INFORMATION LITERACY PROCEDURE

Parent Policy Title | Information Literacy Policy
Associated Documents

Preamble
This procedure outlines a university-wide method and collaborative course of action for information literacy education as a component of the inquiry/research graduate capability.

General
If a person is information literate they have "learned how to learn, they know how knowledge is organised, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning." [Australian and New Zealand Information Literacy Framework](#)

In a university environment, information literate students and staff:
- Recognise the need for information and determine the extent of information needed;
- Find needed information effectively and efficiently;
- Critically evaluate information and the information seeking process;
- Manage, classify, store, manipulate and redraft information collected or generated;

Incorporate selected information into their knowledge base, and use information effectively to learn, create new knowledge, solve problems and make decisions.

The information literacy procedures build on existing strengths and introduce new approaches to provide a more systematic and sustainable program of information literacy education for students and staff.

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1. Overview
The Information Literacy Framework (Appendix 1) is a tool for identifying the fundamental skills essential for successful academic research at various levels of capability. This procedure outlines a method to ensure that all students have the opportunity early in their course to begin to develop these skills.
Information literacy skills will be further developed throughout the undergraduate and postgraduate years in a discipline-specific way in collaboration with academic and other teaching and learning staff. This will be supplemented by optional library training and support programs, which students may access as needed.

2. Undergraduates

All undergraduate students need the opportunity to build the information literacy skills that are essential for academic success. Library staff and College staff will collaborate to enable students to have opportunities to develop these skills sequentially through their undergraduate degrees. Collaborative approaches include:

- foundation skills (Appendix 1) instruction embedded in first year curriculum structures, starting with cornerstone units;
- assessment of information literacy skill development in cornerstone units;
- discipline-based information literacy skills instruction; integrated in the curriculum where relevant.

Library staff will:

- maintain and develop online modules to deliver information literacy skills instruction appropriate to each College.
- provide voluntary instruction to support and reinforce skills development through a range of library services.
- provide individual support via physical and virtual library research help/information services.
- measure and map student entry-level skills and subsequent development of information literacy capabilities to facilitate future planning and program review.

3. Postgraduates

Postgraduate students (coursework and research) enter university study with a diverse range of existing skills in inquiry/research but are required to master advanced information literacy skills (Appendix 1) to complete study at this level.

For postgraduates, support for independent learning via a range of online modules needs to be offered by the Library as well as utilising the skills of Library Learning and Research Advisors in a customised discipline-specific way.

Discipline-specific information literacy skills instruction needs to be integrated in the curriculum where relevant. Library staff and College staff will collaborate to offer:

- specific information skills instruction that is designed to be integrated in the curriculum where relevant.
- tailored programs to meet the needs of discipline-based groups, including orientation sessions designed specifically for research students.

Library staff will:
- offer research consultations for individual students who seek advice from Library staff.
- support students on an individual or small group basis via physical and virtual library research help/information services.
- provide a program of information literacy skills seminars to be offered across the University, using a range of flexible delivery methods.

### 4. Staff

University staff are already skilled in information literacy but may appreciate the opportunity to receive updates on new resources and methods of locating and managing information. The Library will provide:

- a ‘Welcome to the Library’ pack to all new staff, which includes a summary of services available and a link to the relevant Library Learning and Research Advisors;
- early contact with the Library Learning and Research Advisors to register the teaching and research interests of the staff member to assist the Library in providing responsive services and collection development.

Once established, ongoing liaison also aims to capitalise on opportunities for academics and librarians to collaborate on curriculum design to support inquiry/research skill development in courses. Library staff will work on curriculum design with academic staff and College committees to integrate and align information literacy tasks, assessment and instruction within the curriculum (see Undergraduates).

### Status

Minor revisions in line with FFR 8 July 2015. Reviewed February 2013, minor changes made to glossary of terms. Editorial changes to glossary posted 3 July 2012. Revised format endorsed by Academic Board, 10 August 2011, Minute 450.4.1 and noted by Council, 12 September 2011, Minute 411.12.


The implementation of the latest version of this policy supersedes all previous versions of this policy.

### Approval Body

Academic Board

### Initiating Body

University Library

### Definitions

**Information Literacy**: the capacity of individuals to realize when they need information, be able to find, access and use that information as required.

