University of Melbourne Scholarly Literacy Framework

Scholarly Literacy Attributes	Learning Outcomes		
	Foundation	**Proficient**	**Advanced**
Standard One **The scholarly literate person recognises the need for information and determines the nature and extent of the information needed.**	**The scholarly literate person distinguishes between the different information sources and can interpret citations.**	**The scholarly literate person asks research questions that are specific and answerable in context of academic subjects.**	**The scholarly literate person identifies opportunities for scholarly enquiry by undertaking a thorough literature review.**
	Differentiates between popular, professional and scholarly sources and relevance to academic discipline. These may include: journal articles, books, newspaper articles, trade materials, laws, cases, web resources, standards, blogs, conference papers, protocols, tests, technical reports, etc. Interprets reading lists and bibliographies, identifying different source types. Distinguishes between primary and secondary resources.	Identifies the nature of the information needed. Formulates research questions that are answerable and relevant to the discipline. Scopes information needed to a manageable topic by narrowing to a specific context, region, or year.	Identifies gaps in current research by reviewing the literature. Considers experts or other researchers as potential information resources. Recognizes that knowledge can be organized into disciplines or is cross-disciplinary. Appreciates that knowledge may be viewed through different disciplinary lenses. Thinks laterally considering the possibility that the literature of other disciplines may be relevant.

	The scholarly literate person understands the different sources of scholarly information available.	The scholarly literate person determines nature and extent of information needed for assessment task.	The scholarly literate person determines the nature and extent of information needed to pursue a line of scholarly inquiry .
	Identifies primary vs. secondary resources, and appreciates their research value.	Competently selects relevant sources of information, e.g. scholarly/academic vs. professional/practitioner publications.	Demonstrates mastery of advanced research techniques and knows when to employ them.
	Identifies authoritative sources.	Uses primary sources, where relevant.	Uses a range of sources to understand the issues.
	Understands the peer-review process and how scholarly knowledge builds upon other's work.	Evaluates the nature and extent of the information retrieved.	Uses diverse sources of information to inform decisions around new research.
	Understands the relevance of specific types of scholarly resources relevant to their discipline.		Articulates and uses criteria to make informed decisions and choices.
	The scholarly literate person identifies key search concepts from an assessment task.		
	Identifies key words and themes in a topic.		
	The scholarly literate person can plan a search strategy.		
	Generates a list of possible search terms based on the themes of the topic – including synonyms, broader and narrower terms, spelling variants; related concepts.		
	Creates basic search statements using Boolean operators.		
	Formulates a search suitable for library search systems to maximise the quality and appropriateness of results.		

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Standard Two **The scholarly literate person finds required information effectively and efficiently.**	**The scholarly literate person is familiar with the Library's search systems and services.**	**The scholarly literate person is able to undertake a complex search using appropriate strategies, tools and methods.**	**The scholarly literate person searches multiple scholarly resources using as necessary a variety of search strategies in a systematic way.**
	Knows how to locate and retrieve items using the Library Catalogue. Performs successful searches in Discovery to find resources relevant to their discipline. Is familiar with reciprocal borrowing schemes (e.g. Bonus+ and CAVAL). Is aware of self-help training material (e.g. LibGuides, Online Tutorials).	Uses Boolean searching and understands how to use truncation and limiters/proximity characters to refine or maximise the scope and coverage of the search. Knows how to use the advanced search features of Discovery. Is able to refine search using a combination of limiters and expanders. Understands the use of controlled vocabularies (where appropriate). Utilises research trails to identify relevant resources.	Methodically searches a range of relevant scholarly resources that encompass the scope of the research. Routinely uses controlled vocabularies (where appropriate).
	The scholarly literate person identifies the most appropriate method or tool for finding information.	**The scholarly literate person independently identifies sources appropriate to the academic discipline.**	**The scholarly literate person uses advanced search tools and current awareness applications to update research**
	Knows when to use Discovery or the Library Catalogue to locate required information. Knows where to ask for assistance with finding information and can	Understands the difference between searching Discovery and the native interface of a database. Identifies discipline-specific databases and other sources of information.	Uses Search Alerts / Citation Alerts /Table of Contents Alerts to maintain awareness of emerging research and other information sources as appropriate.

	navigate to self-help resources	Understands the concept of the research trail.	Uses 'Preferred Search' function of Library catalogue to keep up to date with newly acquired material. Uses RSS feeds and Google Alerts to maintain awareness of non-scholarly information (where appropriate).
	The scholarly literate person constructs and implements basic search strategies.		
	Identifies keywords from an assignment topic. Uses keywords to search for information. Understands and uses simple Boolean searching. Understands how to use related terms to broaden or narrow searches.		
	The scholarly literate person finds and uses information relevant to the discipline from multiple information sources including primary material and other specialised collections when appropriate.		
	Understands the difference between primary and secondary sources of information (where appropriate). Can locate primary source material from the Library Collection.		

