UNIVERSITY OF TECHNOLOGY SYDNEY

UTS: Library

Developing the information literate person:

UTS Case Studies

2005 Update

Developing the information literate person: UTS Case Studies

This update of the UTS Information Literacy Case Studies reflects how the Information Literacy Framework is being implemented in teaching and learning at UTS during Autumn Semester 2005. The case studies aim to share good information literacy practice and provide examples of librarians and academics collaborating in information literacy learning since the first case studies appeared on the Library web page in late 2003.

Developing the information literate person: UTS Endorsement

The UTS Information Literacy Framework, *Developing the Information Literate Person*, was officially launched by Associate Professor Gael Walker at the inaugural UTS Teaching and Learning Forum on 3 December 2004. The University Librarian, Dr Alex Byrne, introduced the Framework and highlighted the importance of information literacy in enabling creative learning and research outcomes and in developing lifelong skills.

The UTS Information Literacy Framework is being implemented with the endorsement of Professor Richard Johnstone, Pro-Vice Chancellor (Teaching and Learning) and with the endorsement of the UTS Teaching and Learning Committee (August 2003). Earlier in 2004, UTS Library staff received a copy of the Framework at a presentation in the Blake Library (City Campus) by Kay Raseroka, then President of the Federation of Library Associations and Institutions (IFLA) and University Librarian at the University of Botswana, on 20 September 2004.

The UTS Information Literacy Framework offers both staff and students opportunities to further develop core competencies required to live and work in a rapidly changing information society. For this to be effective, information literacy needs to be both implicit and explicit in subjects and courses. Students develop information skills as part of their subject disciplines when they find information for their assignments, evaluate and manage the information gathered, and use information in critical analysis and problem solving. In these case studies, elements of the 2nd edition of the *Australian and New Zealand Information Literacy Framework* (2004) are pursued through learning and assessment activities.

The six standards referred to in this document describe the abilities of the information literate person who:

1. Recognises the need for information and determines the nature and extent of the information needed
2. Finds needed information effectively and efficiently
3. Critically evaluates information and the information seeking process
4. Manages information collected or generated
5. Applies prior and new information to construct new concepts or create new understandings
6. Uses information with understanding and acknowledges cultural, ethical, economic, legal and social issues surrounding the use of information

Faculty of Business

Developing the Information Literate Person – Faculty Endorsement
The Information Literacy Framework has been distributed throughout the Faculty of Business and the Faculty supports the principles espoused.

Overview of Information Literacy activity for Autumn 2005
Core Subjects within each School of the Faculty have been the focus of the Information Literacy Program together with targeted Postgraduate Courses.
The emphasis has been on customisation of subject content to relevant information sources.

Case Study 1 - Undergraduate

Subject: **Economics for Business 25115**
Coordinator Dr Chris Bajada

Information Literacy Standard 5: The information literate person applies prior and new information to construct new concepts or create new understandings.

This subject develops an understanding of basic economic principles and their application to business decision making and business strategy. It provides a foundation for further studies in business, economics and finance. It provides the ability to read and understand analyses presented in the financial and business media and be able to effectively participate in the formulation of business strategies (Source UTS Business Handbook 2005)

- Students were given a one hour lecture within their scheduled lecture times
- An online quiz with an assessable component of 5% had to be completed by the students
- Students usage of appropriate resources was reflected in their assignment work
- A review of the quiz component is currently underway with a new model planned for Semester 1 2006

Program delivered by Alison Slocombe and Daphne Freeder

Case Study 2 - Postgraduate

Subject: **Corporate Accounting 22754**
Coordinator: Ms Helen Gilliam

Information Literacy Standard 5-The information literate person applies prior and new information to construct new concepts or create new understandings

This subject involves an examination of the legal and institutional frameworks of modern Australian accounting in the context of local and international accounting standards and

exposure drafts. Topic coverage includes valuation and goodwill, corporate restructuring and liquidation, accounting for acquisition of assets, including business enterprises, consolidated accounts of complex economic entities, accounting for associate companies and joint ventures, accounting for financial instruments (Source UTS Business Handbook 2005)

- Students attended a workshop in the UTS Library within their scheduled class
- A workshop was held for each of the five classes
- After each class had attended their workshop a quiz was loaded on UTS online. Students were given one week to complete the quiz which had an assessable component of 5%
- The aim of the quiz was to indicate the level of skill development in matching academic level resources to the specific information need
- Three weeks after the Library sessions students were handed a survey in class. The aim of the survey was:
    - To examine the types of resources they used to complete their assignments
    - Whether the skills learned had been applied to other UTS subjects. 97% of respondents indicated that they were able to apply their training to other subjects
    - Database usage by the students rated most highly for the following: Factiva 79%, Fin Analysis 59% and Business Source Premier 47%

Database usage is significant because prior to the training a concern was expressed by the coordinator for the preponderance of students who concentrate their information gathering to sources such as Google

Program delivered by Barbara Goldsmith and Daphne Freeder

Faculty of Design, Architecture and Building

Developing the Information Literate Person – Faculty Endorsement
The UTS Information Literacy Framework, *Developing the Information Literate Person*, was endorsed by the DAB Library Committee at the meeting held on 13th December 2004.

Overview of Information Literacy activity for Autumn 2005
This year, the Information Literacy program focussed on undergraduate students undertaking subjects which tested their ability to conduct research, critically analyse information and communicate ideas effectively.

The first case study details an assessment undertaken by 1st year students enrolled in the Bachelor of Design. The second case study details an assessment undertaken by 4th (final) year students enrolled in the Bachelor of Building in Construction Management/Bachelor of Construction.

