



UTS: Library

**Developing the information literate person:
the UTS Framework and Strategic Plan**



Developing the information literate person: the UTS Framework

Information literacy has been identified in the recent Federal government report *Higher education at the crossroads: a review of Australian higher education* (2002) as part of the 'emerging' skills and knowledge required by graduates for participation in democratic society. However, information literacy is a term not widely understood outside library circles. In this document UTS Library seeks to:

- Explain what the terms *information literacy* and *information literate person* mean
- Show that information literacy is a key component of the UTS Graduate Attributes
- Link the theoretical basis of information literacy with the practical skills and knowledge implied by the UTS Graduate Attributes
- Identify paths of strategic collaboration between library staff, academic staff, and other members of the UTS community, to best assist UTS students to become information literate graduates

What is Information Literacy?

Information literacy is defined in the Council of Australian University Libraries (CAUL) Information Literacy Standards:

Information literacy is an understanding and set of abilities enabling individuals to "recognise when information is needed, and have the capacity to locate, evaluate and use effectively the needed information".

(Information Literacy Standards, 2001, p1. Available at:

<http://www.caul.edu.au/caul-doc/InfoLitStandards2001.doc>)

What does information literacy enable learners to do?

The process of acquiring information literacy enables learners to progressively develop information skills from the basic - identify, access and use - to the more complex - analyse, evaluate, synthesise and create new knowledge. The skills, articulated in the seven Australian Information Literacy Standards, enable an information literate person to:

- recognise the need for information
- access and find information
- use, critically analyse and evaluate information
- store information and manage information overload
- share information and create new knowledge
- use information ethically, legally and respectfully
- become a self-directed, self-reliant, lifelong learner

UTS Graduate Attributes and Information Literacy

The *UTS Statement of Graduate Attributes* (2000) describes three attributes that constitute graduate capability: the *Learning to learn* attribute, *professional* attribute and *personal* attribute. "The *Learning to learn* attribute draws attention to the knowledge and skills that are related to 'learning' in UTS programs. These refer not only to the acquisition of specific disciplinary and professional knowledge but also to learning strategies that go beyond specific professions or contexts." (*UTS Statement of Graduate Attributes* (2000), p. 1. Available at: <http://www.iml.uts.edu.au/learnteach/design/statement.html>)

The statement elaborates the *Learning to learn* attribute by describing the UTS graduate as being "prepared for ongoing learning in the pursuit of personal development and excellence in professional practice". This attribute lies within the knowledge literacies domain described as: "Academic literacies and practices that encompass the learning of disciplinary, cross-disciplinary and transdisciplinary knowledge, and the ability to gain access to, utilise and critically assess knowledge from a range of sources. This domain links primarily, though not exclusively, with the Professional attribute." (*UTS Statement of Graduate Attributes* (2000), p.3, emphasis added.)

Information literacy lies within the knowledge literacies domain and relates to developing lifelong learning attributes in UTS graduates essential for living and working in knowledge based environments.

