



Framework for Information Literacy to LEX Tutorials Alignment Map

This map correlates the individual topics of LearningExpress's Information Literacy tutorials to the Association of College and Research Libraries' Framework for Information Literacy for Higher Education. For more detailed information about the Framework, please visit the official website of the American Library Association.

Framework	Knowledge Practices	Dispositions	Tutorial Coverage: Find and Cite Sources	Tutorial Coverage: Introduction to Research Skills: Information Literacy	LEX Tutorial Coverage: Understand and Avoid Plagiarism	LEX Tutorial Coverage: Write Like a Scholar
<i>Authority Is Constructed and Contextual</i>	define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event);	develop and maintain an open mind when encountering varied and sometimes conflicting perspectives;	<ul style="list-style-type: none"> Lesson 1, Topic 2 Lesson 3, Topic 1 Lesson 3, Topic 2 Lesson 3, Topic 3 Lesson 3, Topic 4 	<ul style="list-style-type: none"> Lesson 1, Topic 1 	<ul style="list-style-type: none"> Unit 1, Lesson 2, Topic 2 	<ul style="list-style-type: none"> Lesson 2, Topic 3 Lesson 3, Topic 1 Lesson 3, Topic 2 Lesson 3, Topic 3 Lesson 3, Topic 4
<i>Authority Is Constructed and Contextual</i>	use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility;	motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways;	<ul style="list-style-type: none"> Lesson 3, Topic 1 Lesson 3, Topic 2 Lesson 3, Topic 3 Lesson 3, Topic 4 	<ul style="list-style-type: none"> Lesson 1, Topic 1 Lesson 1, Topic 2 	<ul style="list-style-type: none"> Unit 1, Lesson 2, Topic 2 Unit 2, Lesson 1, Topic 1 	<ul style="list-style-type: none"> Lesson 2, Topic 1 Lesson 2, Topic 3 Lesson 3, Topic 1 Lesson 3, Topic 2 Lesson 3, Topic 3 Lesson 3, Topic 4 Lesson 3, Topic 5 Lesson 3, Topic 6
<i>Authority Is Constructed and Contextual</i>	understand that many disciplines have acknowledged authorities in the sense of well-known scholars and publications that are widely considered "standard," and yet, even in those situations, some scholars would challenge the authority of those sources;	develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview;	<ul style="list-style-type: none"> Lesson 1, Topic 1 Lesson 1, Topic 2 Lesson 3, Topic 1 Lesson 3, Topic 2 Lesson 3, Topic 3 Lesson 3, Topic 4 	<ul style="list-style-type: none"> Lesson 1, Topic 1 		<ul style="list-style-type: none"> Lesson 2, Topic 1 Lesson 2, Topic 2 Lesson 2, Topic 3 Lesson 3, Topic 1 Lesson 3, Topic 2 Lesson 3, Topic 3 Lesson 3, Topic 4
<i>Authority Is Constructed and Contextual</i>	recognize that authoritative content may be packaged formally or informally and may include sources of all media types;	question traditional notions of granting authority and recognize the value of diverse ideas and worldviews;	<ul style="list-style-type: none"> Lesson 1, Topic 2 Lesson 3, Topic 2 Lesson 3, Topic 3 			<ul style="list-style-type: none"> Lesson 1, Topic 1 Lesson 3, Topic 1 Lesson 3, Topic 2 Lesson 3, Topic 4
<i>Authority Is Constructed and Contextual</i>	acknowledge they are developing their own authoritative voices in a particular area and recognize the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice;	are conscious that maintaining these attitudes and actions requires frequent self-evaluation.			<ul style="list-style-type: none"> Unit 1, Lesson 1, Topic 2 Unit 1, Lesson 1, Topic 6 Unit 1, Lesson 1, Topic 7 Unit 1, Lesson 2, Topic 1-3 Unit 1, Lesson 3, Topic 1-4 Unit 1, Lesson 4, Topic 1-4 Unit 2, Lesson 1, Topic 1-3 Unit 2, Lesson 2, Topic 1-4 Unit 2, Lesson 3, Topic 1-3 	<ul style="list-style-type: none"> Lesson 1, Topic 2 Lesson 2, Topic 1 Lesson 2, Topic 2 Lesson 2, Topic 3 Lesson 2, Topic 4 Lesson 2, Topic 5 Lesson 3, Topic 4 Lesson 4, Topic 1-8
<i>Authority Is Constructed and Contextual</i>	understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time.				<ul style="list-style-type: none"> Unit 1, Lesson 1, Topic 3 Unit 1, Lesson 4, Topic 2 Unit 1, Lesson 4, Topic 3 Unit 2, Lesson 1, Topic 1 	<ul style="list-style-type: none"> Lesson 3, Topic 1 Lesson 3, Topic 2 Lesson 3, Topic 3 Lesson 3, Topic 4