Case Study 1 - Undergraduate

Subject: Researching Design History 85502
Subject Coordinator: Dr Susan Stewart

Researching Design History is a 1st year subject undertaken by all students in the Bachelor of Design course. Students may be majoring in Industrial Design, Interior Design, Visual Communication or Fashion Design. 'In this subject students are introduced to academic culture and the research and argumentation conventions involved in higher learning. Students use these skills to investigate key issues throughout the history of modern designing, including designing in Australia'.

Task 1 – Researching Designs – Assessment Criteria
- *Access and find information (standard one)*
- *Use, critically analyse and evaluate information (standard two)*
- *Share information and create new knowledge (standard four)*
- *Use information ethically, legally and respectfully (standard six)*

Aim of the assignment:
The aim of this assignment was to get students thinking critically about the way that design history is presented, both through images and statements. It also tested research and communication skills as outlined above.

What students were expected to produce:
Each student chose a designed product or product type of their choice. The outcome of their research was recorded on two separate electronic documents, submitted together:

Visual Presentation:
An electronic presentation document showing a selection of images and quotations concerning the chosen design, plus any key observations made about these, as outlined in

the steps below, not more than 6 slides long. The Visual Presentation could be in power-point format or in any other document form that accepted both images and text and was easy to run on both Macintosh and Windows computers.

Analysis:
A written support document that outlining the student's critical response to all of the questions set out in the various steps of the task. This document informed the argument made in the verbal presentation of the student's research. It could not be longer that two A4 pages.
Each student was asked to give a 3 minute verbal presentation of their Task 1 research over Autumn semester tutorial weeks, supported by their electronic visual presentation. The analysis was to inform the content of the presentation.
A small percentage (10%) of the mark for Task 1 was reserved until the verbal presentation was given, and recorded as a part of the 'communication' criteria of the assessment.

Details on the Assessment Criteria
Assessment of students' **ability to retrieve information** took into account the range of different sources consulted and their judgement in selecting particular texts, images and statements to work with.
Assessment of students' **ability to evaluate information** was based upon the depth of reflection informing their discussion of each image and statement.
Assessment of students' **ability to communicate** took into account the clarity and visual engagement of their power-point slides, the correctness of spelling and grammar, and the quality of their verbal presentation.
Assessment of students' **professionalism** took into account their ability to comply with academic referencing and citation practices, to use information ethically, legally and respectfully; and also their ability to submit work on time, complete and in correct format.
Each of the above criteria received equal weighting in the overall assessment of the task.

Librarian: Kim Hodgman

Case Study 2 - Postgraduate

Subject: 16135 Project A - 161904 Building research
Subject Coordinator: Mr Ross Trembath

This subject is part one of the final year project for the Bachelor of Building in Construction Management/Bachelor of Construction. The project involves identifying a gap in existing knowledge, a detailed investigation of the topic and the production of a large professional standard report.

AIM OF THE SUBJECT
The main objective is to develop student's skills in mounting a sustained and consistent argument or discussion in written form.

> "Students will have the opportunity to improve their knowledge and skills in the following areas:

- Literature search and referencing skills
- Integrative and problem solving skills
- Communication and presentation skills
- Research and analytical methods

These skills will be of use in report writing and in conducting investigations later in their career."

Library support session activities included:

- *Identifying and selecting different information types and sources (standards one & two)*
- *Hands on searching of a variety of sources (standard two)*
- *Determining criteria for evaluation information (standard three)*
- *EndNote workshops (standards four and six)*

What students were expected to produce:

Task 1 & 2

Students were to develop a draft research outline, which included the proposed methodology and expected outcomes. Students were to give a short presentation on their proposal.

Task 3 & 4

The major assessment task of this subject was a four thousand plus word draft thesis worth fifty percent. It was to include a literature review of their area of interest and details of their research methods. Students also gave a ten minute presentation on their research and topic.

Details of Assessment Criteria

Assessment of student ability to **recognise the need for information**, **select appropriate information sources** and **evaluate and use information** was based on their research outline and their literature review, including their range and variety of sources chosen. The ability to **manage information** and **conform to academic writing rules** was evidenced by the correct use of EndNote and the Harvard UTS referencing style in the production of their literature review and bibliography. The ability to **share information and create new knowledge** was judged by how effectively students were able to communicate their ideas both in the visual presentation and draft thesis.

Librarian: JoAnne Witt

Faculty of Education

Developing the Information Literate Person – Faculty Endorsement
The UTS Information Literacy Framework, *Developing the Information Literate Person*. This document has not yet been endorsed at Faculty Board.

Overview of Information Literacy activity provided for Teacher Education students in Autumn 2005
As in previous years, the Library's Information Literacy program reached all Bachelor of Education (Primary Education) first year undergraduate students, all 4th year Honours students, all second year undergraduate English Education 2 students and most of the postgraduate students, in particular at Masters level but also those studying for the Graduate Diploma in Education. In addition, several PhD students and new staff members took up the offer of specialised one on one session with the Teacher Education Librarian

The number of sessions in Adult Education was limited to 5 Groups. (2 U/grad and 3 P/Grad): a total of 112 students.

Case Study 1 - Undergraduate

Subject: *023111 Practicum 1: Beginning Teaching – Issues in the Primary School*
Subject Coordinator: Kimberley Pressick-Kilborne (Librarian: Janice Todd**)**

023111 is a core first year subject which provides the broad conceptual basis for understanding that the study of primary schooling integrates a number of disciplinary perspectives, which in turn influences the educational practices conducted therein. Assignment 3, Library Research, attempts to put library skills in a meaningful context for students dealing with Beginning Teaching issues. It has two components: Part 1 is attendance at a one and a half hour Library Training session conducted by the Teacher Education Librarian. Part 2 is the completion of a Library Research Assignment which is distributed at the end of the training session.

Learning Activities

The Teacher Education Librarian gives a PowerPoint and live web demonstration of the catalogue, library web page, library databases, search techniques and APA referencing style. The session includes several hands-on database searching exercises. Learning activities are based on eleven outcomes. The first ten outcomes address IL Standard 2: The information literate person accesses needed information effectively and efficiently. Outcome number eleven addresses Standard 4: The information literate person classifies stores, manipulates and redrafts information collected or generated.