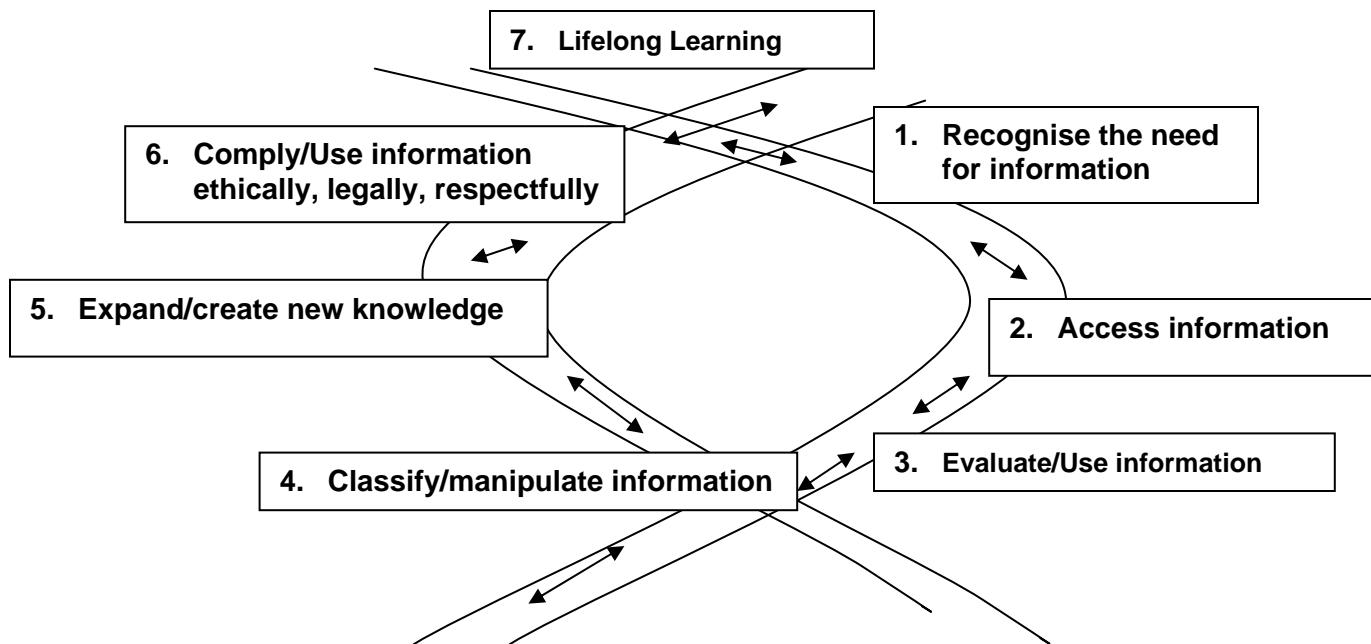
Collaboration in developing the information literate person at UTS

UTS Library is committed to ensuring that the UTS community acquires information literacy skills which enable students and staff to be able to find, use and manage information, to be able to undertake quality research and to develop effective lifelong learning skills. This involves building a partnership in which students, library staff, academic staff and University administrators collaborate to define information skills needs and desired information literacy outcomes and to integrate information skills learning into courses and programs. These information skills enable UTS graduates to be effective in their personal lives, professional work and in their communities.

Developing the information literate person: the UTS Framework

In the UTS Framework documents, information literacy is identified as a key element in developing UTS graduate attributes. The Framework describes the development of differing levels of competency and articulates broad principles and initiatives for the integration of information skills into teaching and learning at UTS. The collaboration of academic staff with library staff fosters innovative programs for expanding information skills. Through those programs students achieve beneficial outcomes and develop skills which are transferable into their careers as UTS graduates.

The Framework is modelled on a double helix image, in which information skills learning by students and staff is not linear, but rather continuous development and re-skilling as information needs change. The Framework relates to UTS undergraduates and coursework students as learners, to academic staff as teachers and researchers, to research students as developing researchers, and to graduates as developing practitioners. The structure of this Framework is supported by a number of information literacy skills and outcomes which are articulated by the seven Australian Information Literacy Standards. Not all skills will be acquired at each level as students' information needs vary in their academic learning and a return to earlier levels for skills updating may be required. The organic nature of the helix model suggests continuous renewal processes and interaction between the elements.



This UTS Information Literacy Framework comprises a number of learning levels: **Orientation Level**. This level focuses on transition to university study. Orientation Information Skills training prior to teaching weeks will target high school students and the general population returning to study with introductory information skills training.

Study Ready Level. Outcomes for basic information skills programs at this level aim to introduce new 1st Year undergraduate students and coursework postgraduates to the variety of information sources available and to promote the necessary skills required to locate, use and evaluate information for their studies.

Study Competent Level. Targeted at 2nd & 3rd Year undergraduates and coursework postgraduates, integrated programs at this level are designed to develop proficiency in handling information for study. Skills, developed over time, will equip UTS students with information skills which students can apply in their chosen subject disciplines.

Lifelong learning*. UTS graduates, as developing practitioners, will be equipped with information literacy skills to enable lifelong learning and the means to apply information skills in new situations, especially as their careers develop.

