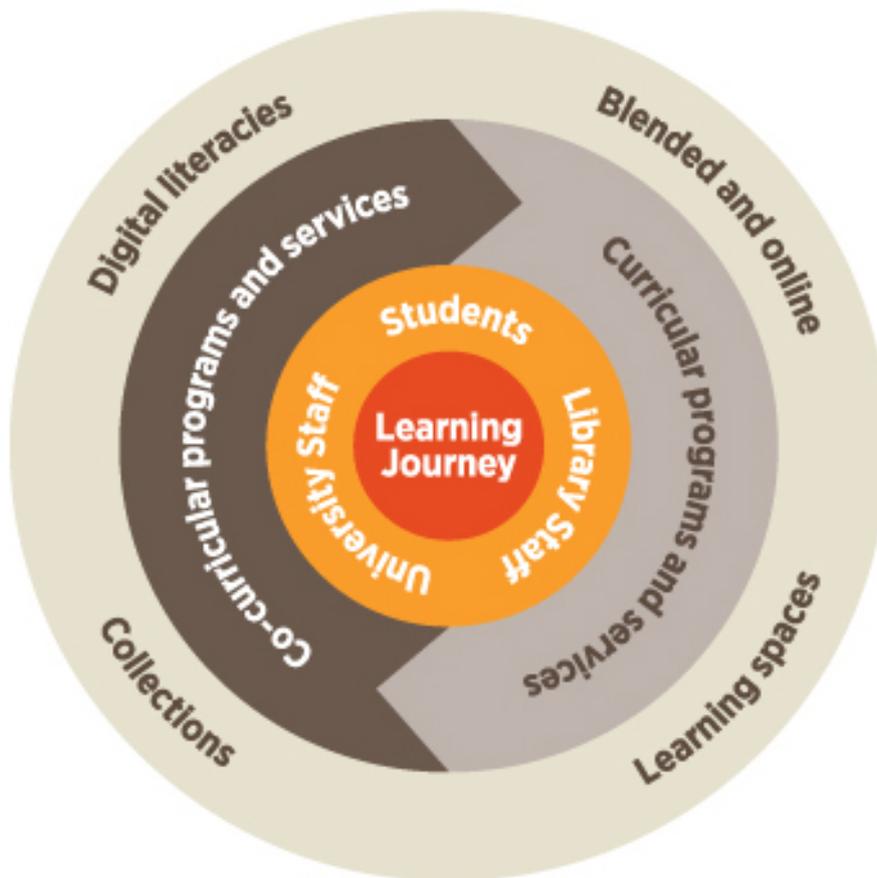


LIBRARY LEARNING TEACHING PARTNERSHIP FRAMEWORK



PEOPLE → **PROGRAMS** → **EXPERTISE** → **FRAMEWORK**

2019-2021
La Trobe University Library

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1. OVERVIEW: LEARNING & TEACHING PARTNERSHIP FRAMEWORK

1.1 Purpose

Learning and teaching at La Trobe University is a partnership that involves students and staff from all areas of the University community including clinical schools and other partners. In this environment Library staff collaborate with University staff so that students have:

- the opportunity within the curriculum to develop information and digital literacies¹
- support to develop information and digital literacies independently of curriculum activities
- easy and ready access to relevant information resources and collections
- access to a range of Library learning and support spaces.

All these components are critical to academic success and contribute to a positive student learning experience. The seven digital literacies elements (as identified by JISC²), illustrate the broad range of skills that students need for success.

The Library Learning and Teaching Partnership Framework (the Framework) provides a broad overview of the Library's commitment and approach to supporting learning and teaching in collaboration with University staff and students. It articulates and explains how Library embedded services, resources and teaching activities, support the development of digital literacies through curricular and co-curricular learning activities. In particular the Library has a focus on supporting students to develop the information literacy³ element of the La Trobe digital literacies model. Information literacy knowledge and skills are key to student achievement of intended learning outcomes for graduate capabilities related to inquiry, analytical thinking and research. The Library works in partnership across the University so that students learn to find, use, evaluate, manage and apply relevant information in a range of digital environments.

1.2 Framework context

La Trobe University's Strategic Plan 2018-2022⁴ aims to meet the needs of our diverse student body, and offer a consistently high-quality student experience that is engaging and academically successful; and is designed with our values and culture in mind to lead to a fulfilling career of choice.