OUTCOMES
At the end of the session participants will be able to:

i. Access the library's online information from off-campus.
ii. Access the library's request, ask-a-question and ALIVE services
iii. Identify call number, location and status information on a catalogue record.
iv. Search for items in the library catalogue using author and/or title, subject heading and keyword options.
v. Modify a search in the library catalogue
vi. Locate a journal held in the library on the shelves and/or in an electronic database using the library catalogue.
vii. Recognise Education-related databases.
viii. Identify content differences between Education-related databases.
ix. Translate a research topic into a search statement suitable for database searching (keywords v phrase, truncation, Boolean searching).
x. Distinguish a journal article from other kinds of information available in databases.
xi. Use the APA style guide to reference a journal article published in either electronic or hardcopy format.

Assessment Strategies

The Library Research Assignment consists of exercises which require students to demonstrate competency in the Learning Outcomes. The Teacher Education Librarian grades the assignments as Pass/Fail. A pass grade and attendance at the training session is a requirement for receiving a Pass grade in the Practicum 1 subject.

Case Study 2 - Postgraduate

Case Study: M.A Applied Linguistics, Faculty of Education

Subject
015126 Research Approaches.
This subject, amongst other aims, develops the skills and knowledge to identify a research topic, design a feasible project and write a research proposal. The Library component is carried out in a 2 hour session which includes in-session exercises.

Information Literacy Standards Addressed:
IL Standard 1. The information literate person recognises the need for information and determines the nature and extent of the information needed.

1 1.1 defines and articulates the need for information
2 1.2 understand the purpose, scope and appropriateness of a variety of information sources

IL Standard 2. The Information Literate person accesses the needed information effectively and efficiently

1 2.2 constructs and implements effectively designed search strategies
2 2.3 retrieves information using a variety of methods

Learning Outcomes
At the end of the session the learner will

1 be able to formulate a query and identify key terms and synonyms for search strategy
2 identify all the relevant databases available at UTS which are applicable to the problem
3 be able to complete a successful basic search and identify key elements in citations.
4 identify items located in the UTS Library system
5 list strategies to access items not held at UTS Library
6 is aware of appropriate bibliographic management software and of bibliographic styles applicable in the Faculty.

Learning Activities:

1 PowerPoint presentation covering learning outcomes.
2 Discusses relevant issues as raised by students
3 Does live demonstration of at least one database
4 Class participation in: (i) identifying key words, synonyms and command terms for prior arranged searches.
5 (ii) Students select database and complete searches as per Point 4 (above) identifying a minimum of 10 items of relevance
6 (iii) Student identifies locations at UTS for items or identifies follow-up strategy (eg ILL)

Assessment Strategies

No formal assessment exercises required for this unit.

Librarian: Christian Langeveldt

Faculty of Engineering

Developing the Information Literate Person – Faculty Endorsement

The UTS Information Literacy Framework – Developing the Information Literate Person has been informally accepted by the Faculty. However a formal endorsement is still required.

In 2004 at a Faculty TED Committee meeting Engineering librarians worked with lecturers from that committee to develop a matrix of IL in the faculty in relation to the subjects taught. Besides an initial meeting in 2004, there has been no progress. Engineering librarians are hoping to restart the initiative next semester 2005.

Overview of Information Literacy activity for Autumn 2005

In Autumn 2005 efforts were concentrated on Engineering for Sustainability 48210 and Engineering Communication 48230 – in theory year 1 and year 2 students.

IL was promoted to Capstone but without much success. Engineering librarians are invited each semester to the Welcome for Research students – with a regular 10 minute library slot. Autumn semester, a special session for a group of PhD, fiber-reinforced polymers, was arranged by Scott Smith. Engineering librarians are encouraging other supervisors and the research team and hope for more progress. Postgraduate and capstone students are sent from supervisors on an ad hoc basis generally.

Autumn Semester Engineering librarians were asked to do a library session to support an assignment on "Hazardous Waste Management - National & International Scenario" for a BE subject, "Pollution Control & Waste Management" taught by Prasanthi Hagare. Students were required to choose a topic from a list provided and write a report giving a critical review of what is happening currently.

Case Study 1: Undergraduate

Subject: 48210 – Engineering for Sustainability

EfS is a core first year engineering subject addressing knowledge that is viewed as central and critical to understanding the practice of engineering, in whatever specialist field of engineering. (Anderson, Aubrey & Yasukawa, 2004, EfS subject guide, p.3)

Prior to 2003 the library skills component in EfS was a 30 minute lecture/demonstration delivered in a faculty lecture hall. This was followed up by students requesting library help either through the RHD or emailing the engineering librarians.

The subject has undergone a number of important changes and the library skills class format has changed to address the subject's requirements. The present Library classes are now held in the Library training rooms, each class consisting of approximately 40 students.

The aim of the Library research class is how to locate and perform basic searching in relevant web sites, the Australian Bureau of Statistics database, and book and journal databases. All the class content is the result of a collaborative approach between the Faculty and Library.

Information Literacy Standards

Standard 1
1.1 Defines and articulates the information needed
1.2 Understands the purpose, scope and appropriateness of a variety of information sources

Learning outcomes
Identifies key concepts and terms in order to formulate and focus questions
Differentiates between and values the variety of potential sources of information
Differentiates between primary and secondary sources.

Standard 2
The information literate person accesses needed information effectively and efficiently

Learning outcomes
Selects the most appropriate methods or tools for finding information
Constructs and implements effective search strategies
Obtains information using appropriate methods
Know where to locate databases grouped by subject.
Know how to research relevant, scholarly and authoritative information.