Framework	Knowledge Practices	Dispositions	Tutorial Coverage: <i>Find and Cite Sources</i>	Tutorial Coverage: <i>Introduction to Research Skills: Information Literacy</i>	LEX Tutorial Coverage: <i>Understand and Avoid Plagiarism</i>	LEX Tutorial Coverage: <i>Write Like a Scholar</i>
<i>Information Creation as a Process</i>	articulate the capabilities and constraints of information developed through various creation processes;	are inclined to seek out characteristics of information products that indicate the underlying creation process;		• Lesson 1, Topic 2		• Lesson 1, Topic 1
<i>Information Creation as a Process</i>	assess the fit between an information product's creation process and a particular information need;	value the process of matching an information need with an appropriate product;	• Lesson 1, Topic 2	• Lesson 1, Topic 1 • Lesson 1, Topic 2		• Lesson 1, Topic 1 • Lesson 1, Topic 2 • Lesson 3, Topic 1 • Lesson 3, Topic 2
<i>Information Creation as a Process</i>	articulate the traditional and emerging processes of information creation and dissemination in a particular discipline;	accept that the creation of information may begin initially through communicating in a range of formats or modes;		• Lesson 1, Topic 4		• Lesson 3, Topic 1
<i>Information Creation as a Process</i>	recognize that information may be perceived differently based on the format in which it is packaged;	accept the ambiguity surrounding the potential value of information creation expressed in emerging formats or modes;	• Lesson 1, Topic 2			• Lesson 1, Topic 1 • Lesson 3, Topic 1
<i>Information Creation as a Process</i>	recognize the implications of information formats that contain static or dynamic information;	resist the tendency to equate format with the underlying creation process;				• Lesson 3, Topic 1
<i>Information Creation as a Process</i>	monitor the value that is placed upon different types of information products in varying contexts;	understand that different methods of information dissemination with different purposes are available for their use.	• Lesson 1, Topic 2			• Lesson 1, Topic 1 • Lesson 3, Topic 1 • Lesson 3, Topic 2
<i>Information Creation as a Process</i>	transfer knowledge of capabilities and constraints to new types of information products;			• Lesson 1, Topic 1 • Lesson 1, Topic 2 • Lesson 1, Topic 4	• Unit 2, Lesson 2, Topic 1 • Unit 2, Lesson 2, Topic 2 • Unit 2, Lesson 2, Topic 3 • Unit 2, Lesson 2, Topic 4	• Lesson 1, Topic 2 • Lesson 2, Topic 1 • Lesson 2, Topic 2 • Lesson 2, Topic 3
<i>Information Creation as a Process</i>	develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys.			• Lesson 1, Topic 2 • Lesson 1, Topic 4 • Lesson 1, Topic 5	• Unit 1, Lesson 1, Topic 5 • Unit 2, Lesson 2, Topic 1 • Unit 2, Lesson 2, Topic 2 • Unit 2, Lesson 2, Topic 3 • Unit 2, Lesson 2, Topic 4	• Lesson 1, Topic 1 • Lesson 1, Topic 2 • Lesson 2, Topic 3 • Lesson 2, Topic 4
<i>Information Has Value</i>	give credit to the original ideas of others through proper attribution and citation;	respect the original ideas of others;	• Lesson 4, Topics 1-6	• Lesson 1, Topic 1 • Lesson 1, Topic 4		• Lesson 1, Topic 2 • Lesson 2, Topic 1 • Lesson 2, Topic 2 • Lesson 2, Topic 3 • Lesson 2, Topic 4 • Lesson 4, Topic 1-8

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<i>Information Has Value</i>	understand that intellectual property is a legal and social construct that varies by culture;	value the skills, time, and effort needed to produce knowledge;		• Lesson 1, Topic 1	<ul style="list-style-type: none"> • Unit 1, Lesson 1, Topic 1 • Unit 1, Lesson 1, Topic 2 • Unit 1, Lesson 2, Topic 1-3 • Unit 1, Lesson 3, Topic 1-4 • Unit 1, Lesson 4, Topic 3 • Unit 1, Lesson 4, Topic 4 • Unit 2, Lesson 1, Topic 1 • Unit 2, Lesson 2, Topic 1-4 • Unit 2, Lesson 3, Topic 1-3 	<ul style="list-style-type: none"> • Lesson 1, Topic 2 • Lesson 2, Topic 1 • Lesson 2, Topic 2 • Lesson 2, Topic 3 • Lesson 2, Topic 4 • Lesson 4, Topic 1-8
