



LIBRARY AND INFORMATION SERVICE

## INFORMATION LITERACY TRAINING FRAMEWORK

SEPTEMBER 2014

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### **1. The Framework**

The Framework describes the development of different levels of information literacy competency. It articulates broad principles and ways of integrating information skills into teaching and learning. The collaboration by the library with academic- and support services staff fosters innovative programs for expanding information skills. Through these programs students achieve outcomes which are transferable into their careers as SU graduates.

### **2. Information Literacy Mission**

The information literacy mission of the Library and Information Service is to develop and deliver a quality learning experience to the University Community.

*The Library and Information Service provides leadership in developing the essential information literacy knowledge and skills of the academic community. The information literacy program promotes critical thinking and equips individuals for lifelong learning. In partnership with academic colleagues, the library enhances curricula and creates learning environments which support the Teaching and Learning and Research and Innovation strategies of the University of Stellenbosch.*

### **3. Definition of Information Literacy**

*Information literacy is a repertoire of understandings, practices, and dispositions focused on flexible engagement with the information ecosystem, underpinned by critical self-reflection. The repertoire involves finding, evaluating, interpreting, managing, and using information to answer questions and develop new ones; and creating new knowledge through ethical participation in communities of learning, scholarship and practice. (ACRL), June 2014)*

### **4. Information Literacy Objectives/Attributes**

To ensure the inclusion, integration and embeddedness of information literacy into course curricula, the library undertakes to develop, promote, support and/or provide:

- resource-based learning experiences where learning results from the use of multiple information resources;

- student-centred teaching methods including problem-based, inquiry-based and evidence-based learning;
- surface and deep learning experiences e.g. educational processes which engage individuals in contextual learning situations;
- learning experiences which accommodate and optimise multiple learning styles, prior knowledge, and cultural and social diversity;
- opportunities for self-directed e-learning and the development of critical thinking;
- assessment instruments and strategies which are aligned with the educational goals and objectives of the University of Stellenbosch;
- transferability of skills across and beyond subject disciplines;
- vertical and horizontal articulation of concepts and skills (from and within year level to year level) within the parameters of a defined course of study.

## 5. Information Literacy Competencies/standards

SU Library and Information Service information literacy standards are based on the *Australian and New Zealand information literacy framework*.

There are five core competencies/standards

An information literate person:

	Standards	Purpose	Learning outcome
1	Recognises the need for information and determines the nature and extent of the information need <b>(UNDERSTANDING/STARTING OUT)</b>	To enable users to describe the information need in terms of the core issues or relevant keywords, use of Boolean operators	<ul style="list-style-type: none"> <li>• Defines and articulates the information need</li> <li>• Understands the variety of information resources</li> <li>• Re-evaluates the nature and extent of the information need</li> </ul>
2	Finds information effectively and efficiently <b>(FIND)</b>	To enable users to retrieve, and use the various databases to locate relevant resources or information	<ul style="list-style-type: none"> <li>• Selects the most appropriate methods or tools for finding information</li> <li>• Constructs and implements effective search strategies</li> </ul>
3	Critically evaluates information and the information seeking process <b>(EVALUATE)</b>		<ul style="list-style-type: none"> <li>• Assesses the usefulness and relevance of the information obtained</li> <li>• Defines and applies criteria for evaluating information</li> <li>• Reflects on the information seeking process and revises the search strategies</li> </ul>

4	<p>Manages information collected or generated. Uses information responsibly. Understands and acknowledges cultural, ethical legal and social issues surrounding the use of the information</p> <p><b>(USE RESPONSIBLY)</b></p>	<p>Addresses relevant ethical and legal concerns such as plagiarism and copyright. Makes use of referencing methods applying tools that make the academic venture easier e.g. Turnitin, EndNote, Refworks etc.</p>	<ul style="list-style-type: none"> <li>• Records the information and its sources</li> <li>• Organises the information in folders/files/according to a logical system e.g. bibliography, literature review</li> <li>• acknowledges cultural, ethical and socio-economic issues related to access to, and use of information</li> <li>• recognises that information is underpinned by values and beliefs</li> <li>• conforms with appropriate use of information</li> <li>• legally obtains, stores and disseminates text, data, images or sound, and intellectual property</li> </ul>
5	<p>Applies prior and new information to construct new concepts or create new understandings <b>(STORE &amp; COMMUNICATE)</b></p>		<ul style="list-style-type: none"> <li>• Compares and integrates new understandings with prior knowledge to add value</li> <li>• Applies the information to create a new knowledge base, or to find solutions to problems</li> <li>• Communicates knowledge and new understanding effectively</li> <li>• articles, PowerPoint presentations, assignments</li> </ul>

