

Library Student Learning Framework

LaTrobe
University
Library



Glossary

Definitions of terms used in this Framework:

Diverse refers to the inclusion and involvement of students of different social and ethnic backgrounds, geographical locations, genders and sexual orientations.

Library learning experience refers to all forms of services, programs, resources, and environments that the Library offers to the La Trobe University student population to support their learning journey. Library learning experiences may be created for an individual student or a group of students, and delivered synchronously or asynchronously.

Student refers to all students enrolled at La Trobe University including pathways students, undergraduates, postgraduates (by coursework and research), honours and doctoral students, in any disciplines and at any stage of their studies.

Student learning journey refers to a holistic and student-centred experience through which a student's learning needs, preferences, interests and priorities are addressed as they progress through their university degree. The Library contributes to this overall journey and success through developing information, digital, academic and discipline-specific literacies.

University refers to La Trobe University including its seven campuses in Melbourne (Bundoora) Campus, City Campus, Sydney Campus, Bendigo Campus, Shepparton Campus, Albury-Wodonga Campus and Mildura Campus, in addition to online and blended offerings.

Purpose of the Framework



The **Library Student Learning Framework** (hereafter the Framework) articulates how La Trobe University (LTU) Library provides all students with opportunities to develop information, digital, academic and discipline-specific literacies to support their learning journey. The Framework provides a set of guidelines for Library teams to implement identified strategies in their practice and in partnership with University staff and students.

Through adopting the Framework, the Library aims to ensure that the learning experiences created for students are consistent, equitable, accessible, flexible, scaffolded and freely available to all students. In addition, by using the Framework, the Library aspires to embrace evidence-based practice for continuous and informed improvement and to promote the Library's contributions to student success by sharing practice with learning and teaching communities. The Framework enhances the sustainability and scalability of the Library's practice through meaningful partnership with stakeholders across the University.

Alignment to Strategic Plan

The Framework is designed to support the student learning journey.

The critical and core elements of the La Trobe University Strategic Plan 2020-2030 that the Framework aligns to are:

Students

The Framework is student-centred and facilitates a scaffolded, connected and inclusive learning journey for students. By using the Framework to develop learning experiences, Library staff will create programs to equip students with lifelong information, digital, academic and discipline-specific capabilities, and provide them with what they need when they need it at LTU and beyond. Through this approach, the Library will contribute strategically to increased learning skill development, student retention, progression, and completion as well as improved employability outcomes.

Improving Efficiency and Productivity

The Framework enhances the Library's internal processes and enables the adoption of a more informed, proactive, collaborative, sustainable, and scalable approach towards the development and implementation of library learning experiences. This approach supports simplified library learning development decision-making and processes. As a result, the Library will have the capacity to maximise efficiency, improve productivity, and thrive in a rapidly changing world.

