ENDORSEMENT

I am pleased to be able to introduce the Information Literacy Framework. It is a most important document for the University of Technology, Sydney because it identifies the ways in which we help our students become information literate members of the community.

The framework offers a well considered way of helping our students develop the range of competencies they will need to use and to practice their careers in our rapidly changing information society. As these skills are mastered, the students – and in turn course graduates – are able to find, use and share information, critically analyse and evaluate what they find, and use their findings to support the creation of new knowledge.

Since we are all learners, this process of developing skills, attaining mastery and applying them engages us all. It enables us to become self-directed, self-reliant lifelong learners and to manage the side-effect of life in the information society, information overload.

I commend the Information Literacy Framework to you.

Professor Richard Johnstone
Pro-Vice-Chancellor (Teaching and Learning), UTS

The Australian Information Literacy Standards have been endorsed by the Council of Australian University Librarians (CAUL).

The UTS Information Literacy framework has been endorsed by the UTS Teaching and Learning Committee (2003).
DEVELOPING THE INFORMATION LITERATE PERSON: UTS INFORMATION LITERACY FRAMEWORK

WHAT’S IN IT FOR UTS?

Information Literacy is an understanding and set of abilities enabling individuals to cognitively weigh information to known and have the capacity to locate, evaluate and use effectively the needed information.” (Council of Australian University Librarians (CAUL) Information Literacy Standards)

The information literate person is able to:
1. recognise the need for information
2. find and find information
3. use, critically analyse and evaluate information
4. manage information
5. share information and create new information
6. use information ethically, legally and responsibly and become self-reliant lifelong learners.

SUPPORT LINKS

What links support the development of the information literate person?

- UTS Library
- Library Information Skills Training (LIS Training)
- Library Catalysing: Online Information Skills Tutorial
- Library EndNote
- Library Access and Skills Assistance
- Library Skills Assistance

HOW DO WE PRODUCE AN INFORMATION LITERATE GRADUATE?

To contribute to the planning of producing information literate graduates, the UTS Library has created a Practical Plan that will:

1. Identify information skills/learning needs
2. Define information literacy outcomes and assessments
3. Develop implicit and explicit information skills in courses and programs
4. Link relevant areas of UTS.

PRACTICAL PLAN: 6 FACETS OF INFORMATION LITERACY

FACET ONE

HOW TO DETERMINE WHAT INFORMATION IS REQUIRED

Standard: The information literate person identifies need for information.

1. Determine information needs.
2. Define a clear question.
3. Identify information sources.
4. Develop a research plan.

What assessment activities can determine whether the learning process has been successful?

- The student: defines the problem and the information needed.
- Completes assignments including a list of references.
- Has reference skills developed.
- Completes a post-Information Skills Quiz.
- Participates in library and academic sessions in which the use of information sources is discussed.
- Seeks assistance from the Librarian on a graded Library Research Assignment.

FACET TWO

HOW TO FIND INFORMATION EFFECTIVELY

Standard: The information literate person effectively locates information.

1. Locate the information needed.
2. Use catalogues for locating information.
3. Use the library’s search engines.
4. Use the library’s online databases.

What assessment activities can determine whether the learning process has been successful?

- The student: finds needed information effectively and quickly.
- Produces quality assignments.
- Produces quality assignments.
- Produces quality assignments.

FACET THREE

HOW TO EVALUATE AND USE INFORMATION GATHERED

Standard: The information literate person evaluates information and uses it effectively.

1. Evaluate information.
2. Use information ethically, legally and appropriately.
3. Use information critically.
4. Use information responsibly.

What assessment activities can determine whether the learning process has been successful?

- The student: uses the BELL Program referencing style appropriately.
- The student: submits annotated literature reviews.
- The student: produces academic work and references and bibliographies.
- The student: works collaboratively with members of the faculty.

FACET FOUR

HOW TO MANAGE INFORMATION EFFECTIVELY

Standard: The information literate person manages information effectively.

1. Record information and its sources.
2. Organise information and its sources.
3. Use EndNote effectively.

What assessment activities can determine whether the learning process has been successful?

- The student: produces search results with appropriate relevance.
- The student: produces search results with appropriate relevance.
- The student: produces search results with appropriate relevance.
- The student: produces search results with appropriate relevance.