Learning Activities

Navigate the Library homepage, engineering subject guides and databases.
Identify, search and retrieve information from the library catalogue, journal databases, statistical databases and government web sites
Demonstrate how to construct a valid search strategy.
Demonstrate appropriateness of the library catalogue, ABS statistical database, and two journal databases
Demonstrate relevance of primary and secondary information sources
Discuss the relevance of magazines, scholarly and peer reviewed journals

Assessment

An assessment task worth 25% of their mark is to undertake research and attend a Skills workshop on effective use of Library resources.

Librarians: Janet Chelliah and John Mueller

Faculty of Humanities and Social Sciences

Developing the Information Literate Person – Faculty Endorsement

The UTS Information Literacy Framework, *Developing the Information Literate Person*, was endorsed by the HSS Faculty Undergraduate and Graduate Coursework Committee at the meeting held on 24 June 2004. Copies of the Framework were distributed to all Faculty staff. Faculty Board recommended that the Information Literacy Framework document be made available on the HSS Intranet page in May 2005.

Overview of Information Literacy activity for Autumn 2005

In Autumn Semester 2005, the Information Literacy program focussed on developing basic information skills for first year students and on information management for students in later years. It was felt that First Year students required a foundation in concept building and identification of appropriate resources, while for students in later years, the information literacy emphasis was on critical evaluation and information management skills.

The first case study focuses on the information literacy learning and assessment of 1st year students enrolled in the three core subjects in the Bachelor of Arts in Communication.

The second case study details information literacy learning undertaken by postgraduate students enrolled in Research and Reporting for Journalism which is a core subject in the PG Coursework Journalism Program.

Case Study 1: Undergraduate

Power and Change in Australia; Subject Coordinator: Prof. Andrew Jakubowicz
Communication and Information Environments; Subject Coordinator: Ms Sue Burgess
Contemporary Cultures 1; Subject Coordinator: Dr Michelle Langford
Librarians: Chris Van Eijk and Barbara Goldsmith

All first year students are enrolled in the three core subjects listed above. These subjects aim to familiarise students with major issues in communication, information, power relations, social change and cultural studies. Students are introduced to different theoretical ways of approaching and analysing complex social and cultural issues. Students use, critically analyse and evaluate information, and demonstrate skills in academic research, writing and presentation.

In Autumn Semester 2005, a decision was made by the three Course Coordinators, in collaboration with HSS Librarians, to approach the information literacy development of First Year students in a coordinated way across the three subjects. Information literacy skills would be embedded into the curriculum and all first year students would

be exposed to elements of the six information literacy standards at a beginning developmental level.

In this coordinated approach, information literacy learning is embedded into the three core subjects through teaching activities and assessment tasks. With the following basic information literacy learning outcomes, First Year Humanities and Social Sciences students can develop more advanced information literacy skills in later years of study.

Information Literacy Learning Outcomes

Standard One

The information literate person:
1.1 defines and articulates the information need
1.2 understands the purpose, scope and appropriateness of a variety of information sources

Learning Activities
All students attend a library tutorial with an emphasis on the basic information literacy skills of concept mapping and identifying different types of information sources used in academic research. Students are taught how to unpack complex topics into key concepts and terms and to distinguish between different information sources for different needs.

Standard Two

The information literate person:
2.2 constructs and implements effective search strategies

2.3 obtains information using appropriate methods

Learning Activities
In a Library tutorial, students are taught to build a search statement using keywords and terms and search characters. Students have hands-on practice in using the Library Catalogue and specific Databases to find information, in order to be able to undertake independent research on topics.

Standard Three

The information literate person:
3.2 defines and applies criteria for evaluating information

Learning Activities
Students are taught to identify evaluation criteria to assess information from various sources in lectures and in the Library tutorial. In particular, students learn to evaluate the Internet as an academic resource.

Standard Four

The information literate person:
4.2 organises information

Learning Activities
Students learn how to compile a critical literature review as part of the research for easy topics. Students organise and manage the information gathered for later use in their essays.

Standard Five

The information literate person:

5.2 communicates knowledge and new understandings effectively

Learning Activities

Students are introduced to academic culture and argumentation conventions involved in higher learning. In lectures and tutorials, they are taught to identify key issues and arguments and to incorporate their learning in presentations and essay work. Clear communication and skills in making plausible arguments are developed.

Standard Six

The information literate person:

6.3 conforms with conventions and etiquette related to access to and use of information

Learning Activities

Students study the diverse issues of information access and communication in society and examine issues relating to privacy, professional practice and plagiarism.

Learning Assessment

Various assessment tasks are used across the three subjects with the aim of encouraging critical thinking and developing information research and communication skills. In Autumn Semester 2005 following the Library tutorial, a compulsory non-graded Information Skills Quiz was delivered on UTSOnline. This was designed to be a learning experience and review exercise of basic information literacy skills.

The core first year subjects require students to be able to undertake academic research and find appropriate information for their complex essay topics. Students search academic literature and compile bibliographies. In one subject students have a bibliography and critical book review task and, in another subject, they complete an electronic information evaluation report. All work is required to be referenced in the UTS Harvard Referencing style. Effective communication skills are assessed in tutorial presentations and in the clarity and persuasive arguments of students' written assignments.

Review

The Library component of the First Year subjects was evaluated using the Kirkpatrick Outcomes model of evaluation. (Kirkpatrick, D. 1998, *Evaluating training program: the four levels*). Four forms of evaluation were used:

- Online Quiz – 2 weeks after the Library tutorial. What did students learn? What did they have problems with? (Level 2 Kirkpatrick)
- Student Survey – after they had submitted their final assessment. Did they use the skills learned? (Level 3 Kirkpatrick)
- Academic Staff Survey – after they had marked the final assessments. Did the students' assessment tasks improve? Did students interpret topics and find and use relevant information sources? (Level 3 Kirkpatrick)

- Library Staff Survey – after final assessments were done. Did library staff notice a change in the number and type of questions being asked at the Research Help Desk? (Level 3 Kirkpatrick)

To examine basic information skills learning, students were required to do the compulsory, non-graded Information Skills Quiz on UTSOnline.

