

Queensland University of Technology and QUT Library's Information Literacy Framework

https://olt.qut.edu.au/udf/information_literacy

A submission for the Australian Award for University Teaching 2003

Institutional Award: Category 1
Innovative and practical approach to the provision of
support services (on, and/or off campus) that assist the
learning of students.

Dedicated to the memory of
Jan Novak
Associate Director, Library Services (Development): 1987–2003



Queensland University of Technology

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Section 1: The Service	Item A Item B Item C	Teaching and Learning Committee Representation (<i>by Faculty Teaching Librarians</i>) Library Teaching Staff professional development <ul style="list-style-type: none"> Professional Information Literacy Development Initiative EduLib Overview EduLib Outcomes Graduate Certificate in Education (Higher Education) Testimonials <ul style="list-style-type: none"> Creative Industries Librarian Humanities Librarian
Selection Criteria 1	Item D Item E Item F	Core Foundation units: Outlines Faculty of Science—Teaching and Learning Large Grant Project: <i>Enhancing the Development of Information Literacy in Science</i> Interim Project Report Faculty of Business Information Literacy Standards Mapping Database
Selection Criteria 2	Item G Item H Item I Item J Item K Item L Item M	“Getting Started” Pre-Orientation Course <ul style="list-style-type: none"> 2-Day Program Integrated Literacies Framework Generic information literacy course (extra-curricula): Information Literacy Education and Training Program Endnote course details Information Literacy Statistics <ul style="list-style-type: none"> PILOT Statistics Session Statistics QUT Library Information Literacy Statistics Website PILOT Exercises Online Learning and Teaching Pages <ul style="list-style-type: none"> LIB101 QUT Library Information Literacy LIB102 EndNote IFN001 Advanced Information Retrieval Skills (<i>AIRS</i>) LIBEDU Information Literacy for Education Guides, multimedia learning resources and help services <ul style="list-style-type: none"> Video modules of LSB607’s Information Retrieval Skills Component (Select one of the modules to view an instructional video) <i>AIRS</i> Online EDB006 Learning Networks Subject Pathfinders External Services Booklet Ask A Librarian
Selection Criteria 3	Item N Item O Item P Item Q Item R Item S Item T Item U	PILOT: Institutional customisations <ul style="list-style-type: none"> Catalyst: University of Technology Sydney (as part of the UTS BELL Project) Visa: James Cook University, Qld PILOT: Leeds Metropolitan University, UK Position Descriptions for: <ul style="list-style-type: none"> Information Literacy Coordinator <i>AIRS</i> Librarian Liaison Librarian (Level 7) Liaison Librarian (Level 6) QUT Library Information Literacy Strategic Action Plan 2003 Professional visits and sabbaticals to QUT Library Teaching Staff: professional development and contributions <ul style="list-style-type: none"> Consultancies & workshops Library Teaching Staff: professional development and contributions <ul style="list-style-type: none"> Keynotes, conferences and lecture tours Library Teaching Staff: professional development and contributions <ul style="list-style-type: none"> Publications Information literacy for the community: Outreach 2002 Final Report
Selection Criteria 4	Item V	Promotional Activities <ul style="list-style-type: none"> Promotional Plan for Course Coordinator’s Library newsletter: Directions Other QUT publications documenting Information Literacy activities
Selection Criteria 5	Item W Item X Item Y	FIFA Evaluation Form Examples of SETs/SEUs Advanced Information Retrieval Skills (<i>AIRS</i>) Review 2001: Final Report
Selection Criteria 6		See TESTIMONIALS above

Introduction

Queensland University of Technology (QUT) is committed to developing graduates who can mature as competent professionals within their chosen disciplines and “contribute to the economic, social and cultural development of Australian society”. The university thus aims to arm graduates with a set of “emerging skills and knowledge”¹ that enables them to be self-directed learners and adaptable employees with a capacity for lifelong learning. QUT educators, recognising the critical relationship between appropriate curriculum design, effective teaching and learning strategies and the development of such skills, strive to provide high quality educational experiences for students that develop the multiplicity of generic capabilities within a discipline context.

This submission outlines the *QUT Information Literacy Framework*, a systemic initiative that seeks to enable and empower students as critical and independent users of information by embedding information literacy skills, as an “emerging skill” and key generic capability, into the whole learning experience. The submission summarises the systems and strategies that underpin the initiative, including pedagogical realignment, course reform, policy development and strategic planning, university-wide organisational infrastructure, print and online learning resources, teaching and learning partnerships and staff development.