The University Learning and Teaching Plan⁵ is the roadmap for delivering on educational outcomes. The aim is to provide an outstanding student experience to all La Trobe students in the domains of teaching quality, learner engagement, learning resources, and student support and skill development.

¹ **Digital literacies** are "capabilities which fit an individual for living, learning and working in a digital society". The JISC seven elements digital literacies model includes: Information literacy, Digital scholarship, Learning skills, ICT literacy, Career and identity management, Communications and collaboration, Media literacy.

<http://www.jisc.ac.uk/guides/developing-digital-literacies>

² <https://www.latrobe.edu.au/library/teaching-support/digital-literacies-framework>

³ **Information literacy** refers to finding, using, evaluating, managing and applying information. If a person is information literate they have "learned how to learn, they know how knowledge is organized, 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." <http://www.caul.edu.au/content/upload/files/info-literacy/InfoLiteracyFramework.pdf>

⁴ *University Strategic Plan 2018-2022*

https://www.latrobe.edu.au/_data/assets/pdf_file/0005/846455/2018-2022-Strategic-Plan.pdf

⁵ *Learning and Teaching Plan* https://www.latrobe.edu.au/_data/assets/pdf_file/0007/976705/35436-DVCA-Learning-and-Teaching-Plan-2018-2022-A4-24pp-FA-Rev-Web-Fri-26-Oct.pdf

Together, University plans, policies and procedures provide the context for the Framework [see Figure 1]. Within this context, the focus is collaboration between the Library and University staff and students⁶. Through this collaboration, the Library contributes to enhancing the student learning experience and achievement of student learning outcomes related to digital literacies.

The Framework also includes consideration for teaching and service delivery including face-to-face, online or blended⁷. Within the broad principles outlined in the Framework, there is flexibility to meet the varying needs of students at different geographic locations.



• **Figure 1: Library Learning and Teaching Partnership Framework context - How the Framework connects with the University's strategic plans.**

⁶ i.e. across metropolitan and regional campuses, as well as off-campus (although it is acknowledged that there are other groups in the wider university community who use the library learning and teaching services and resources)

⁷ Blended learning is an approach to learning where learning activities are a mix of face to face and online learning (Blended and Online Learning Curriculum Design Toolkit, p.7)

1.3 Framework features

Featured at the centre of the Framework is the student learning journey (Figure 2) which highlights teaching, services and resources required for the development of digital literacy skills. Furthermore, the framework acknowledges the importance of partnerships between Library and University staff in developing these skills. This creates opportunities for students to improve their proficiency and fluency in a range of information and digital literacies at various stages of the learning journey.

Through learning and teaching partnerships the Library contributes to enhancing students' existing knowledge and skills; provides skills development embedded in the curriculum; offers co-curricular programs and services at point of need; and provides resources to support learning and teaching. Resources include print and electronic collections, managed study spaces, and personal research help.

The Framework includes an annual review and development cycle to improve services, programs and learning outcomes for all students and is organised around the following areas:

- Student learning journey
- People - learning and teaching community
- Programs and Services
 - Curricular programs and services
 - Co-curricular programs and services
 - Graduate researcher education
- Expertise
 - Digital literacies
 - Advanced systematic searching
 - Blended program delivery
 - Collections
 - Learning spaces
- Evaluation

