



Stellenbosch Library and Information Service Digital and Information Skills Training Framework 2022

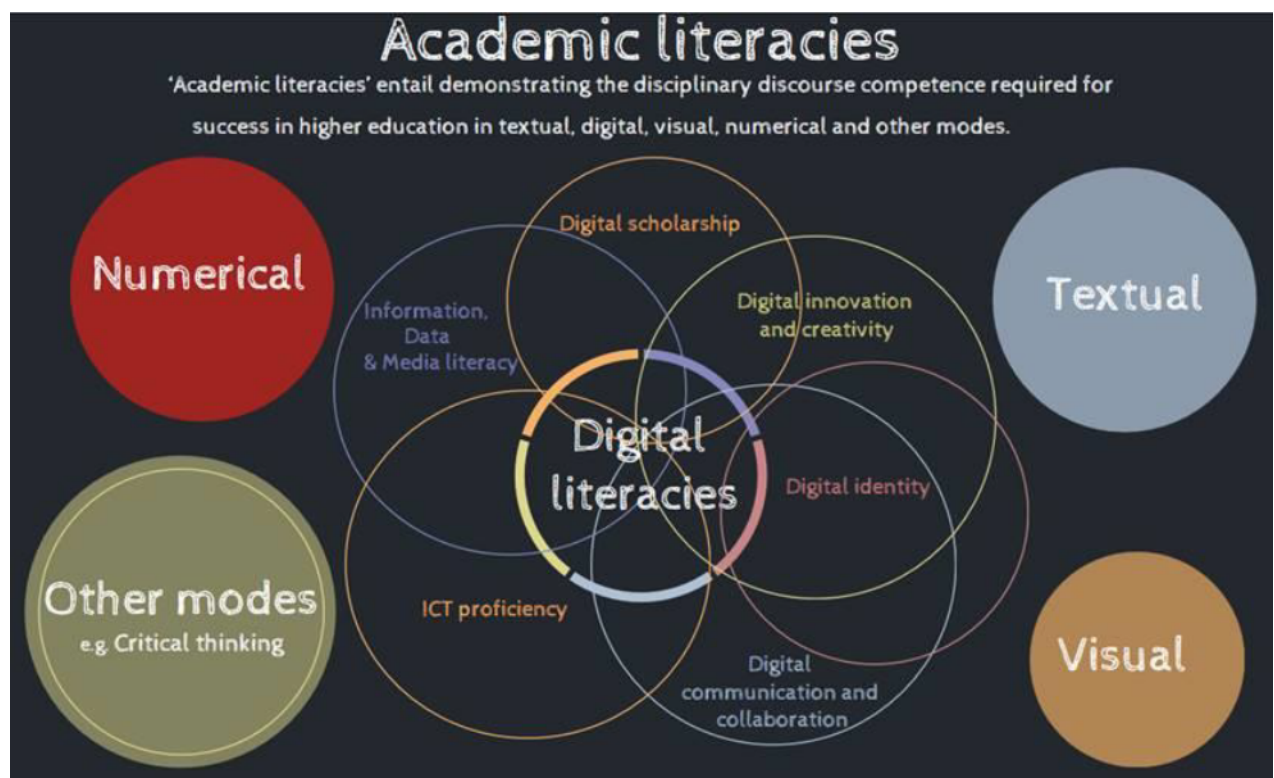
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1. The Framework

The Framework describes the development of different levels of digital and information skills. It articulates broad principles and ways of integrating information skills into teaching and learning keeping in mind the overlap of information literacy with other literacies like digital, media and data literacies. The collaboration by the library with academic- and support services staff fosters innovative programmes for expanding information skills. Through these programmes, students achieve outcomes which are transferable into their careers as SU graduates.

2. Digital and Information Skills Mission

The digital and information skills mission of the Library and Information Service is to develop and deliver a quality learning and training experience to the University Community with the realisation that digital and information skills falls within the larger academic literacies framework that guides the institution.



(Stellenbosch University, 2020)