Research Ready Level. The aim of generic and integrated programs at this level is to provide information research training and updating for postgraduates and for academic staff in the retrieval and management of research information.

Research Competent Level. This level focuses on information research proficiency which enhances the competitive research output of UTS. Effective management of information and the creation of new knowledge are outcomes of this level.

Lifelong learning*. The UTS learning, teaching and research community will be equipped with information literacy skills to enable lifelong learning and the means to apply information skills in new situations and to develop new knowledge.

* **Lifelong learning** is repeated depending on the differing information skills needed for work and careers, or more research focussed skills for research.

Developing the information literate person: the UTS Strategic Plan

UTS Library is committed to ensuring that the UTS community has the skills to enable information retrieval and management, the skills to undertake quality research and the skills to develop as effective professionals and lifelong learners. The following strategic plan articulates directions for these goals to be achieved in collaboration with academics and other units of the University.

Support Learning

Objective	Strategies	Responsibility	Outcomes
<ul style="list-style-type: none"> ▪ Promote information literacy to the UTS community 	<ul style="list-style-type: none"> ▪ UTS Information Literacy Framework document formulated ▪ Proactive liaison with university-wide Teaching & Learning planning committees to define information literacy goals ▪ Proactive liaison with UTS Quality Development Unit to identify information literacy learning evidence generated through UTS tracking systems ▪ Proactive liaison with Faculties through Teaching & Learning committees 	<ul style="list-style-type: none"> ▪ Library ▪ UTS ▪ Teaching & Learning Cttee ▪ UTS Quality Development Unit ▪ Faculties 	<ul style="list-style-type: none"> ▪ UTS Information Literacy Framework endorsed ▪ Information literacy learning is identified in student and graduate surveys ▪ Information literacy supports University-wide Teaching & Learning plans
<ul style="list-style-type: none"> ▪ Promote information literacy as a key component of the graduate attribute 	<ul style="list-style-type: none"> ▪ Proactive liaison with University-wide community to determine or map where information literacy is being developed in the curriculum ▪ Participate in BELL program developments ▪ Participate in student & postgraduate quality reviews 	<ul style="list-style-type: none"> ▪ University ▪ Library ▪ UTS Quality Development Unit ▪ BELL 	<ul style="list-style-type: none"> ▪ Recognition of Information Literacy as a UTS graduate attribute ▪ Competent & competitive UTS graduates ▪ Lifelong learners
<ul style="list-style-type: none"> ▪ Provide varied opportunities for UTS students & staff to undertake information skills learning 	<ul style="list-style-type: none"> ▪ Provide generic & discipline specific information literacy programs at appropriate levels from orientation to research level 	<ul style="list-style-type: none"> ▪ Library ▪ Student Services ▪ Faculty ▪ Students 	<ul style="list-style-type: none"> ▪ IL programs relate to needs of UTS community ▪ Transferability of information skills across disciplines

<ul style="list-style-type: none"> ▪ Map appropriate information skills learning for levels of study and research 	<ul style="list-style-type: none"> ▪ Provide online information literacy tutorials ▪ Conduct evaluation surveys to determine information skills needs of new enrolments, UGs, PGs, researchers ▪ Identify gaps & training needs 		
<ul style="list-style-type: none"> ▪ Evaluate & assess information literacy learning outcomes, both short-term and long-term 	<ul style="list-style-type: none"> ▪ Articulate Levels of Proficiency based on IL Standards ▪ Collaborate with academic staff to develop ongoing information literacy assessment methods ▪ Undertake surveys & longitudinal studies of UTS students and graduates ▪ Work with BELL to evaluate graduate attributes ▪ Research & adopt 'good practice' in information literacy 	<ul style="list-style-type: none"> ▪ Library ▪ Faculty ▪ Students ▪ Quality Development Unit ▪ BELL 	<ul style="list-style-type: none"> ▪ UTS graduates achieve information literacy competency ▪ Quality outcomes measured