Examples of Questions and Response Results included:

Question:	
What sort of a citation is the following? Krutnick, F. 1997, 'Something more than night: tales of the noir city' in D. Clarke (ed.) The Cinematic City, Routledge, London, pp. 83-109	
Answers	
Correct	**Answers:**
Percent	**Answered**
	Edited Book 15.54%
	Journal Article 5.85%
	Book 0.22%
√	Book Chapter 78.15%
	Unanswered 0.25%

Question:	
Imagine that you have been asked to write a paper on the following topic: "Discuss the media coverage of the war in Iraq". What terms would you use to NARROW DOWN the concept "media"?	
Answers	
Correct	**Answers:**
Percent	**Answered**
	Mass media – multimedia – information - communications 11.51%
√	Broadcasting – journalism – newspapers – periodicals 83.52%
	Publications – public interest – public relations – public knowledge 1.12%
	Editorials – commentary – bylines – features 3.6%
	Unanswered 0.22%

In addition to the Information Skills Quiz, three Surveys were carried out to gauge whether students had used the skills they learned in the Library information skills sessions and whether academic staff and library staff (at the Research Help Desk) had noticed an improvement in students' work and information seeking behaviour.

Feedback Examples

Student Survey comments:

What did you find most useful?
• *'Tips on research methods'* • *'Learning how to selectively search in order to get more relevant information'* • *'Defining the essay topic into key words and narrowing searches'*

Academic Staff Survey comments:

Did you notice an overall improvement in students' ability to find relevant academic resources for their assignments?
• *'Yes – better use of available resources & understanding of how to find material'* • *'Yes, an improvement from last year'* • *'Yes, a general improvement in the use of resources, especially online resources'*

Library Staff comments:

Did you notice a change in the types of questions being asked at the Research Help Desk from First Year?
• *'Not quite as frantic as previously – most students seemed to have a better idea of how to research and where to start'* • *'… students had a better understanding of what they were looking for, or at least that it existed somewhere'*

A number of valuable outcomes were achieved with the collaboration of academics and librarians in developing the information literacy of first year students in the core Humanities and Social Sciences subjects in Autumn 2005. Significantly, mutually supportive relationships have enabled an engagement with learners and an improvement in information literacy learning experiences.

With basic information skills embedded into three core Humanities and Social Sciences subjects, first year students receive a strong foundation upon which to further develop their information literacy in later years.

Case Study 2: Postgraduate

57011: RESEARCH AND REPORTING FOR JOURNALISM
Subject Coordinator: Susie Eisenhuth
Librarian: Barbara Goldsmith
Research and Reporting for Journalism is a core subject for the following PG Coursework Programs:

INTRODUCTION

- Graduate Certificate in Journalism
- Graduate Diploma in Journalism
- Master of Arts in Journalism

The online 2005 HSS Faculty Handbook describes the course as follows:

This subject aims to develop sound basic practices in professional journalism. **It focuses on news and current affairs research** and reporting, the role of journalism in liberal democracies, and journalistic techniques, ethics and standards. Students develop a series of stories in a chosen round. Through group discussion and a close analysis of news and current affairs, students develop an understanding of, and ability to contribute to, contemporary debates in journalism. **Students also work to deadlines researching** and reporting news stories for journalism publications.

As both the course title and description indicate, the ability to conduct research in the field of news and current affairs is a key learning outcome. To this end, a Library Research class has been embedded into this core PG subject, which runs each semester.

The Library class is held in the Blake Library City Campus during class time. The Course Coordinator has requested that the class be in the form of a demonstration, rather than hands-on session. After the class, the students discuss and reflect on the contents of the Library session which their lecturer. Each semester, the Humanities and Social Sciences Librarian confirms with the lecturer the type of databases to be covered and the scope of coverage (e.g. retrieving newspaper v. journal articles, local v. international newspapers).

AUSTRALIAN AND NEW ZEALAND INFORMATION LITERACY STANDARDS

The Lesson Plan for the Library session incorporates the following Standards and Learning Outcomes:

STANDARD 1

The information literate person recognises the need for information and determiners the nature and extent of the information needed.

TARGETED LEARNING OUTCOMES

1.1 defines and articulates the information need
1.2 understands the purpose, scope and appropriateness of a variety of information sources
1.3 re-evaluates the nature and extent of the information need
1.4 uses diverse sources of information to inform decisions

LEARNING ACTIVITIES

Students formulate their research topics in terms of scope, keywords and concepts. Library resources are broadly introduced in terms of information types and information sources, e.g. newspaper articles, journal articles, statistics.

STANDARD 2

The information literate person finds needed information effectively and efficiently

TARGETED LEARNING OUTCOMES

2.1 selects the most appropriate methods or tools for finding information
2.3 obtains information using appropriate methods
2.4 keeps up-to-date with information sources, information technologies, information access tools and investigative methods

LEARNING ACTIVITIES

Navigating the UTS Library Databases page is demonstrated and discussed.
Specific Library resources are examined in terms of information types and information sources.
Search strategies are examined and demonstrated in the context of relevant databases, e.g. Boolean operators, special search characters (truncation and wildcards).

STANDARD 3
The information literate person critically evaluates information and the information seeking process
TARGETED LEARNING OUTCOMES
3.1 assesses the usefulness and relevance of the information obtained
3.2 defines and applies criteria for evaluating information
3.3 reflects on the information seeking process and revises search strategies as necessary

LEARNING ACTIVITIES
The lecturer and students discuss and reflect on the results of searches conducted during the Library session.
As a result of these discussions, revised searches are conducted and the results again examined.