<i>Information Has Value</i>	articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain;	see themselves as contributors to the information marketplace rather than only consumers of it;		<ul style="list-style-type: none"> • Lesson 1, Topic 2 • Lesson 1, Topic 4 	<ul style="list-style-type: none"> • Unit 1, Lesson 1, Topic 5 • Unit 1, Lesson 1, Topic 7 • Unit 1, Lesson 2, Topic 2 • Unit 1, Lesson 2, Topic 3 • Unit 1, Lesson 3, Topic 4 	<ul style="list-style-type: none"> • Lesson 2, Topic 1 • Lesson 2, Topic 2 • Lesson 2, Topic 3
<i>Information Has Value</i>	understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information;	are inclined to examine their own information privilege.		• Lesson 1, Topic 3		
<i>Information Has Value</i>	recognize issues of access or lack of access to information sources;			• Lesson 1, Topic 3		
<i>Information Has Value</i>	decide where and how their information is published;				<ul style="list-style-type: none"> • Unit 1, Lesson 1, Topic 2 • Unit 1, Lesson 1, Topic 5 	
<i>Information Has Value</i>	understand how the commodification of their personal information and online interactions affects the information they receive and the information they produce or disseminate online;					
<i>Information Has Value</i>	make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information.					
<i>Research as Inquiry</i>	formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information;	consider research as open-ended exploration and engagement with information;	• Lesson 1, Topic 1			<ul style="list-style-type: none"> • Lesson 2, Topic 1 • Lesson 2, Topic 2 • Lesson 2, Topic 3 • Lesson 3, Topic 1 • Lesson 3, Topic 2 • Lesson 3, Topic 4

Framework	Knowledge Practices	Dispositions	Tutorial Coverage: <i>Find and Cite Sources</i>	Tutorial Coverage: <i>Introduction to Research Skills: Information Literacy</i>	LEX Tutorial Coverage: <i>Understand and Avoid Plagiarism</i>	LEX Tutorial Coverage: <i>Write Like a Scholar</i>
<i>Research as Inquiry</i>	determine an appropriate scope of investigation;	appreciate that a question may appear to be simple but still disruptive and important to research;	<ul style="list-style-type: none"> Lesson 2, Topic 2 	<ul style="list-style-type: none"> Lesson 1, Topic 4 		
<i>Research as Inquiry</i>	deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations;	value intellectual curiosity in developing questions and learning new investigative methods;	<ul style="list-style-type: none"> Lesson 2, Topic 2 	<ul style="list-style-type: none"> Lesson 1, Topic 1 		<ul style="list-style-type: none"> Lesson 2, Topic 2 Lesson 2, Topic 3 Lesson 2, Topic 5
<i>Research as Inquiry</i>	use various research methods, based on need, circumstance, and type of inquiry;	maintain an open mind and a critical stance;	<ul style="list-style-type: none"> Lesson 2, Topic 2 Lesson 2, Topic 4 Lesson 2, Topic 5 Lesson 2, Topic 6 Lesson 2, Topic 7 			<ul style="list-style-type: none"> Lesson 2, Topic 3 Lesson 3, Topic 4
<i>Research as Inquiry</i>	monitor gathered information and assess for gaps or weaknesses;	value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process;	<ul style="list-style-type: none"> Lesson 1, Topic 2 Lesson 2, Topic 2 	<ul style="list-style-type: none"> Lesson 1, Topic 1 Lesson 1, Topic 2 		<ul style="list-style-type: none"> Lesson 1, Topic 3 Lesson 2, Topic 1 Lesson 2, Topic 2 Lesson 3, Topic 1 Lesson 3, Topic 2 Lesson 3, Topic 4
<i>Research as Inquiry</i>	organize information in meaningful ways;	seek multiple perspectives during information gathering and assessment;	<ul style="list-style-type: none"> Lesson 1, Topic 1 Lesson 1, Topic 2 	<ul style="list-style-type: none"> Lesson 1, Topic 4 		<ul style="list-style-type: none"> Lesson 2, Topic 1 Lesson 2, Topic 2 Lesson 2, Topic 5 Lesson 3, Topic 1 Lesson 3, Topic 2