FACET FIVE

HOW TO SHARE INFORMATION AND CREATE NEW KNOWLEDGE

Standard: The information literate person shares information and creates new knowledge.

1. Share information and communicate ideas.
2. Create new knowledge.
3. Create new ideas.
4. Create new ideas.

What assessment activities can determine whether the learning process has been successful?

- The student: identifies a research question.
- The student: identifies a research question.
- The student: produces a literature review.
- The student: produces a literature review.

FACET SIX

HOW TO COMPLY WITH INTELLECTUAL PROPERTY RIGHTS, ETHICAL, LEGALLY, AND RESPONSIBLY

Standard: The information literate person uses information with understanding and respect for cultural, ethical, legal and social issues surrounding the use of information.

1. Respect cultural, ethical, legal and social issues.
2. Respect cultural, ethical, legal and social issues.
3. Respect cultural, ethical, legal and social issues.

What assessment activities can determine whether the learning process has been successful?

- The student: produces annotated literature reviews.
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WHAT'S IN IT FOR UTS?

- Information Literacy supports the understanding and set of abilities enabling individuals to acquire and use information in order to meet the demands of living and working in knowledge-based environments.

SUPPORT LINKS

- www.star.uts.edu.au/UTS: Graduate School
- www.uts.edu.au/div/publications/UTS: Library EndNote classes to enable them to support student learning.
- www.uts.edu.au/library

DEVELOPING THE INFORMATION LITERATE PERSON: UTS INFORMATION LITERACY FRAMEWORK

FACET ONE

HOW TO DETERMINE WHAT INFORMATION IS REQUIRED

- Possesses a variety of information skills.
- Does not possess a variety of information skills.

WHAT INFORMATION ACTIVITIES CAN DETERMINE WHETHER THE LEARNING PROCESS HAS BEEN SUCCESSFUL?

- The student: Submits an annotated literature review.
- The student: Creates bibliographies with appropriate referencing formats.
- The student: Uses appropriate citation styles.
- The student: Discusses plagiarism and reinforces in academic writing.
- The student: Creates literature reviews.
- The student: Participates in discussion board for program support using UTSOnline discussion forums.

WHAT ASSESSMENT ACTIVITIES CAN DETERMINE WHETHER THE LEARNING PROCESS HAS BEEN SUCCESSFUL?

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WHAT ARE THE INFORMATION LITERACY OUTCOMES?

- Are they of high quality?
- Are they of lower quality?
- Are they not satisfactory?

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- Are they of high quality?
- Are they of lower quality?
- Are they not satisfactory?

WHAT ACTIVITIES WILL TEACH AND SUPPORT THIS ASSESSMENT?

- Differentiated syllabus.
- Tutorial and special topics.
- Reading assignments.
- Internet access.
- Groups of students.

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DEVELOPING THE INFORMATION LITERATE PERSON: UTS INFORMATION LITERACY FRAMEWORK

WHAT'S IN IT FOR UTS?

Library and Faculty are responsible for setting the agenda and understanding of staff enabling individuals to discover what information is available and have the capacity to locate, evaluate and use effectively the needed information. (Council of Australian University Librarians (CAUL) Information Literacy Standards)

HOW DO WE PRODUCE AN INFORMATION LITERATE GRADUATE?

To contribute to the goal of producing information literate graduates the University Library (UTS Library) has created a Practical Plan that will:
- Identify information skills/learning outcomes
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SUPPORT LINKS

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UTS Library Information Skills Training Team: www.lib.uts.edu.au/services/information-skills-training
UTS Library EndNote: www.lib.uts.edu.au/services/endnote
UTS Advice to Students on Good Academic Practice: www.uts.edu.au/div/elssa/
UTS: Governance Support Unit — Academic Practice: www.uts.edu.au/div/elssa/

PRACTICAL PLAN: 6 FACETS OF INFORMATION LITERACY

FACET ONE

HOW TO DETERMINE WHAT INFORMATION IS REQUIRED

Standard: The information literate person can:
1. Know how and where to look for information
2. Determine the nature and extent of the information needed.

What are the Information Literacy Standards?

The information literacy standards are a national framework of key ideas that guide practitioners to enhance the information literacy of students in higher education institutions.

HOW WILL WE TEACH AND SUPPORT THIS FACET?