2. THE FRAMEWORK

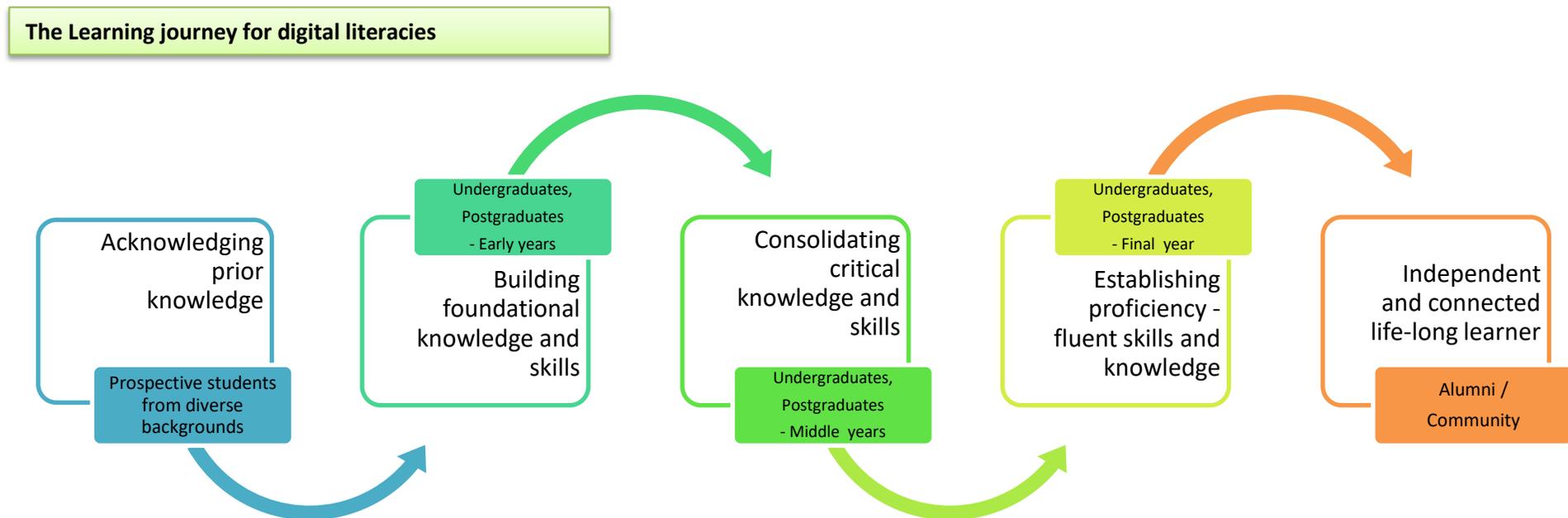


Figure 2 – The Learning journey for information and digital literacies

As students progress through each year of their chosen course of study, they will continually build on their skills

2.1 Learning journey

Students and staff enter the university environment with a diverse range of existing knowledge and skills related to each of the digital literacies, and may move quickly or more slowly through the stages of their learning journey (see Figure 2) which include:

- Recognising prior knowledge
- Building foundational knowledge and skills
- Consolidating critical knowledge and skills
- Establishing proficiency – fluent skills and knowledge
- Independent and connected lifelong learner

This learning journey is not a linear process and students' development of competence and confidence will vary. As students move through their course of study, they will continually build on skills as they encounter new knowledge through curricular and co-curricular learning activities and support. The Library offers a range of resources designed to assist at specific stages in the learning journey, such as orientation for new students, searching and referencing classes, and others that can be accessed throughout students' course of study.

The information literacy competencies required across the digital literacies journey (from building foundational knowledge and skills to becoming independent and connected lifelong learners) are outlined in the Library Information Literacy Matrix (Appendix 1). Library staff play an important educational role in helping students learn how to become independent lifelong learners.

2.2 People - Learning and teaching community

The University learning and teaching community supports and contributes to the learning journey for digital literacies through being cognisant of different modes of student engagement and learning styles. The Library is involved in collaborations with academic teaching staff, LTLT educational designers, College education teams, Student Services staff, ICT, and clinical or placement supervisors. Through these collaborations, curricular and co-curricular services and programs are offered, which are designed to enhance the three modes of student engagement.

1. Learner – Teacher interaction

Library staff collaborate with academic teaching staff to embed learning programs and activities in the curriculum; Library staff facilitate student learning through co-curricular services.

2. Learner - Learner interaction

Students facilitate their own learning through participation in group work activities.

3. Learner - Content interaction

Students complete the required course tasks supported by Library reading list resources, Library elearning modules, activities and quizzes.

2.3 Curricular programs and services

Information literacy is one of the essential elements that make up the spectrum of digital literacies that students require to live, learn and work in the digital society.⁸ The Library's learning-centred model for embedding information literacy into course design provides students with an opportunity to engage with targeted and tailored learning activities, assessment and resources relevant to each stage of their course. Academic learning and teaching staff collaborate with Library staff to embed information literacy skill development into the curriculum where the Inquiry/Research⁹ capability is mapped and assessed, and through the University-wide Subject Improvement Program and Curriculum Design Intensive processes. This approach enables opportunities for students to develop information skills in a scaffolded environment that starts with acknowledging prior knowledge, and leads to building, consolidating and establishing advanced information literacy skills. It also positions Library staff as valued partners in the University curriculum design process.