<i>Research as Inquiry</i>	synthesize ideas gathered from multiple sources;	seek appropriate help when needed;	<ul style="list-style-type: none"> Lesson 1, Topic 2 	<ul style="list-style-type: none"> Lesson 1, Topic 1 Lesson 1, Topic 2 		<ul style="list-style-type: none"> Lesson 1, Topic 2 Lesson 1, Topic 3 Lesson 2, Topic 2 Lesson 2, Topic 3 Lesson 2, Topic 5 Lesson 3, Topic 1 Lesson 3, Topic 2 Lesson 5, Topic 1-6
<i>Research as Inquiry</i>	draw reasonable conclusions based on the analysis and interpretation of information.	follow ethical and legal guidelines in gathering and using information;			<ul style="list-style-type: none"> Unit 1, Lesson 3, Topic 3 Unit 1, Lesson 4, Topic 1 Unit 1, Lesson 4, Topic 3 Unit 2, Lesson 1, Topic 3 Unit 2, Lesson 2, Topic 1 Unit 2, Lesson 2, Topic 2 Unit 2, Lesson 2, Topic 3 Unit 2, Lesson 2, Topic 4 	<ul style="list-style-type: none"> Lesson 1, Topic 2 Lesson 2, Topic 1 Lesson 2, Topic 2 Lesson 2, Topic 3 Lesson 2, Topic 5 Lesson 3, Topic 1 Lesson 3, Topic 2
<i>Research as Inquiry</i>		demonstrate intellectual humility (i.e., recognize their own intellectual or experiential limitations).		<ul style="list-style-type: none"> Lesson 1, Topic 1 Lesson 1, Topic 2 Lesson 1, Topic 5 	<ul style="list-style-type: none"> Unit 1, Lesson 2, Topic 1 Unit 1, Lesson 3, Topic 2 Unit 1, Lesson 4, Topic 1 Unit 1, Lesson 4, Topic 3 Unit 1, Lesson 4, Topic 4 Unit 2, Lesson 1, Topic 2 Unit 2, Lesson 3, Topic 1 Unit 2, Lesson 3, Topic 2 Unit 2, Lesson 3, Topic 3 	<ul style="list-style-type: none"> Lesson 1, Topic 2 Lesson 1, Topic 3 Lesson 5, Topic 1-6

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<i>Scholarship as Conversation</i>	cite the contributing work of others in their own information production;	recognize they are often entering into an ongoing scholarly conversation and not a finished conversation;	<ul style="list-style-type: none"> • Lesson 1, Topic 2 		<ul style="list-style-type: none"> • Unit 1, Lesson 1, Topic 1-4 • Unit 1, Lesson 1, Topic 6 • Unit 1, Lesson 1, Topic 7 • Unit 1, Lesson 4, Topic 2 • Unit 1, Lesson 4, Topic 3 • Unit 2, Lesson 1, Topic 1 • Unit 2, Lesson 1, Topic 2 • Unit 2, Lesson 2, Topic 1-4 • Unit 2, Lesson 3, Topic 1-3 	<ul style="list-style-type: none"> • Lesson 2, Topic 1 • Lesson 2, Topic 2 • Lesson 2, Topic 3 • Lesson 2, Topic 4 • Lesson 4, Topic 1-8
<i>Scholarship as Conversation</i>	contribute to scholarly conversation at an appropriate level, such as local online community, guided discussion, undergraduate research journal, conference presentation/poster session;	seek out conversations taking place in their research area;	<ul style="list-style-type: none"> • Lesson 1, Topic 1 • Lesson 1, Topic 2 		<ul style="list-style-type: none"> • Unit 1, Lesson 1, Topic 2 • Unit 2, Lesson 1, Topic 1 	<ul style="list-style-type: none"> • Lesson 2, Topic 2
<i>Scholarship as Conversation</i>	identify barriers to entering scholarly conversation via various venues;	see themselves as contributors to scholarship rather than only consumers of it;		<ul style="list-style-type: none"> • Lesson 1, Topic 3 	<ul style="list-style-type: none"> • Unit 2, Lesson 2, Topic 1 • Unit 2, Lesson 2, Topic 2 • Unit 2, Lesson 2, Topic 3 • Unit 2, Lesson 2, Topic 4 	<ul style="list-style-type: none"> • Lesson 2, Topic 2 • Lesson 2, Topic 3 • Lesson 2, Topic 5
<i>Scholarship as Conversation</i>	critically evaluate contributions made by others in participatory information environments;	recognize that scholarly conversations take place in various venues;	<ul style="list-style-type: none"> • Lesson 1, Topic 1 • Lesson 1, Topic 2 • Lesson 3, Topic 1 • Lesson 3, Topic 2 	<ul style="list-style-type: none"> • Lesson 1, Topic 4 	<ul style="list-style-type: none"> • Unit 1, Lesson 1, Topic 1 • Unit 1, Lesson 1, Topic 2 	<ul style="list-style-type: none"> • Lesson 1, Topic 1 • Lesson 2, Topic 2-5 • Lesson 3, Topic 1-4