The Service²: The QUT Information Literacy Framework³

No single person or group of individuals is capable of assimilating all the available information or keeping abreast of new information as it is generated. The ability to independently and appropriately gather information ... will be a key element in an updated concept of literacy.

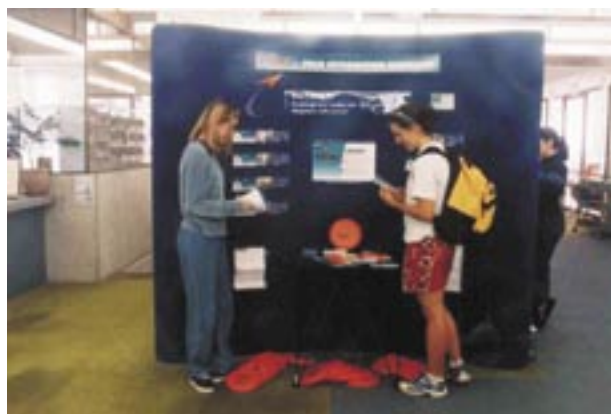
Breivik and Gee, 1989, *Information Literacy: Revolution in the Library*

Information literacy is a key competency for lifelong learning and is fundamental to QUT’s teaching and learning goal of developing graduates who can “recognise when information is needed, [and] have the ability to locate, evaluate and use effectively the information needed.” By knowing “how information is organised, how to find information and how to use information effectively”⁴, QUT’s graduates will have learned how to learn.

With the Library’s leadership, QUT has implemented the *QUT Information Literacy Framework*—a strategic, systematic and sustainable model of information literacy teaching and learning focused on:

- i. raising the awareness of students and staff to the notion of information literacy as a lifelong learning attribute;
- ii. developing understanding of the inherent principles and practices of information literacy; and
- iii. raising levels of student competence in information knowledge and skills; and
- iv. modifying attitudes and informing teaching and learning behaviours.

Over a three-year period, QUT Library and the QUT community have worked collaboratively to closely align *QUT Information Literacy Framework* initiatives with strategic planning and educational processes to achieve desired teaching and learning outcomes.



Promotional campaign for PILOT: online information kit tutorial

¹ Commonwealth Department of Education, Science and Training, *Striving for Quality: Learning, Teaching and Scholarship*, DEST Report 6891.HERC02A, June 2002, Canberra, p. ix.

² It is difficult to describe QUT’s holistic approach to the teaching and learning of information literacy in terms of a “service”. Therefore, for the purposes of this application, “service” will denote the full extent of information literacy-related teaching and learning services, methods, resources and initiatives at QUT thus designated as “*QUT Information Literacy Framework*”.

³ To avoid confusion, in this context “*QUT Information Literacy Framework*” will subsequently refer to the university’s information literacy initiatives collectively, as distinguished from the written policy document formally titled *Learning for Life: the Information Literacy Framework & Syllabus*. Where differentiation is relevant or necessary, the latter will be referred to in its entirety as the *ILF&S*.

⁴ American Library Association, 1989.



Policy and practice

Learning for Life: the Information Literacy Framework & Syllabus (ILF&S) (Online: Key Resources) was developed by the Library to provide a theoretical base and practical direction for implementation of the *QUT Information Literacy Framework* (Online: Key Resources). The *ILF&S* serves as a guide for QUT administrators, teaching faculty, library teaching staff⁵ and general QUT support staff by promulgating models and strategies for developing and evaluating information literacy in terms of student learning outcomes, curriculum structure and assessment. The *Framework (Principles and Plans)*, presents policy as a longitudinal plan and is available in print and PDF, while the *Syllabus (Practices)*, the practical companion resource to the *Framework*, is available electronically through the Library's web site.

The *ILF&S* was produced by the Library's Information Literacy Coordinator in consultation with relevant library stakeholders such as Faculty Liaison Librarians, senior library management and various library committees. Counsel of the broader QUT community was solicited through a formal reference group consisting of nominated university staff with teaching and learning expertise and responsibilities in the area of generic skills development.

In 2001, the QUT Teaching and Learning Committee endorsed the *ILF&S* as guiding policy, and QUT Library continues to receive universal recognition of its strategic value to educational outcomes.