## 6. Information literacy training (types, mode of delivery, assessment and impact)

Training types	Mode of delivery	Assessment (refers to measuring and describing student learning) <b>Evaluation</b> (feedback regarding the effectiveness of the program)	Impact
<p><b>Orientation and general library usage</b></p> <p><b>Def.</b> Generic training (NOT subject specific) for a group by touring through the library or a short orientation in the classroom where only library usage and practice are explained. Session was pre-arranged and substantial preparation was done.</p> <p><b>NB</b> keeping of statistics of these type of training <u>not</u> necessary on IL statistics e-form on Sharepoint</p>	<ul style="list-style-type: none"> <li>• Self-paced tutorials</li> <li>• Show and tell</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback from clients (Evaluation)</li> </ul>	?
<p><b>Individual training: In person</b></p> <p><b>Def.</b> Curriculum related/ Curriculum integrated or Generic personal training of an individual/s with an information need or problem (drop in or by appointment). <b>(15 or more minutes)</b></p> <p><b>Content/outcomes:</b> Focus on specific areas of Step-by-step guide - not credit-bearing.</p>	<ul style="list-style-type: none"> <li>• Hands-on</li> <li>• Interactive</li> <li>• Computer-assisted</li> <li>• Library guides</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback from clients (Evaluation)</li> </ul>	?
<p><b>Group: Generic - Contact</b></p> <p><b>Def.</b> <u>Generic NOT</u> subject specific e-classroom training for a group. Session was pre-arranged and substantial preparation according to a lesson plan was done. E.g. generic training program</p> <p><b>Content/outcomes:</b> Focus on specific areas of Step-by-step guide - not credit-bearing.</p>	<ul style="list-style-type: none"> <li>• Hands-on</li> <li>• Interactive</li> <li>• Computer-assisted</li> <li>• Library guides</li> <li>• <b>Group &amp; individual</b></li> <li>• SUNLearn</li> <li>• e-learning module</li> <li>• self-paced tut</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from clients (forms completed by clients) (Evaluation)</li> <li>• Focus groups (Evaluation)</li> <li>• Questionnaires (Evaluation)</li> <li>• NOT assignments related to modules</li> </ul>	?
<p><b>Generic E-Learning</b> (Library guides)</p> <p><b>Def.</b> <u>Generic NOT</u> subject specific e-classroom training for a group. Self-paced, interactive, online learning at the point of need</p> <p><b>Content/outcomes:</b> <b>Focus on specific areas of Step-by-step guide - not credit-bearing.</b></p>			

<p><b>NB</b> keeping of statistics of these type of training <u>not</u> necessary on IL statistics e-form on Sharepoint</p>			
<p><b>Group: Curriculum related – SUNLearn</b></p> <p>Def. Subject specific training programme/PPT on SUNLearn on how to find and use information for an assignment.</p> <p><u>Content/outcomes:</u> Focus on specific areas of Step-by-step guide according to module outcomes</p>	<ul style="list-style-type: none"> <li>• SUNLearn</li> <li>• Library guides</li> <li>• Subject-specific e-modules</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments related to module</li> </ul>	<p>?</p>
<p><b>Group: Curriculum related – Library guides</b></p> <p>Def. Subject specific training programme/PPT on the Subject library guide on how to find and use information for an assignment.</p> <p><u>Content/outcomes:</u> Focus on specific areas of Step-by-step guide according to module outcomes</p>	<ul style="list-style-type: none"> <li>• Library guides</li> <li>• Subject-specific e-modules</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments related to module</li> </ul>	
<p><b>Group: Curriculum related – contact</b></p> <p>Def. Subject-specific training in a classroom on how to find and use information for an assignment. Session was pre-arranged and substantial preparation according to a lesson plan was done.</p> <p><u>Content/outcomes:</u> Focus on specific areas of Step-by-step guide according to module outcomes</p>	<ul style="list-style-type: none"> <li>• Hands-on</li> <li>• Interactive</li> <li>• Computer-assisted</li> <li>• Library guides</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments related to module</li> <li>• Feedback from clients (forms completed by clients) (Evaluation)</li> <li>• Questionnaires e.g. SMART Syncteacher (Evaluation)</li> <li>• Feedback from lecturer (forms completed by clients) (Evaluation)</li> </ul>	<p>?</p>
<p><b>Group: Curriculum integrated</b></p> <p>The subject specific module has been developed in collaboration with the lecturer/department. Information literacy skills is an outcome and assessment for credit bearing purposes takes place accordingly.</p> <p><u>Content/outcomes:</u> Focus on specific areas of Step-by-step guide according to module outcomes</p>	<ul style="list-style-type: none"> <li>• Hands-on</li> <li>• Interactive</li> <li>• SUNLearn</li> <li>• Subject-specific e-modules</li> <li>• Library guides</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments,</li> <li>• case studies,</li> <li>• tests that count towards a specific module</li> </ul>	<p>Yes</p>

#### 7. **Critical success factors :**

- **Retraining of librarians** to be properly equipped as trainers and assessors to fulfil the demands of a present day IL programme
- **Capacity building** for the training librarians in terms of employing emergent technologies to deliver the IL programs
- **Dedicated funding and staff with the right expertise and buy-in** for experimenting and using new technologies in IL training and appropriate training material
- **Academic partnering** and buy-in, especially with credit bearing IL programmes
- **Aggressive marketing** of the IL programs
- **Showing impact** of the IL intervention in terms of student success
- **Create optimal training spaces** in the main and branch libraries

#### **Resources used:**

ACRL. 2014. *Framework for Information Literacy for Higher Education*. Draft 2, June 2014. Available: <http://acrl.ala.org/ilstandards/wp-content/uploads/2014/02/Framework-for-IL-for-HE-Draft-2.pdf> [2014, September 23].

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