Support Teaching

Objective	Strategies	Responsibility	Outcomes
<ul style="list-style-type: none"> ▪ Embed information literacy into course curricula 	<ul style="list-style-type: none"> ▪ Liasise with UTS academic staff to define students' information literacy needs ▪ Work with academics to map appropriate information skills for level of study ▪ Work collaboratively with academics integrate information skills teaching & resources into subjects ▪ Participate in appropriate teaching & 	<ul style="list-style-type: none"> ▪ Library ▪ Faculty 	<ul style="list-style-type: none"> ▪ Partnership between Library & Faculty in information literacy established & acknowledged as critical to teaching and learning ▪ Number of subjects with IL integrated into courses increased ▪ Student-centered & curriculum relevant learning ▪ Varied opportunities for resource based,

	<ul style="list-style-type: none"> ▪ assessment projects with academics ▪ Use the Australian Information Literacy Standards as a generic basis to apply to discipline specific information skills learning 		<ul style="list-style-type: none"> ▪ problem-based & evidence-based teaching & learning ▪ Case studies demonstrate models of information literacy practice
<ul style="list-style-type: none"> ▪ Update UTS academic staff information literacy skills 	<ul style="list-style-type: none"> ▪ Liaise with UTS academic staff regarding their information literacy needs ▪ Provide opportunities for academic staff to gain information skills they need in their work as teachers ▪ Build an awareness of students' developing information skills at appropriate levels 	<ul style="list-style-type: none"> ▪ Library ▪ Academics 	<ul style="list-style-type: none"> ▪ UTS Academics have information skills necessary for teaching and research ▪ Understanding of information literacy skills development
<ul style="list-style-type: none"> ▪ Ensure professional skills of library staff involved in IL training 	<ul style="list-style-type: none"> ▪ UTS Liaison Librarians complete appropriate training course (eg. Cert IV.) ▪ Evaluate library IL training sessions & materials 	<ul style="list-style-type: none"> ▪ Library 	<ul style="list-style-type: none"> ▪ Competent & professional IL training

Support Research

Objective	Strategies	Responsibility	Outcomes
<ul style="list-style-type: none"> ▪ Ensure UTS researchers have orientation and update information skills programs to enable specialist research ▪ Ensure Research Institutes are aware of & have access to information skills updating programs 	<ul style="list-style-type: none"> ▪ Liaise with UTS Graduate School on information needs of research students ▪ Liaise with Faculties on research methods subjects ▪ Liaise with research supervisors to map information skills training into the research process ▪ Specialist IL programs to ensure researchers are up-to-date with new 	<ul style="list-style-type: none"> ▪ Library ▪ UTS Graduate School ▪ Faculty ▪ Researchers ▪ Research Institutes 	<ul style="list-style-type: none"> ▪ Sustained UTS research performance

	information resources and technologies		
<ul style="list-style-type: none"> ▪ Ensure UTS researchers have bibliographic management skills training 	<ul style="list-style-type: none"> ▪ Provide training in bibliographic management (eg. EndNote) 	<ul style="list-style-type: none"> ▪ Library ▪ UTS Graduate School ▪ Faculties 	<ul style="list-style-type: none"> ▪ Competence with bibliographic management

Support the Community

Objective	Strategies	Responsibility	Outcomes
<ul style="list-style-type: none"> ▪ Contribute to raising the awareness of information skills development in the general community ▪ Assist in creating an information-rich general community 	<ul style="list-style-type: none"> ▪ Contribute to University Orientation programs which support the transition from high school to university ▪ Contribute to information skills updating for professional groups and industry ▪ Work with local libraries, eg schools with links to UTS, City of Sydney, and other Darling Harbour & Ultimo Libraries. 	<ul style="list-style-type: none"> ▪ Library ▪ UTS student services ▪ UTS Graduate Connections 	<ul style="list-style-type: none"> ▪ New & returning students have appropriate information skills for university study & for research ▪ Links with professional groups in the local community ▪ Links with schools in the local community ▪ Links with libraries in the local community

Conclusion:

The development of information literacy skills and knowledge is an essential component of the attributes of UTS graduates in their personal and professional lives. By providing a strategic Framework for developing information literate graduates, UTS Library acknowledges and supports the UTS community in achieving these vital skills and understandings.

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