The Library's learning-centred model [Figure 3], which draws on the Library Information Literacy Matrix, utilises a constructively aligned¹⁰ pedagogical design with the following key elements:

- Explicit linking of information literacy intended learning outcomes (ILOs), learning activities and assessments to discipline learning outcomes, activities and assessment.
- Information Literacy ILOs are set out in the Library Information Literacy Matrix (Appendix 1).
- ILOs across four progressive levels of proficiency from the Library Information Literacy Matrix can be easily aligned with existing subject or course ILOs.
- Library learning activities are aligned with the Library Information Literacy Matrix and subject ILOs, activities and assessments. This gives students the opportunity to achieve appropriate learning outcomes within the context of their specific course.
- The delivery of this model is progressively tailored and scaffolded throughout a course, in collaboration with academic teaching staff, which may be face-to-face, online or blended.

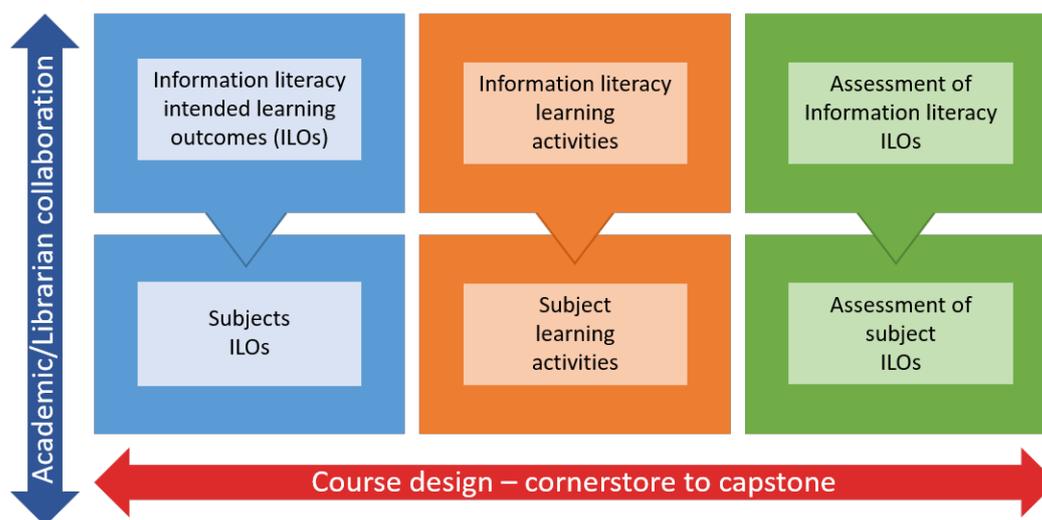


Figure 3 – Model for a constructively aligned approach to embedding information literacy into subject or course design

The principles of constructive alignment and the Library Information Literacy Matrix are also used in the planning and development process for eLearning projects as outlined in the Library eLearning Blueprint.

⁸<https://www.latrobe.edu.au/library/teaching-support/digital-literacies-framework>

⁹ Inquiry/Research is a key element of the Graduate Capability of Inquiry and Analytical Skills

¹⁰ Constructive alignment is the systematic alignment of the teaching/learning activities and the assessment tasks to the intended learning outcomes (Biggs, J.B. & Tang, C. (2011). *Teaching for quality learning at university* (4th ed.). Maidenhead: McGraw Hill, pg. 11.)

2.3.1 Resources for embedding information literacy learning activities in the curriculum

Library staff work with academic learning and teaching staff in many ways to embed learning and collection resources, particularly eresources, into the curriculum. The Teaching Services page on the Library website¹¹ links to tools for setting up learning resources for new courses and linking students to relevant collections. Flexible online learning resources are created in collaboration with academic teaching staff to support student information literacy skill development within the curriculum¹²

The Library Elearning Blueprint outlines a plan for ongoing development of learning resources. All new learning resources are developed to address specific ILOs as defined in the Library Information Literacy Matrix. The Information Literacy Matrix is used to identify what level of proficiency is being addressed and what outcomes will be demonstrated and assessed by new learning resources. Library staff provide advice and collaborate to contribute to blended learning for specific discipline needs.

2.4 Co-curricular programs and services

The Library offers a range of co-curricular programs and services, provided face-to-face and online, which students can access as needed:

- ASK La Trobe Help Zones at Melbourne and Bendigo
- Library service desks at Albury-Wodonga, Mildura and Shepparton
- Training programs
- Online instruction and eLearning development

2.4.1 ASK La Trobe

The ASK La Trobe Service Model is a partnership between the Library and Student Services and Administration. Support categories in the ASK La Trobe model include concierge and self-help, advisor and expert help. All categories in the model are connected, and together provide a comprehensive service that ensures students get the most appropriate Library, Student Services and Student IT support at the time of need.