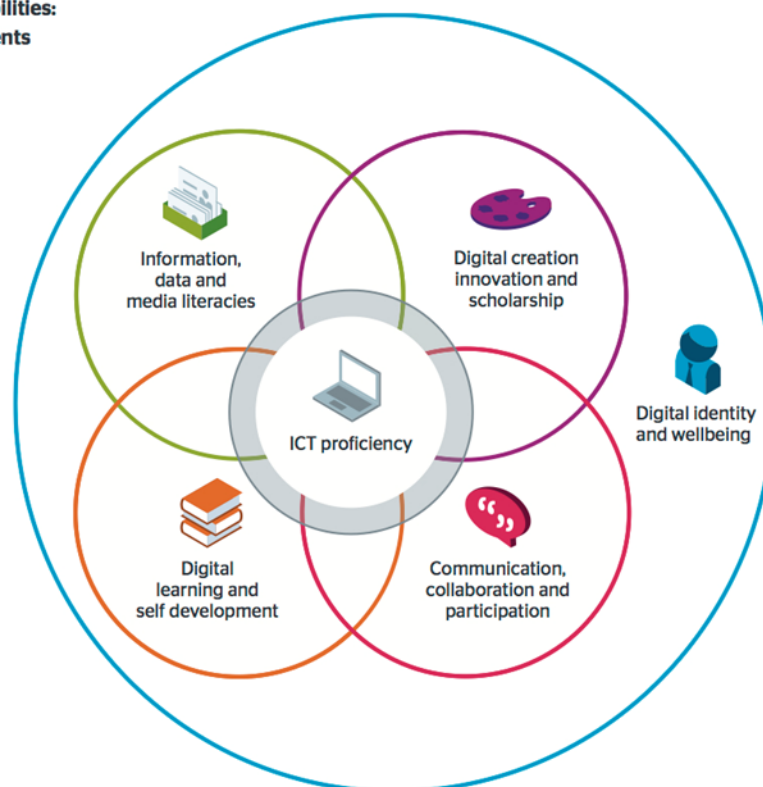
The Library and Information Service provides leadership in developing the essential digital and information knowledge and skills of the academic community. The digital and information skills programme promotes critical thinking and equips individuals for lifelong learning. In partnership with academic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

3. Definitions: Information Literacy and Digital Capabilities

Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning (ACRL, 2015).

Defining *Digital Capabilities* or *Digital Literacies* is a moving goalpost as our understanding of needs in the digital environment in higher education grows (Killen, Beetham & Knight, 2017). Killen, Beetham and Knight (2017) on behalf of Jisc define digital capabilities as six overlapping elements:

**Digital capabilities:
the six elements**



Information literacy is included in this digital capabilities model with the idea that digital capabilities subsumes other literacies in higher education, with most of scholarly creation and interaction taking place in a digital environment. With digital identity and wellbeing underlying the other elements in digital capabilities, ICT proficiency centres this model. This signals digital citizenship and a basic skillset needed to navigate different areas within HE. In the digital space, there is an additional focus on creation rather than just the consumption of information. The digital capabilities framework makes space for the growing need for evaluative and critical thinking in the expanding world of information and mediums for information. This model further relies on access to technology for ICT proficiency which in turn facilitates the other elements of digital capability.

4. Digital and Information Skills Objectives/Attributes

To ensure the inclusion, integration and embeddedness of digital and information skills/capabilities 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 Stellenbosch University;
- transferability of skills across and beyond subject disciplines; and,
- 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. Digital and Information Literacy Competencies/Capabilities

The SU Library and Information Service information literacy capabilities are based on the capabilities identified in the Australian and New Zealand information literacy framework as well as the Scholarly & Digital Capabilities Framework from the University of Melbourne and the Digital Capabilities outlined by Jisc.

There are six core competencies/capabilities.

An information literate person:

Capabilities	Purpose	Learning outcome
1 Understands the question, identifies key concepts and understands the extent of the information need (FIND)	To enable clients to describe the information need in terms of the core issues or relevant keywords; use of Boolean operators	<ul style="list-style-type: none">• Defines and articulates the information need• Understands the variety of information resources• Re-evaluates the nature and extent of the information need• Selects the most appropriate methods or tools for finding information• Constructs and implements effective search strategies
2 Critically evaluates information and the information seeking process (EVALUATE)	To enable clients to be able to identify markers of poor-quality work both in both academic works and wider information sources (like websites, blogs, etc.)	<ul style="list-style-type: none">• Assesses the usefulness and relevance of the information obtained• Defines and applies criteria for evaluating information• Reflects on the information seeking process and revises the search strategies
3 Manages information collected or generated; uses information	Addresses relevant ethical and legal concerns such as plagiarism and	<ul style="list-style-type: none">• Records the information and its sources