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Standard Three **The scholarly literate person Critically evaluates information and the information-seeking process.**	**The scholarly literate person evaluates the information found according to quality indicators and the context specific to the academic discipline.**	**The scholarly literate person uses critical judgement to further evaluate scholarly information based on knowledge of the academic discipline.**	**The scholarly literate person independently evaluates sources from multiple critical perspectives.**
	Reflects on resources retrieved. Aware of the need to match material type with information need. e.g. Audience: scholarly, professional or popular resources. Primary or secondary sources. Current or historical. Establishes the quality of the information using criteria appropriate to format. i.e. authority of source, author credentials, peer-review/refereed, author prejudice or bias. Recognises the need for quality versus quantity. Reads a number of resources, selecting main ideas with supporting evidence.	Uses discipline knowledge to assess the quantity, quality, accuracy, currency, and relevance of the search results and their limitations. Assesses reputation and standing of the creator of particular works using discipline knowledge. Recognises and understands own biases and cultural context .	Analyses the information retrieved and recognises structure and logic to support arguments or methods. Uses multiple sources of information to identify patterns or trends in the literature. Is aware of research impact measures relevant to discipline, and their use in identifying high impact publications and cited research. Recognises that the information search process is evolutionary and nonlinear.
	The scholarly literate person reviews search results.	**The scholarly literate person reflects and revises search strategies based on critical judgement and considers the relevance and depth of the resources retrieved.**	
	Determines if original information need has been satisfied or if additional	Reviews search terms to narrow or broaden search scope. Utilises search	

	information is needed. Repeats the search using a revised strategy as necessary.	filters and other limiting options to refine results. Reviews information access tools used and expands to include others as needed.	

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Standard Four **The scholarly literate person manages information collected and generated**	**The scholarly literate person records details of information sources and cites them using a required bibliographic style.**	**The scholarly literate person uses a system to organise and store the information sources.**	**The scholarly literate person uses a management system to organise, store and categorise information sources and their associated references for future use.**
	Understands why and when referencing is required. Understand that different citation styles exist. Compiles references in the required bibliographic format. Differentiates between the types of sources cited and understands the elements and correct citation style for a wide range of resources. Uses available resources to ensure all relevant details are recorded e.g. re:cite, referencing guides, Faculty style guides. Has an awareness of bibliographic management and citation software.	Records all pertinent citation information in a systematic way for future referencing and retrieval. Knows how to use the basic features of a bibliographic management program, including manually entering a reference. Exports bibliographic information directly from a database into a bibliographic management program.	Uses a system for organising and managing the information and data obtained. Exploits the advanced features of bibliographic management programs. Has a research data management plan, which includes storage, retention, condition for reuse, etc.

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Standard Five **The scholarly literate person applies prior and new information to construct new concepts or create new understandings.**	**The scholarly literate person develops an understanding through the synthesis of the information gathered.**	**The scholarly literate person communicates knowledge and new understandings effectively**.	**The scholarly literate person synthesises information to develop new hypotheses, models or research agenda.**
	Summarises the main ideas from the information gathered. Presents point of view/argument in an essay or other assessed piece of work relevant to the subject.	Produces written work (or other) to communicate and/or present new understandings to peers and academic staff. Communicates clearly in a style appropriate for the intended audience.	Recognises interrelationships between concepts and combines them into useful primary statements and/or thesis or argument. Uses new information to research and develop a thesis and/or design project; group project etc.
		The scholarly literate person uses appropriate communication tools and forms of presentation for audience or context.	
		Uses relevant software (e.g. PowerPoint) or other presentation tools to present knowledge and new understandings. Is aware of collaborative sites (e.g. Sakai, Google Docs, DropBox etc).	Uses relevant software (e.g. PowerPoint) or other presentation tools at an advanced level to present knowledge and new understandings.

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Standard Six **The scholarly literate person uses information with understanding and acknowledges cultural, ethical, economic, legal, and social issues in the use of information.**	**The scholarly literate person understands and avoids plagiarism by always accurately acknowledging sources used.**	**The scholarly literate person is aware of the intellectual, cultural and historical contexts that informed the scholarship.**	**The scholarly literate person independently seeks a diversity of scholarly perspectives and opinions.**
	Acknowledges sources following prescribed citation styles. Is aware of University policy on plagiarism.	Engages in broad reading of appropriate literature and can identify 'classic'/pivotal works of scholarship in given discipline. Acknowledges cultural, ethical and socioeconomic issues pertaining to the use of information and data.	Draws on a range of appropriate scholarly resources and actively seeks out diverse literature relevant to the subject/discipline.
	The scholarly literate person evaluates balance and fairness of scholarship and information.		**The scholarly literate person has an awareness of the scholarly methodologies and approaches relevant to the academic discipline.**
	Shows an awareness of diverse points of view.		Clearly articulates relevant methodology in appropriate paragraph/chapter
	The scholarly literate person complies with legal and ethical requirements related to accessing, using and storing text, data, images and sound.		**The scholarly literate person critiques scholarly information with appropriate supporting evidence.**
	Is informed about sources of information relating to legal and ethical requirements around scholarly research		Undertakes a scholarly and systematic literature review (as appropriate to discipline/subject), and critically engages with literature

	Demonstrates an understanding of intellectual property, copyright and fair use of copyrighted material. Obtains, stores, and disseminates text, data, images, or sounds in a legal and ethical manner.		Demonstrates breadth of reading through a wide-ranging bibliography/ reference list.