

# MLA INFORMATION LITERACY INSTRUCTIONAL OBJECTIVES FOR UNDERGRADUATE MUSIC STUDENTS

Compiled by the Bibliographic Instruction Subcommittee of the Music Library Association

Approved by the MLA Board September 2005

Endorsed by ACRL September 2005

The Standards, Performance Indicators and Outcomes of this document are taken from ACRL's *Information Literacy Competency Standards for Higher Education*, copyright 2000 by the American Library Association, available at <http://www.ala.org/acrl/ilcomstan.html> and are used here with ACRL's permission. The instructional objectives written by the Subcommittee are in italics.

This document was first published in *Notes* in 2006, as part of:

Paul Cary and Laurie J. Sampsel. "Information Literacy Instructional Objectives for Undergraduate Music Students." *Notes* 62, no. 3 (Mar. 2006): 663-79.

The members of the MLA Bibliographic Instruction Subcommittee who contributed to this project in addition to the authors are: Karen Burke, Beth Christensen, Judy Marley, Kristina Shanton, and Cheryl Taranto.

## **Standards, Performance Indicators, and Outcomes**

### ***Standard One***

The information literate student determines the nature and extent of the information needed.

### **Performance Indicators:**

1. The information literate student defines and articulates the need for information.

#### *Outcomes Include:*

- a. Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need

- b. Develops a thesis statement and formulates questions based on the information need
    - 1. *Formulates questions relating to the purpose, development, and presentation of a musical performance*
  - c. Explores general information sources to increase familiarity with the topic
    - 1. *Explores general information sources such as music encyclopedias and dictionaries, music histories, and composer biographies*
  - d. Defines or modifies the information need to achieve a manageable focus
  - e. Identifies key concepts and terms that describe the information need
    - 1. *Lists uniform titles, opus numbers, and other identifiers for compositions*
  - f. Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information
2. The information literate student identifies a variety of types and formats of potential sources for information.

*Outcomes Include:*

- a. Knows how information is formally and informally produced, organized, and disseminated
  - 1. *Recognizes that production of musical information often proceeds from the composition of a musical work, its premiere, critical reviews, publication of scores and recordings, and presentation of scholarly work*
  - 2. *Articulates which of these types of musical information are primary, secondary, and tertiary sources and how this may affect their relevance to research*
- b. Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
  - 1. *Articulates the sub-disciplines within music (e.g., musicology, ethnomusicology, theory, education, performance, composition)*
- c. Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
  - 1. *Identifies the different types of music information (e.g., books; articles; scholarly, critical, and performance editions; original compositions, arrangements, and transcriptions; sound recordings in various formats; video recordings in various formats; websites; subject experts; conference proceedings)*
  - 2. *Selects appropriate manifestations of a work and determines the need for supporting information about the musical composition*
- d. Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
- e. Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline

1. *Recognizes that primary sources in music may be of a different nature than those in other fields (specifically, musical scores, audio and video recordings, and musicians' writings)*
  - f. Realizes that information may need to be constructed with raw data from primary sources
    1. *Recognizes when original analysis and interpretation is needed*
3. The information literate student considers the costs and benefits of acquiring the needed information.

*Outcomes Include:*

- a. Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)
  - b. Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context
    1. *Acquires discipline-specific skills such as musical analysis, musical transcription, score reading or the use of music notation software*
  - c. Defines a realistic overall plan and timeline to acquire the needed information
4. The information literate student reevaluates the nature and extent of the information need.

*Outcomes Include:*

- a. Reviews the initial information need to clarify, revise, or refine the question
- b. Describes criteria used to make information decisions and choices

***Standard Two***

The information literate student accesses needed information effectively and efficiently.

**Performance Indicators:**

1. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

*Outcomes Include:*

- a. Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)

1. *Identifies investigative methods appropriate to music (e.g., listening, historical research, musical analysis, fieldwork, biography, bibliography, discography)*
  - b. Investigates benefits and applicability of various investigative methods
  - c. Investigates the scope, content, and organization of information retrieval systems
    1. *Investigates the scope, content, and organization of music information retrieval systems (library catalogs, union catalogs, music periodical indexes, music encyclopedias and dictionaries, music bibliographies and discographies, and possibly thematic catalogs)*
  - d. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system
    1. *Articulates different approaches to finding scores in collected sets and series*
    2. *Demonstrates ability to find music published in score and recording anthologies*
    3. *Demonstrates ability to limit search results in an online database by appropriate criteria such as material type, publisher, date, and language*
2. The information literate student constructs and implements effectively-designed search strategies.

*Outcomes Include:*

- a. Develops a research plan appropriate to the investigative method
- b. Identifies keywords, synonyms and related terms for the information needed
- c. Selects controlled vocabulary specific to the discipline or information retrieval source
  1. *Makes appropriate use of uniform titles for music; subject heading lists and thesauri; and works lists*
- d. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
  1. *Articulates the particular value of keyword searching in music research, particularly as it relates to finding music published in score and recording anthologies*
- e. Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
- f. Implements the search using investigative protocols appropriate to the discipline

3. The information literate student retrieves information online or in person using a variety of methods.

*Outcomes Include:*

- a. Uses various search systems to retrieve information in a variety of formats
  - b. Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration
  - c. Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts, and practitioners)
  - d. Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information
4. The information literate student refines the search strategy if necessary.