Students will be taught to:
- Identify information needs
- Evaluate and select sources
- Use library and academic sessions in which the student will:
  1. Undertake a pre-test of information searching (Library and Faculty are responsible)
  2. Use Catalyst Online Tutorial with generic and subject-based exercises to develop information searching skills
  3. Complete Bibliographies listing information from a variety of sources
  4. Use subject outlines

What assessment activities can determine whether the learning process has been successful?

To determine whether the learning process has been successful:
1. The student:
   - Completes bibliographies listing information from a variety of sources
   - Completes assignments including a list of additional references for their topic
   - Undertakes a pre-test of information searching (Library and Faculty are responsible)

Example

The student is assessed on the ability to use the UTS Library and subject outlines to choose appropriate information sources and the ability to complete bibliographies using information from a variety of sources:

What assessment criteria may be used to evaluate information from a variety of sources?

The assessment criteria may include:
1. Accuracy and relevance of information sources
2. Use of a variety of sources
3. Consistency of referencing
4. Use of appropriate search strategies
5. Use of appropriate search tools

FACET TWO

HOW TO FIND INFORMATION EFFECTIVELY

Standard: The information literate person can:
1. Identify information sources
2. Distinguish between relevant and irrelevant sources
3. Specify appropriate information sources
4. Evaluate information sources
5. Apply a research process
6. Keep up to date with information sources

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What assessment activities can determine whether the learning process has been successful?

To determine whether the learning process has been successful:
1. The student:
   - Distinguishes between relevant and irrelevant sources
   - Identifies appropriate information sources
   - Completes bibliographies listing information from a variety of sources
   - Uses subject outlines

Example

The student is assessed on the ability to:
- Identify information sources
- Distinguish between relevant and irrelevant sources
- Specify appropriate information sources
- Evaluate information sources
- Evaluate information sources
- Apply a research process
- Keep up to date with information sources

What assessment criteria may be used to evaluate information from a variety of sources?

The assessment criteria may include:
1. Accurancy and relevance of information sources
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FACET THREE

HOW TO EVALUATE AND USE INFORMATION GATHERED

Standard: The information literate person can:
1. Examine information
2. Understand the characteristics of different sources
3. Evaluate and filter information
4. Resists bias
5. Communicate information effectively

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What assessment activities can determine whether the learning process has been successful?

To determine whether the learning process has been successful:
1. The student:
   - Produces a research plan with strategic information searching
   - Completes assignments requiring the student to:
     1. Undertake a pre-test of information searching (Library and Faculty are responsible)
     2. Use Catalyst Online Tutorial with generic and subject-based exercises to develop information searching skills
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     4. Use subject outlines

Example

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What assessment criteria may be used to evaluate information from a variety of sources?

The assessment criteria may include:
1. Identifies appropriate information sources
2. Consists of a variety of sources
3. Consistency of referencing
4. Use of appropriate search strategies
5. Use of appropriate search tools

FACET FOUR

HOW TO MANAGE INFORMATION EFFECTIVELY

Standard: The information literate person can:
1. Use information critically
2. Seek information from diverse sources
3. Distinguish among facts, point of view and opinion
4. Evaluate and filter information and its uses
5. Recognise that information is dynamic
6. Communicate information effectively

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The assessment criteria may include:
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3. Consistency of referencing
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5. Use of appropriate search tools

FACET FIVE

HOW TO SHARE INFORMATION AND CREATE NEW KNOWLEDGE

Standard: The information literate person can:
1. Assign responsibility for teaching
2. Share information and create new knowledge
3. Recognise the information needs of others
4. Communicate information effectively
5. Apply for patents
6. Identify and resolve social issues surrounding the use of information

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FACET SIX

HOW TO COMPLY WITH UTILITY'S ETHICAL WRITING PRACTICES AND ACADEMIC WRITING CODES

Standard: The information literate person can:
1. Use a range of academic writing and/or research tools
2. Recognise and communicate intellectual property
3. Use plagiarism as a learning tool
4. Use academic writing codes
5. Identify and resolve social issues surrounding the use of information

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The framework offers a well considered way of helping our students develop the range of competencies they will need to live and to practice their careers in our rapidly changing information society. As these skills are mastered, the students - and in due course graduates - are able to find, use and share information, critically analyse and evaluate what they find, and use their findings to support the creation of new knowledge.

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