**Information Literacy Skills**: the set of abilities enabling individuals to become information literate

**Information Literacy Education**: teaching the skills required to assist individuals to become information literate as specified in the information literacy policy

### Date Effective

10 August 2011

### Next Review Date

1 March 2016
<table>
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<tr>
<th>Keywords</th>
<th>Information literacy</th>
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## Appendix 1 - Information Literacy Framework

<table>
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<th>Capability level</th>
<th>Foundation</th>
<th>Consolidating</th>
<th>Proficient</th>
<th>Advanced</th>
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<td><strong>Information Literacy Standards</strong>&lt;br&gt;CAUL (2004)</td>
<td>The information literate person engages in closed or open inquiry with predetermined questions, issues and criteria.</td>
<td>The information literate person engages in closed or open inquiry, within structured guidelines.</td>
<td>The information literate person engages in open inquiry, within structured guidelines.</td>
<td>The information literate person engages in open inquiry within self-determined guidelines.</td>
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<tr>
<td>1. Recognises the need for information and determines the nature and extent of the information needed.</td>
<td>1.1 Recognises different information types from a reading list. 1.2 Identifies key search concepts in a research topic or question.</td>
<td>1.3 Identifies the types of information needed for a research topic or question.</td>
<td>1.4 Asks appropriate questions to guide the inquiry. 1.5 Determines nature and extent of information needed. 1.6 Chooses advanced search concepts (synonyms etc) to describe a topic.</td>
<td>1.7 Generates research questions based on experience, expertise and/or literature reviews.</td>
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<tr>
<td>2. Finds needed information effectively and efficiently.</td>
<td>2.1 Recalls the Library’s basic facilities and processes. 2.2 Distinguishes between the different types of search tools for finding scholarly information. 2.3 Devises basic search strategies using keywords. 2.4 Identifies relevant information from search results. 2.5 Locates information within the university library system – online and print. 2.6 Organises time to find information for an assignment.</td>
<td>2.7 Identifies sources appropriate to discipline. 2.8 Uses multiple source types. 2.9 Organises time to ensure an effective and thorough approach to research. 2.10 Locates information at other institutions as appropriate.</td>
<td>2.11 Devises complex search strategies. 2.12 Independently identifies sources appropriate to discipline. 2.13 Uses multiple source types including primary sources.</td>
<td>2.13 Devises multiple search strategies and methods within self-determined guidelines.</td>
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</table>
3. Critically evaluates information and the information-seeking process.
   - 3.1 Recognises when to modify search strategy to refine results.
   - 3.2 Identifies relevant information within a source.
   - 3.3 Recognises how scholarly information is produced and disseminated.
   - 3.4 Examines/comparisons information found to assess the quality, reliability, accuracy, authority etc.
   - 3.5 Defines criteria for evaluating information from a critical perspective.
   - 3.6 Modifies the search strategy using synonyms, related terms and appropriate commands (e.g. Boolean operators) to refine results to meet the information need.
   - 3.7 Considers if other sources should be used.
   - 3.8 Evaluates sources from multiple critical perspectives.
   - 3.9 Analyses structure, logic, scope, perspective and relevance of sources and search strategies.

4. Manages information collected and generated.
   - 4.1 Recognises different elements of citations.
   - 4.2 Records all relevant citation information using a given referencing style.
   - 4.3 Understands elements of a citation.
   - 4.4 Formats citation elements in an appropriate bibliographic style.
   - 4.5 Uses in-text citations or footnotes appropriately.
   - 4.6 Formats citations in any given style as required.
   - 4.7 Utilises a bibliographic management system to organise retrieval and access of multiple references (e.g. Endnote).

5. Applies prior and new information to construct new concepts or create new understandings.
   - 5.1 Summarises the main ideas from information gathered.
   - 5.2 Explains main ideas understood from information gathered.
   - 5.3 Synthesises the main ideas from information gathered.
   - 5.4 Uses forms of presentation appropriate to audience.
   - 5.5 Integrates new understandings from various sources in original work.
   - 5.6 Synthesises information to develop new hypotheses, models or research agenda.

6. Uses information with understanding and acknowledges cultural, ethical, economic, legal, and social issues in the use of information.
   - 6.1 Understands when to acknowledge (cite) sources to avoid plagiarism.
   - 6.2 Conforms with legal and ethical requirements related to accessing and using and storing information.
   - 6.3 Demonstrates an ability to evaluate balance/fairness of information.
   - 6.4 Demonstrates an ability to state a rationale for legal and ethical requirements related to accessing and storing information.
   - 6.5 Identifies the value and belief systems underlying the information.
   - 6.6 Actively seeks out a range of perspectives critiquing the underlying belief and value systems.

- Capability levels *Foundation* to *Proficient* are recommended for undergraduate information literacy skill development.
Glossary of terms used in this Framework

*Open inquiry* – Student initiated and specified in terms of question, procedure, further inquiry (Willison, 2009, *Handbook for research skill development*)

*Closed inquiry* – Lecturer specified in terms of question, procedure and answer (Willison, 2009, *Handbook for research skill development*)

*Basic search strategy* – involves identification of main keywords in a topic and combining the keywords with a Boolean operator

*Complex search strategy* – involves identification of main keywords in a topic and possible alternatives to those terms, and then combining the terms using Boolean operators and/or proximity operators to locate relevant references.

*Information Literacy* – the capacity of individuals to realise when they need information, and be able to find, access and use that information as required.