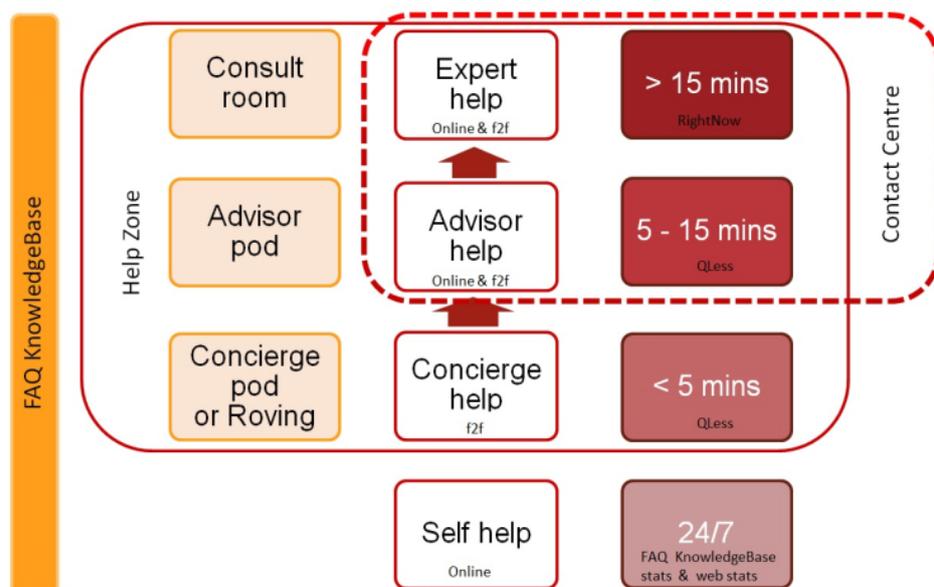


Figure 4 – ASK La Trobe service model for Library co-curricular services

¹¹ <http://www.latrobe.edu.au/library/teaching-services>

¹² <http://www.lib.latrobe.edu.au/elearning/>

Self-help includes information and services that the user can access independently on webpages, self-check machines, signage, Library guides, FAQs and elearning resources.

Concierge help is quick query assistance (e.g. how do I book a group study room?) available during opening hours operated by the Library and Student Services staff. This level is delivered at face to face points, and includes triage to manage queues and roving assistance.

Advisor help provides answers to more complex or lengthier queries (e.g. how do I find peer reviewed articles on drugs in sport?). This category of help is available during opening hours operated by Library and Student services staff and is delivered as individual assistance at service points and by online chat, and email.

Expert help is prompt referral to a discipline or subject matter expert within the Library or Student Services for individual consultation

Staff working in the ASK La Trobe help zones are part of one service team even though individuals are based in different operational teams in either the Library or Student Services. Regardless of their operational team when working in the help zone service team, staff may answer a wide range of questions.

Help zones are open to all La Trobe students and other public users including: CAVAL borrowers, community users, Alumni and La Trobe Melbourne students. Library consultations are provided to higher degree students, students registered with Equity and Diversity and at-risk students as appropriate.

2.4.2 *Training*

Co-curricular training includes:

- Orientation Week activities¹³
- Training in person - small group, optional, aligned to discipline or more generic skills
- Training for special cohorts e.g. international students, College mentors
- Transition programs for advanced and late entry
- Research education training
- Peer Learning Adviser training
- Staff induction training for other university teams
- Schools partnership programs and membership
- VCE+ program

2.4.3 *Online instruction and elearning development*

Independent online learning is developmentally sustainable and has the potential to reach all students, providing equitable access to the full range of Library services and resources. Ongoing online content development is designed to enrich and extend the student learning experience including:

- Library elearning resources
- LibGuides – expert help guides and assessment help
- FAQs
- Library website
- Training using Zoom

¹³ Aligned with the University's [Undergraduate Student Orientation Policy](#)

Elearning development is an endeavour that connects staff across the Library (Co-curricular/Curricular/Researcher Education) and across the University. The Library Elearning Blueprint is a development plan that outlines priorities and projects in this critical area.

Online training is provided to higher degree students and researchers using the Zoom platform.

2.5 Expertise

The underlying assumption of the Framework is that the combined expertise and experience of all partners will improve the student learning experience. In addition to the specialised knowledge and expertise that Library staff bring to partnerships is the Library's collections expertise and experience, and knowledge in managing learning spaces.