ASSESSMENT
The knowledge and skills gleaned from the Library session are translated into specific research projects undertaken by students for this subject. These projects are assessed by the academic.

Faculty of Information Technology

Developing the Information Literate Person
The UTS Information Literacy Framework has not yet been endorsed by Faculty Board

Overview of Information Literacy in the Faculty
It was difficult to encourage staff members to make time for formal information literacy classes for undergraduate students in Autumn 2005. This seems to be due to a number of factors:

1. Many of the undergraduate courses are very practical, and assignments often do not require students to search the journal literature. Rather they use their textbooks or reading list books, or lecture notes.
2. There are many useful, free IT websites the students know about and get information from (eg online magazines, blogs).
3. Being IT students they feel (rightly or wrongly) that they "know it all" already. They are very frequent users of the internet and are certain they know how to find everything they need from it. I personally believe that they do not use the internet very effectively and would benefit from attending a library information literacy class. But this belief is not shared by the students themselves.
4. Lecturers are increasingly time-short, and have difficulty programming and timetabling all their lectures and tutorials. There has been a feeling that they (lecturers and students) do not have time to attend a programmed "extra" information literacy class, and the lecturers are unwilling to have such a class replace one, or even part of one, of their own lectures.

In Autumn 2005 although we made direct approaches to different lecturers, offering information literacy classes, the response was "not needed thanks" or "would be nice but no spare timeslot" from all the undergraduate lecturers contacted. A strategy for the future will be to try to run sessions for key lecturers, so that they will embed information literacy into some key subjects, possibly via online modules which can be placed on the subjects' UTS Online web pages. A wider publicity campaign in the faculty will also be tried in Spring 2005.

Case Study : Postgraduate

Subject: Information Technology Research Preparation
Subject Coordinator: Teresa Dovey
Students: Post graduates, research and course work, and honours students

This subject is run by the Faculty in conjunction with the ELSSA Centre. It aims to give students a solid grounding in information skills at the beginning of their research process. The Library sessions were requested by the subject coordinator. Academic staff attending the sessions gave positive feedback and requested the Library sessions continue next semester.

Aim of the class
The aim of the sessions was to introduce the students to the idea of thinking about and constructing a search strategy; and then show them how to apply this strategy to five selected databases. Various techniques for searching databases were demonstrated. Students were also shown strategies for searching the library catalogue. Students were made aware of, and shown, differences between the databases in content, search functions, and usability.

Information Literacy Standards applied
Standard 1
1.1 Define and articulate the information need
1.2 Understand the purpose, scope and appropriateness of a variety of information sources
Standard 2
2.1 Select the most appropriate methods or tools for finding information
2.2 Construct and implement effective search strategies
2.3 Obtain information using appropriate methods
Standard 3
Critically evaluate information and the information seeking process

Learning activities
The following were demonstrated in each session. An assignment required students to demonstrate an understanding of and competence in these skills.
-Demonstrate how to construct a valid search strategy
-Search and retrieve information from the library catalogue and several journal databases, including select search terms, use relevant synonyms, combine terms, restrict results to scholarly journals, use SFX links to search for full text.
-For each resource, discuss and compare searching capabilities, content, online help screens, and usefulness.

Assessment
The students were required to submit an assignment on the topic of "Outsourcing for IT" and provide an evaluation of the databases they used for their research. The assignment was developed, marked and graded by the lecturers.

Librarians: Patrick Tooth and John Mueller

Faculty of Law

Information Literacy Faculty Endorsement

All Information Literacy training for law students is in consultation with academics but there is no formal faculty (committee) endorsement of the legal research skills classes given in the library. All endorsement is at academic level.

Faculty endorsement of library classes is on the Teaching and Learning Committee agenda for July 2005.

Overview of Information Literacy activity for Autumn 2005

Library research skills classes are held each semester in consultation with the academics teaching the subject. The Library sessions are run during scheduled class times and attendance is compulsory. Students are given a hands-on class and prepared class exercises are used. They are also expected to complete an online quiz at the end of the session. This quiz is not marked or part of the student assessment for the subject, but students may later complete a Library Research Exercise.

Law Librarians ran a series of hands-on sessions for Advanced Contracts Law, Practice and Procedure, Business Law and Ethics, Insearch Law, Complex Forensic Cases and Communications Law students in Week 2 to week 6 of semester. 30 classes for over 900 students were given and a UTS Online quiz for review purposes was used in the week after the training. We will be obtaining feedback from the students and the lecturers for further evaluation of the learning outcomes later in the semester.

Future Developments

We are now keen to target other groups of law students with training that would enhance their information management skills. Endnote classes for postgraduate higher degree students are planned for week three of spring semester 2005. This training is being prepared in consultation with the Director of Postgraduate Studies in Law. Faculty endorsement of library classes is on the Teaching and Learning Committee agenda for July 2005.

The content will mirror the introductory generic Endnote classes given in the library with the inclusion of instructions on how to use the "Guide to Law Reference Styles for Endnote" The class times will be advertised as two hours and will be hands-on with the use of handouts and worked exercises. Students will be asked to complete an online quiz for evaluation purposes. It is anticipated Advanced Endnote classes for law postgraduate will be offered in 2006.

Case Study 1: Undergraduate

Business Law & Ethics 79203

Business Law & Ethics provides the fundamental foundation for all future law subjects in the Bachelor of Business. Students learn legal research techniques involving the Internet and paper-based library resources, and focus on skills and developing general principles that can be applied to all areas of law, both now and in the future.

Learning Outcomes

Students will have the ability to select the most appropriate legal database, to use and to find information pertaining to individual areas of legal research, including locating legislation, case law, journal articles and law-related news articles.

Standard 1
The information literate person recognises the need for information and determines the nature and extent of the information needed.