I recently received your "Information Literacy Framework and Syllabus" documents. They are really excellent! Would it be possible to send me a couple of additional copies?

University Librarian, University of Wollongong

The work at QUT is built on solid principles, which we are trying to adopt as part of our own approach to information literacy ... [It] inspired the formation of our own ILU ... and the Framework informed our ILU strategy and the work we are embarking on with faculties.

Jo Parker, Information Literacy Unit Manager, The Open University, UK

Model for curricula implementation of the initiative

The *QUT Information Literacy Framework* presupposes interplay of three primary teaching and learning taxonomies to create the *Tri-curricula Information Literacy Learning Scaffold (TILLS)* (Supporting Materials: Figure 1). *TILLS* is seeded in first year foundation (or core) units and continues throughout all years of a course, culminating in capstone units where applicable. *TILLS* components are as follows:

- 1. Extra-curricula (supplemental)**—lectures, workshops and short courses on basic information skills provided by library teaching staff and attended at the discretion of individual students. Information literacy content learnt in such interactions is *generic* (i.e: discipline-neutral) and *non-targeted* (i.e not aligned with any unit and/or course). If applicable, assessment is formative only and designed to provide immediate feedback to students for their own learning. The outcome is short-term functional application of basic information skills.
- 2. Inter-curricula (integrated)**—lectures, workshops and short courses in information literacy provided by library teaching staff in consultation with, or at the request of, individual academics, and attended by students as a unit requirement. Information literacy content is *generally contextualised* within a unit curriculum and timetable (i.e: discipline-related), and *targeted to the broad but immediate needs of students in a single unit*. Where required, assessment is generally summative in nature, supplemental to primary assessable requirements and may be assigned a nominal to moderate weighting. The outcome is task-specific application of basic information skills.
- 3. Intra-curricula (embedded)**—learning opportunities and experiences designed, delivered, assessed and evaluated via collaborative partnerships between academic and library teaching staff within the full curricula of a course and each associated unit of study within that course. Information literacy content is *always contextualised* within the content and assessment of a single unit as connected to multiple units within a course (i.e: discipline-driven), and *targeted to the specific and immediate to long-term needs of students in each unit/course*. Assessment elements of the unit are a combination of formative and summative mandatory requirements of the unit and/or course, and are weighted accordingly. Through recursive and iterative learning opportunities, the outcome is deep, durable learning and transferable application of complex information literacy concepts and skills.

⁵ Also referred to as "Faculty Teaching Librarians" or "Faculty Liaison Librarians". Where teaching is not the primary focus, the latter term will be applied.

Infrastructure, resourcing and organisational support

QUT Library provides extensive non-technical infrastructure to facilitate and support wide-ranging *TILLS* initiatives (Supporting Materials: Figure 2). This “soft” infrastructure entails organisational restructure, staffing and funding, as well as significant engagement across a range of university, faculty, school, DIAS⁶ and library committees and working parties. Significantly, the Library’s organisational infrastructure includes two dedicated full-time information literacy staff (*Information Literacy Coordinator and AIRS Librarian*), 19 Faculty Teaching Librarians, two governance committees (*Information Literacy Advisory Team and Endnote Advisory Group*) and several internal information literacy-specific communication and information sharing mechanisms, such as an email list, bi-monthly newsletter, intranet-based information literacy portal and Lunchbox Colloquia.

Milestones and ongoing review

The development and implementation of components of the *QUT Information Literacy Framework* has occurred over a relatively brief time. Figure 3 (Supporting Materials) illustrates critical milestones and initiatives during this three-year period.

Partnerships and consultation

To ensure consistent practice, equal outcomes and uniform distribution of information and support across the university, QUT Library commits significant staff resources to representation on many QUT Teaching and Learning Committees and project teams. Library professionals are strategically engaged in the ongoing planning, development and implementation of *TILLS* initiatives through:

- Representation on the Teaching and Learning Committees across all faculties (Online: Item A);
- Involvement in faculty and school teaching and learning projects (see Selection Criterion 1);
- Course development and accreditation processes (through Resource Impact Statements);
- Teaching and learning evaluation processes; and
- Teaching and learning small and large grant processes.

This strategic engagement of library staff in the implementation of the *QUT Information Literacy Framework* has been applauded by the DIAS Review Panel⁷, who commented that the extent to which library staff have focused on the improvement of information literacy of its client groups “represents an important strategic investment”⁸ for the university (p. 13). In their report, they identify the expansion of the Library information literacy services as an example of the “transformational nature of the teaching and learning environment within the Division and the University” (p. 17).