<i>Scholarship as Conversation</i>	identify the contribution that particular articles, books, and other scholarly pieces make to disciplinary knowledge;	suspend judgment on the value of a particular piece of scholarship until the larger context for the scholarly conversation is better understood;	<ul style="list-style-type: none"> • Lesson 1, Topic 1 			<ul style="list-style-type: none"> • Lesson 2, Topic 1 • Lesson 2, Topic 2 • Lesson 2, Topic 3 • Lesson 3, Topic 1 • Lesson 3, Topic 2 • Lesson 3, Topic 3
<i>Scholarship as Conversation</i>	summarize the changes in scholarly perspective over time on a particular topic within a specific discipline;	understand the responsibility that comes with entering the conversation through participatory channels;				<ul style="list-style-type: none"> • Lesson 2, Topic 1 • Lesson 2, Topic 2 • Lesson 2, Topic 3 • Lesson 2, Topic 5 • Lesson 3, Topic 1 • Lesson 3, Topic 2
<i>Scholarship as Conversation</i>	recognize that a given scholarly work may not represent the only or even the majority perspective on the issue.	value user-generated content and evaluate contributions made by others;	<ul style="list-style-type: none"> • Lesson 3, Topic 3 	<ul style="list-style-type: none"> • Lesson 1, Topic 4 		<ul style="list-style-type: none"> • Lesson 2, Topic 1 • Lesson 3, Topic 1 • Lesson 3, Topic 2
<i>Scholarship as Conversation</i>		recognize that systems privilege authorities and that not having a fluency in the language and process of a discipline disempowers their ability to participate and engage.		<ul style="list-style-type: none"> • Lesson 1, Topic 3 		

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<i>Searching as Strategic Exploration</i>	determine the initial scope of the task required to meet their information needs;	exhibit mental flexibility and creativity	<ul style="list-style-type: none"> • Lesson 1, Topic 2 • Lesson 2, Topic 2 	<ul style="list-style-type: none"> • Lesson 1, Topic 2 		
<i>Searching as Strategic Exploration</i>	identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information;	understand that first attempts at searching do not always produce adequate results	<ul style="list-style-type: none"> • Lesson 1, Topic 1 • Lesson 1, Topic 2 • Lesson 2, Topic 2 • Lesson 2, Topic 4 • Lesson 2, Topic 7 • Lesson 3, Topic 1 • Lesson 3, Topic 2 • Lesson 3, Topic 3 			
<i>Searching as Strategic Exploration</i>	utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching;	realize that information sources vary greatly in content and format and have varying relevance and value, depending on the needs and nature of the search	<ul style="list-style-type: none"> • Lesson 1, Topic 1 • Lesson 1, Topic 2 • Lesson 2, Topic 1 • Lesson 2, Topic 2 • Lesson 2, Topic 4 • Lesson 2, Topic 7 	<ul style="list-style-type: none"> • Lesson 1, Topic 4 		
<i>Searching as Strategic Exploration</i>	match information needs and search strategies to appropriate search tools;	seek guidance from experts, such as librarians, researchers, and professionals	<ul style="list-style-type: none"> • Lesson 2, Topic 1-7 			
<i>Searching as Strategic Exploration</i>	design and refine needs and search strategies as necessary, based on search results;	recognize the value of browsing and other serendipitous methods of information gathering	<ul style="list-style-type: none"> • Lesson 1, Topic 2 • Lesson 2, Topic 1-7 			
<i>Searching as Strategic Exploration</i>	understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information;	persist in the face of search challenges, and know when they have enough information to complete the information task	<ul style="list-style-type: none"> • Lesson 2, Topic 4 • Lesson 2, Topic 5 • Lesson 2, Topic 6 	<ul style="list-style-type: none"> • Lesson 1, Topic 2 		
<i>Searching as Strategic Exploration</i>	use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately;		<ul style="list-style-type: none"> • Lesson 1, Topic 2 • Lesson 2, Topic 2 • Lesson 2, Topic 3 • Lesson 2, Topic 4 • Lesson 2, Topic 5 • Lesson 2, Topic 6 • Lesson 2, Topic 7 			
<i>Searching as Strategic Exploration</i>	manage searching processes and results effectively.		<ul style="list-style-type: none"> • Lesson 1, Topic 2 • Lesson 2, Topic 1-7 			