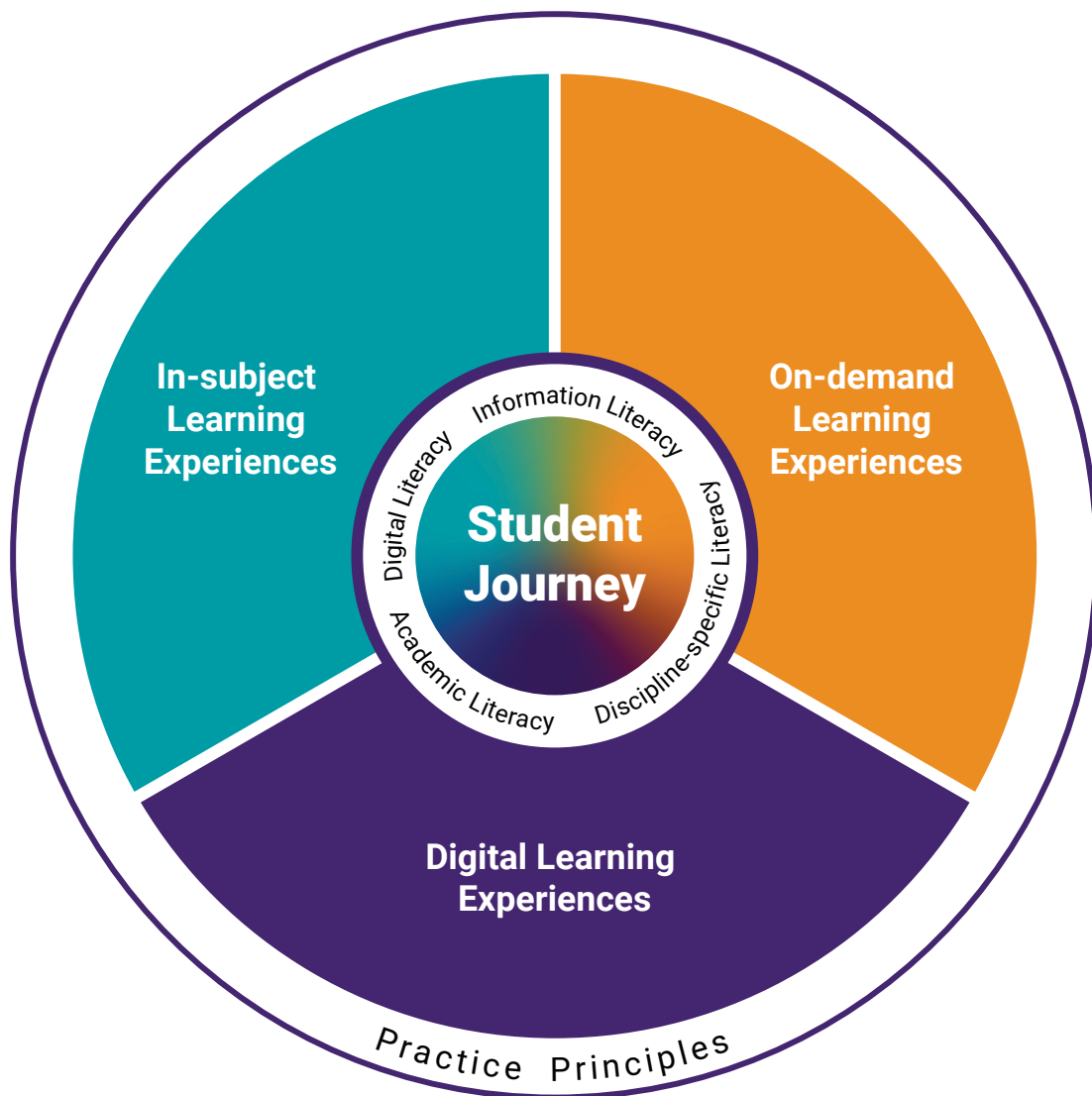
Users of the Framework

The Framework is designed to inform the practice of all Library staff. This includes those who contribute, either directly or indirectly, to the development of information, digital, academic and discipline-specific literacies literacies in all students.

All Library staff will use the Framework to understand how their work impacts and adds value to the development of these four literacies and relevant services, programs, resources and environments.

How to use the Framework

The Framework includes appendices which provide practical guidelines on how it can be implemented by Library teams. The implementation of strategies contained in the appendices promotes consistency in the learning experiences created by Library staff and ensures students are provided with the most appropriate learning experiences across their learning journey.



Elements



The Framework features four elements which inform design and delivery of Library learning experiences:

1. Student learning journey
2. Information, digital, academic and discipline-specific literacies
3. Library learning experiences
4. Practice principles

1. Student Learning Journey



The student learning journey sits at the core of the Framework. It represents every interaction that a student experiences - with the Library and the University - across their entire course of study at LTU.

Using this Framework, the Library aims to adopt a holistic approach to support the student learning journey. The Library seeks to provide students with learning experiences that are:

Cohesive

Students can readily access Library assistance to address their learning needs regardless of the point of contact.

Relevant

Learning experiences address differing student needs across all stages of the learning journey.

Inclusive

The needs of all of LTU's diverse student cohorts are accommodated.

2. Information, Digital, Academic & Discipline-specific Literacies



Information, digital, academic and discipline-specific literacies form a critical component of student success during their learning journey. It is essential for students to develop these literacies for educational success and lifelong learning in their future lives as professionals and global citizens.

The Library supports the development of these literacies across the student learning journey through a scaffolded approach to skills development within and beyond the curriculum.

In this Framework:

Information literacy

is the capacity to recognise a need for information, and be able to find, access and use that information as required.

Academic literacy

is the capacity to understand and engage with disciplinary expectations, including language and discourse, in order to read, write and operate successfully within the academic discipline.

Digital literacy

is the capacity to live, learn, work and relate in a digital world.

Discipline-specific literacy

is the capacity to understand the subject or disciplinary content.

Graduate Capabilities

These information, digital, academic and discipline-specific literacies are implicit in the University's Graduate Capabilities. The Library will therefore link information, digital and academic literacy outcomes to these Graduate Capabilities to demonstrate the Library's contribution to student achievement in this area in line with the University's goals.

3. Library Learning Experiences



Library learning experiences include all forms of services, programs, resources and environments that the Library offers to the LTU student population in order to support their learning journey.

The Library provides two types of learning experience:

In-subject learning experiences

These are Library services, programs, resources, and environments that are made available to students, physically or digitally, within the curriculum, in subjects and across courses. These experiences are designed to facilitate student information, digital, academic and discipline-specific literacy learning within the curriculum and are scaffolded throughout the learning journey.

On-demand learning experiences

These are complementary Library services, programs, resources, and environments that are made available to students, physically or digitally, outside of the curriculum. Students access on-demand learning experiences throughout their learning journey.

Where appropriate, digital learning design principles are applied to empower the design and delivery of in-subject and on-demand learning experiences in order to provide students with more equitable, accessible and flexible learning.

Design Features

The Library enhances the student learning journey with learning experiences that are:

Consistent

Learning experiences are pedagogically and visually consistent, delivered through consistent channels, and available across the student learning journey to enhance user experience.

Equitable and Accessible

Learning experiences are inclusive of all students and designed and delivered to suit the varying needs of all students.

Flexible

Learning experiences are delivered through a variety of methods to suit and adapt to different and changing learning needs.

Scaffolded

Learning experiences are designed to build on students' prior learning to support them at level and as they progress through their course.

Open access

Digital learning experiences are open access by default whenever possible.



4. Practice Principles



Five key principles underpin the application of Library staff expertise and knowledge to support the student learning journey:

Constructive alignment

A constructive alignment approach, which brings together intended learning outcomes, learning activities and assessment, informs the pedagogical approach adopted in creation of library learning experiences.

Evidence-Based Practice

The design, delivery and evaluation of all learning experiences created for students is informed and innovated by evidence-based practice. An evidence-based approach supports good practice and continuous improvement through the use of a variety of evidence.

Advocacy

The Library contributes to the University's ongoing educational initiatives through offering well-designed and highly relevant library learning experiences.

Collaboration

Through proactive engagement and collaboration with University colleagues (including DVCE, DVCS and subject coordinators) and students, Library staff co-design and deliver outstanding and inclusive library learning experiences.

Sustainability and Scalability

Library staff purposefully design learning experiences for a variety of contexts, with a focus on self-service delivery or delivery at scale. This will be part of a broader strategy to maximise reach and efficiency, and to minimise duplication.

References

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