Staff development and professional support

To enhance student learning, QUT Library has assumed responsibility for expanding the educational skills of its Faculty Teaching Librarians. Through a number of staff development strategies, it has sought to strengthen their knowledge of learning theory, teaching methodologies, curriculum development, assessment of student learning, and the development, coordination, implementation, maintenance and evaluation of information literacy programs⁹. For example, in 2000, the Library’s teaching staff undertook an eight-week localised adaptation of the UK *EduLib*¹⁰ program (Online: Item B). With the support of institutional bursaries and study



Library teaching facilities

Library teaching facilities schemes, the Faculty Teaching Librarians continue to further their pedagogical knowledge and inform their practice by undertaking other informal and formal developmental opportunities, such as Graduate Certificates in Education (Higher Higher) (Online: Item C). Such emphasis on professional development ensures high quality delivery, consultation and service provision to students and academics.

⁶ Division of Information and Academic Services.

⁷ Review of the Division of Information and Academic Services (DIAS) 2002: Final Report.

⁸ <http://www.qut.edu.au/chan/pr/ltd/review/dias.pdf>

⁹ Characteristics of Programs of Information Literacy that Illustrate Best Practices (Category 8: Staffing).

¹⁰ <http://www.hull.ac.uk/edulib/>



How the service targets the identified needs of students and enhances their learning

The *QUT Information Literacy Framework* is dependent upon mutual ownership and universal adoption of the following elements:

Principles: With the capacity for lifelong learning as the ultimate outcome, QUT recognises that information literacy is a prerequisite for lifelong learning which “is common to all disciplines, to all learning environments, and to all levels of education”, and which “enables learners to engage critically with content and extend their investigations, become more self directed, and assume greater control over their own learning”¹¹. To ensure that information literacy is a pervasive and enduring part of the learning environment¹², the university undertakes, via the *QUT Information Literacy Framework*, to provide rich learning experiences and opportunities that cater to the diverse, but particular, learning needs of students, and which ensure the inclusion, integration and embedding of information literacy into course curricula (Supporting Materials: Figure 4).

Method: To facilitate comprehensive skills acquisition, the Library has cultivated a unique curricula analysis methodology using the *Australian Information Literacy Standards* (Online: QA Mechanisms) as the cornerstone of the *ILF&S* and *TILLS*. The Standards, which identify 25 key information literacy learning outcomes, serve as an internal mechanism for measurement as well as a shared benchmark of indicators between Australian and New Zealand universities.

Process: By working in partnership with academics, project teams and course coordinators, Faculty Liaison Librarians contribute to the creation of innovative *TILLS* experiences for students within the *QUT Information Literacy Framework*. The DIAS Review Panel particularly highlighted the work of liaison staff in this regard, and commended the extent to which leadership is being exercised in a “hands-on” way: “Library staff are now penetrating and making valuable contributions to new areas of the Division and the University where previously they made little or no impact. This is a very positive development which can only be expected to expand in the years ahead” (p. 13).

Since these students are external, this [information literacy class] helps to break down experiences of isolation, as well as exemplifying social constructivist principles. I expect that this innovative and practical approach will be well received by the students. This work is an example of how the Library works at a high level of teaching and learning with academics with the objective of contributing to excellence in student outcomes.

Dr Robert Peard, School of Mathematics, Faculty of Education

Quality assurance: Products and services developed to support the *QUT Information Literacy Framework* are designed to comply with a wide range of standards, criteria and QA processes, such as the *Australian Information Literacy Standards*, the Association of College and Research Libraries (ACRL) *Characteristics of Information Literacy Best Practices* criteria, the ACRL *Internet Education Project* (IEP) *Online Instructional Materials* criteria (Online: QA Mechanisms) and Commonwealth University Management Benchmarking (CHEMS) projects.



AIRS librarian teaching IFN001

Evaluation: Using a variety of methods and instruments, QUT Library leads systematic appraisal of *TILLS* strategies and initiatives to ensure quality learning and to inform future planning and decision-making processes. These methods include student peer and self-assessment, surveys and focus groups, traditional tests and informal quizzes, standardised and/or informal university procedures (e.g: SET/SEU¹³ and WOLF¹⁴) and other formative and summative assessment methods where applicable.

