate | Video: Types of Bias |
| | | Beginner/Intermediate | Video: Understanding Misinformation |
| | Synthesize information to present verbally or in writing | Intermediate | Tutorial: Synthesizing Information |
| | | Intermediate | Video: Writing Help |
| | Understand their responsibilities as an information user and creator | Intermediate | Video: Plagiarism |
| | | Intermediate | Video: Copyright |
| Intermediate | | Tutorials: MLA, APA, Chicago, Turabian Citation Styles | |