Learning Outcome

1.1 The information literate person defines and articulates the information need.

Learning Activity

Librarian instructs students in identifying the key concepts in their given assignment and how to select the relevant resources to locate the information required.

Standard 2
The information literate person finds needed information effectively and efficiently.

Learning Outcome

2.3 The information literate person obtains information using appropriate methods.

Learning Activity

Librarian demonstrates various legal research databases and explains the content of each. Students are given an in-class exercise to identify which database would be most suitable for particular types of information.

Standard 3
The information literate person critically evaluates information and the information seeking process.

Learning Outcome

3.1 The information literate person assesses the usefulness and relevance of the information accessed.

Learning Activity

Through in-class exercises, students apply newly acquired search skills to locate information and assess whether it answers the question.

Assessment Strategies

- Students are required to complete an informal quiz at the end of the class to assess what they have learned.
- Students are required to use the skills they have acquired during the class to successfully complete the Library strand of a legal research assignment.

Responses to online quiz questions

Are you? (Classification of students)

undergraduate	75%
post graduate	25%

Faculty (main faculty groups were)

Business	53%
Engineering	30%
Law	17%

Question 1: What is the name of the library guide you would use to find out the full name and call number for a law report?

Correct	81%
Incorrect	19%

Question 2: Which free internet database would you use to find full text Australian legislation and cases?

Correct	92%
Incorrect	8%

Question 3: Which library database would you use to find the encyclopaedia "Halsbury's Laws of Australia?"

Correct	88%
Incorrect	12%

Question 4: Which library database would you use to find the Australian Digest?

Correct	83%
Incorrect	17%

Question 5: If you are searching a library database and there is no full text available for a journal article, where would you look to see whether UTS Library has either a hardcopy or electronic version of an article?

Correct	80%
Incorrect	20%

Question 6: Would you like to comment on this library session?
Comments included:

- It was good!! Thanks a lot!!
- Too fast. We are engineers not lawyers
- Helpful in showing some great shortcuts rather than trawling for hours through a database!
- More laptop units
- Will be helpful for the case study reports that we have to do
- Informative session
- Useful

Case Study 2 – Combined Undergraduate and Postgraduate Legal Research for the Subject "Complex Forensic Cases 79024"

Legal Research Skills for Forensic Science students were introduced in first semester 2004. Subsequent classes have been held each semester in consultation with the law academic teaching the subject

The library class is run during scheduled class times and is compulsory.
Students are expected to use library resources in particular law databases as part of the subject. 65% of the students were fourth year doing the subject Bachelor of Applied Chemistry. Most were doing a law subject for the first time.

Students are given a hands-on class and prepared class exercises are used. They were also expected to complete an online quiz as the end of the session. The quiz is not marked or part of the student assessment for the subject. The PowerPoint presentation used is available Online.

35 students attended the Legal Research Skills class in March 2005 and 23 completed the online quiz following the class.

Academic feedback

> 'My students must do this class next semester. It is essential for non law students to have a legal research skills class to help them find cases and other legal resources. Theses students are very keen to attend this class. Thanks.'

Following evaluation of the results of the quiz it will be revised in future to include more opportunity for students to give us feedback on the value of the class. We will include question asking for comments on content, length and timing of this session.

Learning Outcomes
Students will have the ability to select the most appropriate legal database to use to find information pertaining to individual areas of legal research, including locating legislation, case law, journal articles and law-related news articles.

Standard 1
The information literate person recognises the need for information and determines the nature and extent of the information needed.

Learning Outcome
1.2 The information literate person defines and articulates the information need.
Learning Activity
Librarian instructs students in identifying the key concepts in their given assignment and how to select the relevant resources to locate the information required.

Standard 2
The information literate person finds needed information effectively and efficiently.

Learning Outcome

2.4 The information literate person obtains information using appropriate methods.

Learning Activity

Librarian demonstrates various legal research databases and explains the content of each. Students are given an in-class exercise to identify which database would be most suitable for particular types of information.

Standard 3

The information literate person critically evaluates information and the information seeking process.

Learning Outcome

3.2 The information literate person assesses the usefulness and relevance of the information accessed.

Learning Activity

Through in-class exercises, students apply newly acquired search skills to locate information and assess whether it answers the question.

Responses to online quiz questions

Are you? (Classification of students)

- undergraduate =82%
- post graduate course =18%

Your Faculty (main faculty groups were)

- Science = 92%
- Law =8%

1.Question 1

What is the name of the library guide you would use to find out the full name and call number for a law report?

Correct =70%
Incorrect =30%

2. Question 2

Which free internet database would you use to find full text Australian legislation and cases?

Correct =65%
Incorrect=35%

3. Question 3

Which library database would you use to find the encyclopaedia "Asbury's Laws of Australia?"

Correct = 73%
Incorrect=27%

4. Question 4

Which library database would you use to find the Australian Digest

Correct= 78%

Incorrect=22%

5. Question 5

If you are searching a library database and there is no full text available for a journal article, where would you look to see whether UTS Library has either a hardcopy or electronic version of an article?

Correct = 92%

Incorrect = 8%

6. Question 6

Would you like to comment on this library session?

It was quite useful

It was really good. Very useful information

Sensational

Maybe an earlier session

Fantastical

Very useful- thanks

Very Confusing

Too short

Librarian: Billie Vlies and Alison Slocombe

Faculty of Nursing, Midwifery and Health

Information Literacy Faculty Endorsement

The Faculty of Nursing, Midwifery and Health strongly supports the UTS Information Literacy Framework and has endorsed an integrated information literacy program within both its undergraduate and postgraduate courses since December 2001. The principles of the framework have been incorporated into the Faculty's quality management documentation since early 2002.