Please refer to the testimonials in the supporting materials and online evidence for QUT student, QUT academic staff and non-QUT testimonials at: https://olt.qut.edu.au/udf/information_literacy

¹¹ CAUL *Australian Information Literacy Standards*: ©2000

¹² Carpenter, K. 1996, A Library Historian Looks at Librarianship, *Daedalus* 125.4, p. 77.

¹³ Student Evaluation of Teaching/Student Evaluation of Units.

¹⁴ Web Online Feedback.

Selection criteria

1. Extent to which the service promotes/facilitates equitable student access and progress in higher education

QUT acknowledges that, in the face of enormous global growth in information and with lifelong learning as the foundation for lifelong employability¹⁵, information literacy skills are critical for effective participation in the new knowledge economy. Through the rigorous implementation of the *QUT Information Literacy Framework*, QUT educators can ensure that graduates are capable of accommodating new environments, adapting to new experiences and becoming sophisticated and resourceful users of information and technology. The *QUT Information Literacy Framework* responds to the correlation between information literacy, critical thinking and advanced learning taxonomies (such as resource-based and problem-based learning), and is sufficiently flexible to meet the specific needs of students in relation to gender, socio-economic status, race and mode of study.

QUT Library takes a leading role in developing, promoting and implementing a managed progression of initiatives targeting curricula reform. The work of the Library is based on the conviction that information literacy skills and knowledge are most effectively learnt and understood by students when contextualised—or embedded—within discipline-based learning experiences, in conjunction with “scaffold” learning opportunities.

Scaffold programs typically take the form of orientation or generic courses conducted throughout each semester, and/or discipline-based foundation and capstone units as part of a degree (Online: Item D). Such programs establish a functional level of skills application for all commencing students, regardless of prior opportunity and experience.

However, as a strategic and desirable outcome, the DIAS Strategic Plan for 2006 specifically targets the progressive embedding of information literacy (using the *Australian IL Standards* as the foundation) and the collaborative development of associated teaching and assessment methodologies. Several significant faculty projects are already responding to this action:

- **Faculty of Science:** Teaching and Learning Large Grant project—*Enhancing the Development of Information Literacy in Science* (Online: Item E). The Faculty of Science, along with the Library and Teaching and Learning Support Services (TALSS), was awarded a QUT Teaching and Learning Large Grant of \$150,000 to embed the development of information literacy skills into the undergraduate curriculum. This project is the first systematic faculty-wide attempt to convert the theory of the *ILF&S* into action in the classroom and across all levels of the curriculum. The greater project team consists of approximately 20 subject coordinators and teaching staff spanning seven discipline areas and all schools within the faculty. The project, involving full reform of the undergraduate bachelor degree course, is due for completion at the end of 2003.
- **Faculty of Education:** Teaching and Learning Large Grant project—Bachelor of Education Reconceptualisation & Review: *Mapping the content & assessment against the IL Standards using the IL Syllabus*.

The Information Literacy Initiative is a very clearly conceptualised one that provides an excellent basis for integrating the associated skills into [Education] courses and units in eminently understandable and accessible terms for both staff and students. It is an initiative that deserves the highest possible commendation and recognition.

Dr Ian McPherson, Director, Academic Programs, Faculty of Education

Dr Tania Aspland, BEd Course Coordinator, Faculty of Education

- **Faculty of Health:**
 - **School of Nursing**—Small Teaching and Learning Grant curriculum reform project: *Building generic skills into undergraduate course IL Standards using the IL Syllabus*. This project aims to enhance the development of information literacy skills of undergraduate nursing students. The school believes that it is critical for undergraduate nursing students to develop a sound repertoire of information literacy skills, and has implemented the *InfoLit-Nursing Strategy*, which takes a “whole of course” approach to the development of information skills for students in the Bachelor of Nursing course (and related double degrees). As Robyn Nash (Assistant

¹⁵ The Institution of Engineers, *The New Australian Learning System*, 21 September 2000, IE Australia, Vic.



Dean/Teaching and Learning, Faculty of Health) states, “the InfoLit-Nursing strategy will lead to an improvement in students’ abilities to locate, manage and use information relevant to the practice of nursing and will, thus, enhance the development of skills that are fundamental to evidence-based practice, knowledge development and lifelong learning”.

