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2018

# Information Has Value Outcome Statements by Cluster

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## Information Has Value
## Outcome Statements by Cluster

| Statement Number | Statement Text |
|---|---|
| **Cluster #1 Value of Information Communities** | |
| **(Avg. Rating 7.5/Stand Dev. 1.9)** | |
| 19 | analyze how access to information impacts the ability to participate in communities of discourse |
| 53 | recognize the inherent value of diverse voices reflected in information products |
| 54 | analyze the value of collaborative approaches to sharing information |
| 55 | recognize that the "shareability" of information is a dimension of value |
| 59 | recognize the value of making their own work accessible to others |
| 62 | recognize the value of human networks in accessing information |
| 72 | recognize that the value of information accumulates as it is shared with and used by others |
| **Cluster #2 Scholarly Conventions of Value** | |
| **(Avg. Rating 6.8/Stand Dev. 2.5)** | |
| 18 | demonstrate the ability to act as both producers and consumers of information |
| 33 | understand traditional systems of assigning value to information in specific disciplines |
| 34 | critique traditional systems of assigning value to information in specific disciplines |
| 40 | apply disciplinary expertise to reach beyond traditional standards for assigning value to information |
| 44 | deploy markers of the value of information to access communities of discourse |
| 66 | interpret formal/scholarly sources and apply them to their own needs |
| 67 | use disciplinary discourse to access and participate in scholarly conversations |
| 68 | recognize that discourse practices within disciplines can be both a traditional marker of value and a barrier to access |
| **Cluster #3 Access & Navigation** | |
| **(Avg. Rating 6.6/Stand Dev. 2.5)** | |
| 26 | demonstrate facility in navigating information gatekeepers and gateways |
| 45 | identify gateways/gatekeepers of information |
| 60 | differentiate among various options for accessing information |
| 61 | demonstrate facility in navigating systems of information to meet information needs |
| **Cluster #4 Formal Recognition of Value** | |
| **(Avg. Rating 7.2/Stand Dev. 2.2)** | |
| 1 | recognize that citation is a social practice |
| 46 | recognize their own rights related to copyright and intellectual property |
| 47 | exercise their rights related to copyright and intellectual property |
| 49 | discern the multiple dimensions of copyright and intellectual property rights, such as traditional copyright, fair use, open access, public domain, and creative commons |
| 50 | recognize that concepts of intellectual property are socially constructed |

| | | |
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| 51 | compare the application of intellectual property considerations for print versus digital information | |
| 73 | use citation to acknowledge the work of others, including those who have been traditionally marginalized | |
| 74 | understand the goals of copyright, including its value to the public | |
| **Cluster #5 Access(ibility) is Power** | | |
| **(Avg. Rating 6.8/Stand Dev. 2.4)** | | |
| 5 | critically analyze how the value of information is socially constructed | |
| 7 | critique the commodification of information | |
| 8 | critique the concept of information neutrality | |
| 9 | critique the neutrality of information systems | |
| 35 | analyze how traditional standards for assessing the value of information may benefit some and/or marginalize others | |
| 48 | distinguish between and critique various types of access to information | |
| 63 | appraise the consequences of legislation related to information access | |
| 64 | distinguish between "gift" and "monetary" approaches to distributing information | |
| 65 | analyze how "gift" and "monetary" approaches to distributing information impact access | |
| 75 | critique and try to dismantle gateways that serve to reinforce information privilege | |
| **Cluster #6  Information Privilege** | | |
| **(Avg. Rating 7.6/Stand Dev. 2.1)** | | |
| 16 | appraise their own and others' information privilege and marginalization | |
| 17 | analyze information privilege | |
| 20 | understand that information privilege comes with responsibility to the public good | |
| 21 | judge the equitability of the distribution of information | |
| 29 | recognize that information systems can be used by those who are marginalized to make their voices heard | |
| **Cluster #7 Information is Power(ful)** | | |
| **(Avg. Rating 7.5/Stand Dev. 2.1)** | | |
| 10 | critique the neutrality of the use of information | |
| 22 | recognize that use of information is power | |
| 23 | recognize that access to information is power | |
| 24 | understand censorship as an exercise of power | |
| 25 | recognize that control of information is power | |
| 27 | leverage information systems to claim/reclaim power | |
| 28 | recognize that the distribution of information can be politically motivated | |
| 30 | interpret how issues of power are reflected in the historical record/narrative | |
| **Cluster #8 Information Agency & Responsibility** | | |
| **(Avg. Rating 6.5/Stand Dev. 2.9)** | | |
| 3 | distinguish between the usefulness of information and the personal/ethical values surrounding information use and access | |

| | | |
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| | 12 | participate in changing the status quo for determining the value of information |
| | 15 | exercise free will in determining whether or not to participate in information systems |
| | 37 | demonstrate comfort with the ambiguity of the value of information |
| | 38 | navigate the ambiguity, complexity, and discomfort of finding and using information to arrive at greater understanding |
| | 42 | apply and defend personal judgement for assessing the value of information |
| | 70 | challenge existing systems for determining the value of information |
| | 71 | recognize that the responsible use/production of information includes many different dimensions, including responsible online behavior, responsibility to others, and responsibility to the common good |
| **Cluster #9 Systems of Value**<br>**(Avg. Rating 7.1/Stand Dev. 2.3)** |
| | 2 | recognize different ways to determine the value of information |
| | 4 | differentiate among various dimensions of value |
| | 6 | apply concepts of value to evaluate information |
| | 11 | critique the status quo for determining the value of information |
| | 13 | purposefully develop personal value systems for assessing information |
| | 14 | create criteria for assessing the value of information |
| | 31 | interpret how value systems related to information are dynamic and can fluctuate |
| | 32 | contextualize the channels through which the value of information is created |
| | 36 | discern when information no longer has value |
| | 39 | identify the limitations of standards/best practices for assessing the value of information |
| | 41 | interpret subtle markers of the value of information |
| | 43 | recognize that traditional markers of the value of information don't necessarily confer value or authenticity |
| | 52 | recognize that the value of information is intrinsically tied to the value of persons who produced the information |
| | 56 | recognize that the value of information can be specific to the individual |
| | 57 | recognize that the value of information may not be constant |
| | 58 | recognize that the value of information can be context-specific |
| | 69 | recognize that some systems of determining the value of information hold more social capital than others |