2.5.1 Collections

The Library provides collections of print and online resources, to support learning and teaching, in particular, access to essential readings, and relevant materials to enable completion of assessment tasks, and to encourage deeper knowledge in specific disciplines.

Providing access to collections is a critical part of the Library's role and includes:

- Provision of print and electronic materials – prompt acquisitions, processing, effective signage and access, and regular reviewing and refreshing of collections
- Academic support for Reading Lists @ La Trobe
- Locating of materials – via Library Search, Database list, LibGuides, Reading lists, Library presence in the LMS, and appropriate signage
- Circulation of print materials – self-check-out and assistance at service desks, holds, renewals, short term loans, and access to national and international collections

2.5.2 Learning spaces

The Library provides a range of learning spaces to meet the demands of students studying in a variety of modes. These include single study spaces, group study spaces, training rooms and access to computers, wireless access and power.

2.6 Evaluation of programs and services

Data is regularly collected and analysed to inform service improvements. Routine evaluation methods include:

- Regular review of the service delivery models outlined in the Framework
- Evaluation and review of information literacy intended learning outcomes in embedded curricular programs
- Usability testing and usage monitoring of elearning resources
- Student feedback on their student experience and satisfaction for curricular and co-curricular programs¹⁴
- Student feedback on their digital experience
- Library staff feedback on impact of services on the student experience and satisfaction
- Academic learning and teaching staff feedback on impact on student learning outcomes and experience

¹⁴ For example, this may include Library evaluation form, Student Feedback on Subject, Course Experience Questionnaire, Orientation and Transition Survey

The Framework will be reviewed annually to check that it is aligned to University policies, other Library frameworks and current initiatives.

3. DELIVERING THE FRAMEWORK

Delivering the Framework involves all Library teams. The Learning and Teaching, and Research Partnership Frameworks are complementary frameworks that directly address University strategic documents. They articulate essential principles and approaches that underpin program and service delivery and operations.

Delivery of programs and services involves collaboration across the Library and the University. The Library Learning and Teaching team plays a key role in bringing together people, programs and expertise to deliver services and programs outlined in the Library Learning and Teaching Partnership Framework.

Information Literacy Matrix

	CAPABILITY LEVEL			
	FOUNDATION	CONSOLIDATING	PROFICIENT	ADVANCED
INFORMATION LITERACY STANDARDS CAUL (2004)	The information literate person engages in closed or open inquiry with predetermined questions, issues and criteria.	The information literate person engages in closed or open inquiry, within structured guidelines.	The information literate person engages in open inquiry, within structured guidelines.	The information literate person engages in open inquiry within self-determined guidelines.
1. Recognises the need for information and determines the nature and extent of the information needed	<ul style="list-style-type: none"> 1.1 Recognises different information types from a reading list. 1.2 Identifies key search concepts in a research topic or question. 	<ul style="list-style-type: none"> 1.3 Identifies the types of information needed for a research topic or question. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 1.7 Generates research questions based on experience, expertise and/or literature reviews.
2. Finds needed information effectively and efficiently	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 2.11 Devises complex search strategies. 2.12 Independently identifies sources appropriate to discipline. 2.13 Uses multiple source types including primary sources. 	<ul style="list-style-type: none"> 2.13 Devises multiple search strategies and methods within self-determined guidelines.
3. Critically evaluates information and the information-seeking process	<ul style="list-style-type: none"> 3.1 Recognises when to modify search strategy to refine results. 3.2 Identifies relevant information within a source. 	<ul style="list-style-type: none"> 3.3 Recognises how scholarly information is produced and disseminated. 3.4 Examines/compares information found to assess the quality, reliability, accuracy, authority etc. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 4.1 Recognises different elements of citations. 4.2 Records all relevant citation information using a given referencing style. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 4.6 Formats citations in any given style as required. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 5.1 Summarises the main ideas from information gathered. 5.2 Explains main ideas understood from information gathered. 	<ul style="list-style-type: none"> 5.3 Synthesises the main ideas from information gathered. 5.4 Uses forms of presentation appropriate to audience. 	<ul style="list-style-type: none"> 5.5 Integrates new understandings from various sources in original work. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 6.5 Identifies the value and belief systems underlying the information. 	<ul style="list-style-type: none"> 6.6 Actively seeks out a range of perspectives critiquing the underlying belief and value systems.
<p>• Capability levels Foundation to Proficient are recommended for undergraduate information literacy skill development.</p>				

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.