- **School of Human Movements**—Teaching and Learning Committee Information Literacy Workshop. Curriculum mapping and analysis resulted in a full mapping of the assessment of courses and units against the *IL Standards* using the *ILF&S* (commenced 2002).
- **School of Psychology and Counselling**—mapping the *IL Standards* into first year assessment (commenced 2003).
- **Faculty of Business:** First year core units project—*IL Standards Mapping Database* (Online: Item F). The Library has created a methodology for mapping the *IL Standards* against unit assessment for the purposes of creating course information skills profiles. To this end, the faculty instructional designer and faculty librarians have created a database to automate the process by electronically recording and reporting activity in core units. Transferable across disciplines, the database will assist with similar endeavours in other faculties.

Such systemic outcomes necessitate strong and enduring collaboration within QUT. Consequently, Faculty Teaching Librarians lead and actively engage in a range of collaborative teaching and learning partnerships and curriculum development initiatives. With outdated methods of support no longer having currency in institutions of higher education, the DIAS Review Panel observed that the necessary change in the advocacy role of library staff is being well recognised at QUT (p. 17). As Wright notes, “the integration of generic skills into the curriculum will only progress smoothly and successfully if everyone is willing to work together at all levels; department, faculty and University.”¹⁶

In addition to curriculum design and delivery, the Library also provides a range of print and electronic learning resources that support the *QUT Information Literacy Framework*. Many of these resources are available from the Library’s information literacy web site (Online: Key Resources), which provides client-specific “doorways” for students, academics and visitors to information directly pertaining to their specific teaching and learning needs. The web site also provides detailed course information, a searchable course finder and an automated course registration system. Other materials have been developed in multiple formats to ensure equitable access to learning support.

2. Extent to which the service assists students to address any special learning needs

In line with QUT’s information literacy outcomes, QUT Library provides a range of information literacy services and resources that cater to the needs of students studying at any level, at any time, in any mode (including flexible delivery and distance learning modes) and accommodate diverse learning styles and needs. Significant examples are listed as follows:

Courses and programs

“*Getting Started at QUT*” (Online: Item G): A two-day transitional (or pre-orientation) program for commencing students, which blends information literacy, academic literacy and technological literacy skills into a single generic curriculum. Implemented in Orientation 2003 as a collaborative DIAS initiative and built on previous departmental and DIAS orientation programs, “Getting Started” uses a rich-task approach to learning activities embedded within the course.

“*Info Lit Education & Training Program*” (Online: Item H): A semester-long program of generic short courses for undergraduates to learn the information skills they need for their studies, such as how to effectively search the Library catalogue, bibliographic databases and the Internet. All sessions are free of charge and are conducted as hands-on workshops in PC training labs. After-hours and weekend scheduling of classes accommodates the needs of part-time and working full-time students. The program is accessible via an online searchable database, and a print calendar is distributed in large numbers at the beginning of each semester.

AIRS (and IFN001): Advanced Information Retrieval Skills course for research students. Sessions include search strategy development, library catalogue, bibliographic database and Internet searching, current awareness and information management strategies and Endnote training. *AIRS* is offered as a 12-hour

¹⁶ Wright, L. et. al. 1997, University of Wollongong Generic Skills Working Party: *Final Report and Recommendations*.

four credit point course (*IFN001*), or as a service course taught within a unit structure (*Service Course* mode). With each course conducted in fully equipped PC training labs, *AIRS* provides a hands-on and practical learning experience for students. *AIRS/IFN001* is *compulsory* for all doctoral students, who must have completed, or be completing, *IFN001* by Stage 2 confirmation (unless exempted by the QUT Research Degrees Committee).

I think [AIRS] is an excellent program, which fulfills an important need for research students. In many ways it provides a model of an effective, efficient, and responsive way to deliver research training. My discussions with my peers lead me to the conclusion that this view is widely held.

Masters (Research) student

*Endnote*¹⁷ course (Online: Item I): The Library's three-part course for research students (Introductory, Advanced and Expert) enables students to maximise the functionality of the software. Specifically designed to meet the particular needs of research students, courses are scheduled throughout the year (including evening and weekend sessions) and supported by a range of resources and services, including:

- Self-paced tutorials for Endnote available from the Library's web site;
- LIB102, the Endnote OLT site, with links to additional resources;
- An *Endnote Advisory Team* to oversee activities, initiatives, evaluation and ongoing development and an *Endnote Technical Assistance Hotline*; and
- An automated course registration system to facilitate enrolments and manage waitlists.