*Outcomes Include:*

- a. Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
  - b. Identifies gaps in the information retrieved and determines if the search strategy should be revised
  - c. Repeats the search using the revised strategy as necessary
5. The information literate student extracts, records, and manages the information and its sources.

*Outcomes Include:*

- a. Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
- b. Creates a system for organizing the information
- c. Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources
  1. *Identifies citation elements for writings about music, musical scores, sound recordings, videos, and electronic resources*
- d. Records all pertinent citation information for future reference
- e. Uses various technologies to manage the information selected and organized

### ***Standard Three***

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

#### **Performance Indicators:**

1. The information literate student summarizes the main ideas to be extracted from the information gathered.

##### *Outcomes Include:*

- a. Reads the text and selects main ideas
    1. *Reads scores or listens to recordings to understand and evaluate musical works*
  - b. Restates textual concepts in his/her own words and selects data accurately
    1. *Articulates the principles of a particular musical interpretation (e.g., tempo, ornamentation, articulation)*
  - c. Identifies verbatim material that can be then appropriately quoted
    1. *Identifies primary materials of a musical work that may be quoted in score or recorded examples*
2. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

##### *Outcomes Include:*

- a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
    1. *Distinguishes among types of musical editions (critical, performing, and arrangements)*
  - b. Analyzes the structure and logic of supporting arguments or methods
  - c. Recognizes prejudice, deception, or manipulation
  - d. Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information
3. The information literate student synthesizes main ideas to construct new concepts.

##### *Outcomes Include:*

- a. Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence

- 1. *Combines concepts into personal musical interpretation, composition, or primary statements with supporting information*
  - b. Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
  - c. Utilizes computer and other technologies (e.g., spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena
    - 1. *Utilizes computer and other technologies such as MIDI, musical analysis programs, and music notation software to study the interaction of musical ideas*
- 4. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

*Outcomes Include:*

- a. Determines whether information satisfies the research or other information need
  - b. Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
  - c. Draws conclusions based upon information gathered
  - d. Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
    - 1. *Tests theories through musical performance, listening, presentation, and writing*
  - e. Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
  - f. Integrates new information with previous information or knowledge
  - g. Selects information that provides evidence for the topic
- 5. The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.

*Outcomes Include:*

- a. Investigates differing viewpoints encountered in the literature
  - 1. *Investigates viewpoints and performance practices encountered in recorded and live performances as well as print resources*
- b. Determines whether to incorporate or reject viewpoints encountered

6. The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.

*Outcomes Include:*

- a. Participates in classroom and other discussions
  - b. Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)
  - c. Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)
7. The information literate student determines whether the initial query should be revised.

*Outcomes Include:*

- a. Determines if original information need has been satisfied or if additional information is needed
- b. Reviews search strategy and incorporates additional concepts as necessary
- c. Reviews information retrieval sources used and expands to include others as needed

***Standard Four***

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

**Performance Indicators:**

1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.

*Outcomes Include:*

- a. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g., outlines, drafts, storyboards)
  1. *Organizes content in a manner that supports musical purposes such as recital programs and program notes*
- b. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance

- c. Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance
    - 1. *Uses recordings, reviews, performance practice standards, and contemporary historical treatises to inform performances, evaluation of performances, or music analysis.*
  - d. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context
2. The information literate student revises the development process for the product or performance.

*Outcomes Include:*

- a. Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process
  - b. Reflects on past successes, failures, and alternative strategies
3. The information literate student communicates the product or performance effectively to others.

*Outcomes Include:*

- a. Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience
- b. Uses a range of information technology applications in creating the product or performance
- c. Incorporates principles of design and communication
  - 1. *Incorporates musical examples in score, audio or video format as appropriate*
- d. Communicates clearly and with a style that supports the purposes of the intended audience
  - 1. *Communicates clearly both in writing and verbally*
  - 2. *Presents a musical performance at the highest possible level of musicianship*

***Standard Five***

The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

**Performance Indicators:**

- 1. The information literate student understands many of the ethical, legal, and socio-economic issues surrounding information and information technology.

*Outcomes Include:*

- a. Identifies and discusses issues related to privacy and security in both the print and electronic environments
  - b. Identifies and discusses issues related to free vs. fee-based access to information
  - c. Identifies and discusses issues related to censorship and freedom of speech
  - d. Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material
    1. *Demonstrates an understanding of how intellectual property, copyright, and fair use are applied to digital audio files, music sampling, broadcasts, public performances, and recordings*
2. The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

*Outcomes Include:*

- a. Participates in electronic discussions following accepted practices (e.g., "Netiquette")
  - b. Uses approved passwords and other forms of ID for access to information resources
  - c. Complies with institutional policies on access to information resources
  - d. Preserves the integrity of information resources, equipment, systems, and facilities
  - e. Legally obtains, stores, and disseminates text, data, images, or sounds
    1. *Pays applicable use fees for unlicensed, copyrighted images, video, text, or sounds*
  - f. Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
  - g. Demonstrates an understanding of institutional policies related to human subjects research
3. The information literate student acknowledges the use of information sources in communicating the product or performance.

*Outcomes Include:*

- a. Selects an appropriate documentation style and uses it consistently to cite sources
  1. *Cites musical sources correctly, including scores and sound recordings*
- b. Posts permission granted notices, as needed, for copyrighted material