	responsibly; understands and acknowledges cultural, ethical, legal and social issues surrounding the use of the information (ORGANISE AND MANAGE)	copyright; makes use of referencing methods – applying tools that make the academic venture easier e.g., Turnitin, Mendeley, etc.	<ul style="list-style-type: none"> Organises the information in folders/files/according to a logical system e.g., bibliography, literature review acknowledges cultural, ethical and socio-economic issues related to access to, and use of information recognises that information is underpinned by values and beliefs conforms with appropriate use of information legally obtains, stores and disseminates text, data, images or sound, and intellectual property
4	Applies prior and new information to construct new concepts or create new understandings (COMMUNICATE)	Critically uses information to develop new frameworks, theory, and contribute to or create niche areas of research, making use of existing resources	<ul style="list-style-type: none"> Compares and integrates new understandings with prior knowledge to add value Applies the information to create a new knowledge base, or to find solutions to problems Communicates knowledge and new understanding effectively for articles, PowerPoint presentations, assignments, etc.
5	Digital creation, innovation and scholarship (CREATIVE PRODUCTION)	To understand digital tools and technologies to be able to design or create digital artefacts with understanding of licensing and restrictions in the digital environment	<ul style="list-style-type: none"> Design or create new digital artefacts and materials in a variety of formats through varying digital processes, software and platforms; and to do so in response to digital challenges and opportunities To supplement research designs and methods using digital tools and/or processes
6	Creates and co-creates artefacts and spaces for presenting and communicating learnings from given tasks or projects (CONNECT, COLLABORATE & SHARE)	To understand where and how research impact can be generated for the benefit of societal access and understanding (open access), and to achieve high visibility for contribution to knowledge bases	<ul style="list-style-type: none"> An understanding of the research impact landscape Able to understand the implications for publishing and sharing knowledge on specific platforms, disciplinary academic journals, and appropriate platforms that promote interdisciplinarity in research

6. Digital and Information Skills/Capabilities Training (types, mode of delivery and assessment)

Training types	Modes of delivery	Assessment (refers to measuring and describing student learning) Evaluation (feedback regarding the effectiveness of the programme)
Orientation and general library usage Def. 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. NB keeping of statistics of these type of training <u>not</u> necessary	<ul style="list-style-type: none"> Self-paced tutorials (SUNLearn) Show and tell MS Teams 	<ul style="list-style-type: none"> Informal feedback from clients (Evaluation)
Individual training: In person or online Def. Module-specific (not assessed) or Generic training of an individual/s with an information need or problem (drop in or by appointment) (15 or more minutes). Content/outcomes: Focus on specific areas of Step-by-step guide – non-credit-bearing	<ul style="list-style-type: none"> Hands-on Interactive Computer-assisted Library guides MS Teams 	<ul style="list-style-type: none"> Informal feedback from clients (Evaluation)
Group: Generic – Contact or online Def. Generic NOT subject-specific training for a group. Session was pre-arranged and substantial preparation according to a lesson plan was done e.g., generic training programme. Content/outcomes: Focus on specific areas of Step-by-step guide – non-credit-bearing	<ul style="list-style-type: none"> Hands-on Interactive Computer-assisted Library guides Self-paced e-learning module on SUNLearn MS Teams Workshops 	<ul style="list-style-type: none"> Feedback from clients (forms completed by clients) (Evaluation) Focus groups (Evaluation) Questionnaires (Evaluation) NOT assignments related to modules
Group: Module-specific – contact and online 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. Content/outcomes: Focus on specific areas of Step-by-step guide according to module outcomes – non-credit-bearing	<ul style="list-style-type: none"> Hands-on Interactive Computer-assisted Library guides SUNLearn MS Teams 	<ul style="list-style-type: none"> Assignments related to module Feedback from clients (forms completed by clients) (Evaluation) Feedback from lecturer (forms completed by clients) (Evaluation)
Group: Module assessed	<ul style="list-style-type: none"> Hands-on Interactive 	<ul style="list-style-type: none"> Assignments Case studies

<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"> • SUNLearn • Subject-specific e-modules • Library guides • MS Teams 	<ul style="list-style-type: none"> • Tests that count towards a specific module
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7. Critical success factors

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

Resources used:

ACRL. 2015. *Framework for Information Literacy for Higher Education*. Available: <http://www.ala.org/acrl/files/issues/infolit/framework.pdf> [2022, March 7].

Bundy, A. (ed.). 2004. *Australian and New Zealand Information Literacy Framework: principles, standards and practice*. 2nd ed. Adelaide: Australia and New Zealand Institute for Information Literacy. Available: https://www.utas.edu.au/_data/assets/pdf_file/0003/79068/anz-info-lit-policy.pdf [2022, March 11].

Corrall, S.M. 2007. Benchmarking strategic engagement with information literacy in higher education: towards a working model. *Information Research*, 12(4) paper 328. Available: <http://www.informationr.net/ir/12-4/paper328.html> [2022, March 11].

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University of Melbourne, 2020. *Scholarly and digital capabilities framework: Building students' capabilities with data, information, knowledge and technologies for 21st century learning, research and work*. Available: https://library.unimelb.edu.au/_data/assets/pdf_file/0004/3508078/2020-draft_Scholarly-and-digital-capabilities-framework.pdf [2022, March 27].