Special demographic groups: The Library designs and delivers unique programs for international, external and remote, mature-entry, Q-Step¹⁸, NESB and ESL students.

Coming from an ESL background, I found that the ... spoken language used in class was simple and easy to understand. The lecture was delivered at a normal rate, easy to understand by any ESL student.

PhD student

I have a disability, and so by informing and enhancing my use of [document delivery services and online resources], AIRS has helped make my disability less of an issue for my studies.

Masters (Research) student

Independent learning support

Online tutorial—PILOT: Your Information Navigator (Online: Key Resources): QUT Library has produced a comprehensive online tutorial that aims to develop basic information literacy skills and understanding. *PILOT* was released in February 2000 and provides a self-paced independent learning option for students. Subsequently it has been adopted by many faculties as a *compulsory component* of core units, and by individual academics as *compulsory assessment* for specific units. Rising statistics indicate a high rate of use by students (Online: Item J). To further improve its educational effectiveness, *PILOT* has undergone a number of enhancements relating to pre-test and post-test functionality. Diagnostic pre-tests were developed for the eight modules, designed to enable students to gauge prior knowledge before undertaking each module. The post-test enhancements implemented measurable final assessment items for all *PILOT* modules to further facilitate student learning (Online: Item K).

Online learning and teaching pages: (Online: Item L): The Library has established several generic online unit pages on QUT's *Online Learning and Teaching* system (OLT) designed to support student learning:

- *LIB101*: links to additional generic learning activities and resources, such as multiple choice quizzes, discussion forums and chat facilities;
- *LIB102*: the companion site to the Library's public Endnote site, which provides students with secure access to software, personalised assistance and up-to-date information regarding Endnote;
- *AIRS/IFN001*: course information for *AIRS* students; and
- *LIBEDU*: additional discipline-specific information literacy learning activities and resources for education students.

¹⁷ Bibliographic management software.

¹⁸ QUT's special access program, which provides increased opportunities to people from low-income families who wish to enter the university's undergraduate courses.



Guides, multimedia learning resources and help services (Online: Item M): The Library utilises a range of multimedia products to enhance learning, such as *Viewlets*, *Flash*, *Microsoft Producer* and *Channel Q* (in-house QUT video streaming), and students have access to a suite of Internet-accessible help tools and services, such as:

- Video “learning bites”;
- *Subject Pathfinders* (web-based discipline-specific resource guides);
- The External Services Booklet (information searching guide for external students);
- *Ask-a-Librarian* help services (email help service); and
- The *Nightline* service (after-hours technical support, in collaboration with Griffith University).

One-to-one tuition

All students can seek individual instruction from the Library’s information desks during business hours, and by appointment with Faculty Liaison Librarians. The *AIRS* Librarian provides extensive individual support for research students, as does the External Services Librarian for remote and distance learners.

3. Extent to which the service is innovative and practical

The conceptual, pedagogical and practical approaches with which QUT Library approaches students’ learning has set a benchmark of excellence that continues to draw worldwide acclaim (Supporting Materials: Testimonials). Strategic positioning, active engagement with academics, methodical curriculum reform and the development of high quality resources and institutional ownership of information literacy, as reflected in the *QUT Information Literacy Framework*, particularly places QUT at the forefront of information literacy development.

After reading articles and visiting many universities’ webpages (USA, Canada, Great Britain and Australia) we are quite convinced that the work going on at QUT is the most interesting. We are very impressed about the strategic and well organised work at QUT [sic]. A problem in many other universities is that the question of implementing information literacy seems to be seen as mostly a matter for the Library. At QUT, information literacy [has been] put into a context within the whole university.

Birgitta Hansson, Head of Department, Örebro University Library

Indicators and examples of innovative practice include:

Programs and courses: *AIRS* is distinguished as the only accredited university information literacy course in Australia. It uses SET/SEU¹⁹ to inform continuous improvement of the program. Student feedback indicates that *AIRS* is a highly regarded learning experience²⁰. QUT Library is also the first to commence the development of a facilitated, semi-synchronous online research-level course such as *AIRS* (implementation scheduled for 2004) (Online: Item M and Supporting Materials: Figure 7).

