|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Threshold Concept**From Framework for Information Literacy for Higher Education (2015) | **Student Learning Outcome** | **Evaluation Criteria** | **Post-liminal**Demonstrates mastery of concept; passed threshold | **Liminal**Partial, limited, or superficial understanding; at the threshold but still some “stuck” places | **Pre-liminal**Vague understanding; holds onto old ways of thinking |
| Research as Inquiry | The student will be able to contextualize a research topic by drawing upon their own intellectual curiosity or personal experience | Articulate interest in topic in Part B of worksheet | Thoughtfully articulates interest in topic and illustrates deep level of self-reflection, intellectual curiosity, or understanding of gaps in information that make personal stake in topic clear | Articulates interest in topic but presents a partial, limited, or superficial explanation of personal stake in the topic | Minimally addresses interest in the topic and presents a vague explanation of personal stake in the topic |
| Research as Inquiry | The student will be able to identify different facets of their topic that will have implications for how they construct their research question | Articulates elements of the topic in Part C of worksheet | Identifies several relevant elements for all facets of topic (who, what, where, and how) that are likely to generate inquiry into central ideas and multiple viewpoints related to the topic  | Identifies elements that are partially relevant for facets of the topic (who, what, where, and how) but may be simplistic and less likely to generate inquiry into central ideas and multiple viewpoints related to the topic | Identifies minimal elements that are less relevant for facets of the topic (who, what, where, and how) and do not spark inquiry |
| Research as Inquiry | The student will discover what concepts, values, or beliefs are related to their topic | List major concepts/theories related to topic in Part D of worksheet | Understands foundational ideas essential to the topic by identifying several highly relevant major concepts/theories related to the topic  | Begins to understand foundational ideas about the topic by identifying major concepts/theories that are somewhat relevant to the topic | Identifies some concepts/theories that are only tangentially or not at all related to the topic |
| Research as Inquiry | The student will begin to become familiar with the rhetoric of their topic | List unfamiliar terminology related to topic in Part D of worksheet | Identifies several unfamiliar terms that are highly relevant to the topic | Identifies several unfamiliar terms that are somewhat relevant to the topic | Identifies unfamiliar term(s) that are only tangentially or not at all related to the topic |
| Scholarship as Conversation | The student will be able to identify key players and their perspectives in the scholarly conversation related to their topic | List scholars/experts who do research on topic in Part D of worksheet | Identifies several scholars/experts that do highly relevant research related to the topic | Identifies several scholars/experts that do relevant research that is somewhat related to the topic | Identifies scholars/experts that do research that may not be directly related to the topic |
| Searching as Strategic Exploration | The student will understand how rhetorical choices in search terminology can expand or narrow their results | List additional keywords (relevant synonyms for key concepts) in Part D of worksheet | Lists several highly relevant keywords that would expand or narrow search results | Lists some relevant keywords that may expand or narrow search results | Lists few keywords that may not be relevant to the topic and may be ineffective as part of a search strategy |
| Scholarship as Conversation | The student will be able to identify relevant cited articles and understand the connections between scholarly sources | List scholarly sources that would be useful for research in Part D of worksheet | Lists several scholarly sources that are highly relevant to the topic and suggest connections between different scholarly perspectives  | Lists some scholarly sources that are somewhat relevant to the topic | Lists source(s), but they may not be scholarly or may only be tangentially related to the topic |
| Scholarship as Conversation | The student will be able to create a concept map that reflects different facets of their chosen topic, including varied or conflicting perspectives | Draw concept map that identifies key perspectives in Part F of worksheet | Creates a contextualized concept map characterized by multiple perspectives and meaningful connections between concepts and their impact on society | Creates a concept map that shows evidence of an attempt to make connections between concepts and their impact on society | Creates a concept map that is characterized by a singular perspective and does not attempt to make broader connections between concepts or address societal impact |
| Searching as Strategic Exploration | The student will be able to identify which academic disciplines their topic broadly falls within, recognizing the importance of disciplinary context for search strategy | Circle disciplines that apply to the topic in Part G of worksheet | Correctly circles all subject areas/disciplines that could be related to the topic | Circles most of the subject areas/disciplines that could be related to the topic | Circles one subject area/discipline, fails to recognize how research can be conducted through multiple disciplinary lenses  |
| Research as Inquiry | The student will be able to define their information need in order to select an appropriate research topic | Identify research topic in Part I of worksheet | Identifies a topic of interest that has potential for constructing a clear and focused research question. The topic may be controversial or lend itself to multiple points of view and may have relevance to ideas of social justice and society | Identifies a topic of interest that has potential for constructing a research question that is of interest to society | Identifies a topic of interest, but topic does not lend itself to constructing a well-defined research question |