Overview of Information Literacy activity for Autumn 2005

The Nursing Midwifery and Health team at Kuring-gai Campus presents a number of classes to undergraduate and post-graduate nursing students. All of these classes are integrated within the students' academic program. Initial contact with the students is usually via a "hands-on class". These classes cover basic library and research skills in which students learn where to find information for their assignments, evaluate the information gathered, and use information in critical analysis and problem solving. All first year undergraduates attend one of these sessions.

Classes later in the program may be done in a lecture format. These lectures build on skills already learned in previous modules and target specific information needs of Nursing students.

The Nursing faculty also runs a number of short courses. A library session covering basic skills is always included in the program. Students attending these sessions are often distance students with little local library support

The Library also provides EndNote classes both for staff members and students. EndNote is a software package that assists students to collect, store and organise references

New and casual staff are targeted at the beginning of each year.

Case Study 1: Undergraduate

92190 – Discipline of Nursing

This subject introduces students to the Bachelor of Nursing program by providing an overview and highlighting the integration between subject content and yearly student profiles. Articulation of the program defines the discipline of nursing and illustrates present and future nursing roles in society.

This subject explores the forces that have shaped, the practice and image of nursing, and introduces students to the organisation and structure of the Australian health care system and nursing work within this system. Understandings of social equity and health care, and the meaning of health, illness, hospitalisation and/or institutionalisation for the individual in a culturally diverse society are introduced.

The fundamental literacy and cognitive skills that underpin clinical judgment and professionalism are developed concurrently with other subject content.

Standard 1
The information literate person recognises the need for information and determines the nature and extent of the information needed.
Learning Outcome
1.2 The information literate person understands the purpose, scope and appropriateness of a variety of information sources.

Standard 2
The information literate person accesses needed information effectively and efficiently
Learning Outcome
2.2 The information literate person constructs and implements effectively designed search strategies

Standard 3
The information literate person evaluates information and its sources critically and incorporates selected information into their knowledge base and value system
Learning Outcome
3.3 The information literate person articulates and applies initial criteria for evaluating both the information and its sources.

Learning Activities
Students are required to complete several tasks during the session.

- finding course material on E-Reserve
- finding books and journals in the Library catalogue
- researching using medical databases i.e. Cinahl, Medline, Cochrane database of systematic reviews

Assessment Strategy
In the subject Discipline of Nursing students are required to find relevant articles on cultural sensitivity. Students must demonstrate their searching abilities and provide relevant articles.

Case Study 2: Postgraduate

92790 – Evidence based practice (Midwifery)

This subject aims to expand students' understanding of, and commitment to, the development of evidence-based nursing and midwifery practice. Students are given the opportunity to develop a broad understanding of quantitative approaches to nursing research without becoming preoccupied with statistical analysis.

Standard 1
The information literate person recognises the need for information and determines the nature and extent of the information needed.
Learning Outcome
1.2 The information literate person understands the purpose, scope and appropriateness of a variety of information sources.

Standard 2
The information literate person accesses needed information effectively and efficiently
Learning Outcome
2.2 The information literate person constructs and implements effectively designed search strategies

Standard 3
The information literate person evaluates information and its sources critically and incorporates selected information into their knowledge base and value system
Learning Outcome
3.3 The information literate person articulates and applies initial criteria for evaluating both the information and its sources.

Learning Activities
Postgraduate students learn to understand the concept of "evidence based" research using a range of tools; text books, databases and web sites. They must apply the research to their own study topics.
Handouts and information given out in the session is based on worked examples from the Cochrane database. All students are required to attend the Library session and participate.

Assessment Strategy
Students demonstrate their ability to research using the Cochrane and Cinahl databases. They analyse and interpret data to fit their own research profile and are required to provide a printed search history for the assignment of their database searching.

Librarian: Lee Evans

Faculty of Science

Information Literacy Faculty Endorsement

This document has not been endorsed by the Faculty of Science.

Overview of Information Literacy activity for Autumn 2005

This semester's Information Literacy program focussed on first year undergraduate students.
Cells Genetics & Evolution is compulsory for all students studying Environmental Science and Biological Science (400).
Chemical Safety and Legislation is compulsory for all Chemistry students (50).
Classes are done for two compulsory first year TCM subjects and they are co-ordinated to provide introductory and advanced research skills for all 60 first year TCM students.
Pharmacology for TCM is compulsory in second year and the class is used to build on the skills gained in first year (40).
Nanosciences 2 (Spring Semester) is compulsory for all Nanoscience students (30).

Case Study 1: Undergraduate

Subject: 91101 Cells Genetics and Evolution
Subject Coordinator: Associate Professor Kenneth Brown

This subject is compulsory for all students in the Biological and Environmental Sciences. It is taught using a combination of lectures, practicals and UTSOnline. A major strand is "Research" which comprises five assignments. These require students to attend a library tour, complete the first three Catalyst modules and three associated UTSOnline quizzes and complete an exercise on evaluating the relevance of journal articles. The three online quizzes are marked automatically and the scores for each student maintained within UTSOnline. The article evaluation assignment is marked manually by the lecturer or lab tutor.

Completion of the three Catalyst modules supports the first two IL standards:

- recognise the need for information
- access and find information.

The article evaluation exercise supports the third IL standard:

- use, critically analyse and evaluate information

Case Study 2: Undergraduate

Subject: Chinese Medicine Foundations 1 / Clinical Theory and Clinic Level 1
Subject Coordinator: Mary Garvy / Sean Walsh

These are two core subjects for first year Traditional Chinese Medicine. Two series of compulsory classes are co-ordinated to provide introductory and advanced research skills for all 60 first year TCM students. The students are divided into 3 groups of 20. In week one each group attends a hands-on session based around the assignment for

Chinese Medicine Foundations 1. In week three the cohort returns for an advanced class based on their assignment for *Clinical Theory and Clinic Level 1.*

Each class covers IL standards 1, 2 and 3:

- recognise the need for information
- access and find information.
- use, critically analyse and evaluate information

Librarian: Steven Byrnes