Learning resources: *PILOT* is highly regarded as an educational tool by QUT and non-QUT practitioners alike. As testament to its quality, QUT Library has been approached by many institutions to share the intellectual and technical content for localised customisation (Online: Item N and Supporting Materials: Testimonials).

“A hard one to beat” ... we will be quoting PILOT as the best practice model for an online information literacy tutorial in our report to our Academic Board.

Glynis Bramley-Moore, Information Literacy Project, Southern Cross University Library

Staffing and recruitment: QUT Library supports two dedicated information literacy staff positions, and was the first academic library in Australia to appoint a full-time Information Literacy Coordinator. Revised position descriptions and promotional criteria for the Faculty Teaching Librarians now emphasise mandatory pedagogical requirements (Online: Item O).

Policy development: Underpinning the teaching and learning goals and objectives of the university, the *ILF&S* provides a unique model for the development of information literacy and other graduate capabilities.

I think the strategic emphasis on the importance of IL is a fantastic achievement [for QUT].

Academic, Centre for Academic Development and Flexible Learning, University of Western Sydney

¹⁹ Student Evaluation of Teaching/Student Evaluation of Units.

²⁰ *AIRS Review 2001: Recommendations* [preamble], p. 3.

Ongoing strategic planning and review: Information Literacy Planning Retreats, held every two years, provide an opportunity for QUT Library's teaching team to review and reflect on progress and plan future initiatives and strategies (Online: Item P). Information literacy initiatives align closely with DIAS and university strategic planning cycles.

Professional visits, sabbaticals and email communication: Since 2001, more than 30 Queensland, national and international academic and library professionals have visited QUT, seeking to learn from the Library's information literacy expertise (Online: Item Q).

Consultations and workshops: Library staff have provided information literacy consultancies and have facilitated a number of developmental workshops for various Australian and New Zealand universities, including ANU, UTS, UNSW, RMIT, Latrobe University, University of Newcastle, University of Waikato (NZ) and University of Otago (NZ) (Online: Item R).

Keynotes and lecture tours: The Information Literacy Coordinator has been an invited keynote speaker at two international conferences, and undertook a lecture tour in 2002 to several Canadian universities at the invitation of the Canadian Academic Research Librarians Group (Online: Item S).

Publication and professional representation: QUT Library plays a significant role in international, national and state information literacy-related organisations, associations and peak bodies, and makes a significant contribution to the information literacy discipline via publication in professional journals and presentations at national and international conferences (Online: Item T).

Information literacy for the community: QUT Library contributes to community learning and facilitates the transition from secondary to tertiary education by conducting programs and initiating projects for high school students and other non-QUT groups, such as:

- *Outreach 2002—High School and University Information Literacy Partnering for the 21st Century:* a collaborative project between QUT Library and MacGregor State High School to develop models for the design, development and delivery of information literacy within the senior school curriculum. This innovative project sought to align tertiary and secondary understandings of information literacy (Online: Item U);
- *Secondary schools:* tours, courses and classes provided on request and as a community service (no fee), particularly in the field of law and justice studies;
- *Business and industry:* courses individually designed for, and delivered to, government and industry groups on request and on a cost-recovery basis; and
- *Community groups:* classes provided on request and as a community service (no fee), such as Internet training for members of local retirement villages.

4. Extent to which students are aware of and use the service

QUT Library strives to improve the skills of every student through *TILLS* strategies. The increasing willingness of faculties to engage with information literacy and embed it into the curriculum is testimony to the ongoing success of the Library in this regard. Paradoxically, the successful embedding of information literacy into the curriculum creates a situation whereby students are not necessarily aware of the learning that is taking place. While there is deliberate effort to make previously implicit learning explicit, such as including information literacy outcomes on unit outlines, the very process of blending generic and discipline-based skills into the curriculum makes explicit learning desirably seamless for students.

Statistical evidence

The Library's information literacy statistics are compelling indicators of student use and awareness of the "service". QUT Library recorded over 33,000 teaching contacts in 2002 (representing 85 per cent of the total QUT student population) and has shown an average 15–18 per cent annual rise in course attendance since 1999. Each year, there are over 300 enrolments in *AIRS*, with approximately 700 students attending all course modules. A statistical summary is available on the OLT site (Online: Item J).

Promotion and marketing (Supporting Materials: Figures 5 and 6)

Significant attention has been given to raising student awareness of generic information literacy courses and resources. The Library's Community Services and Marketing Librarian coordinates and manages a range of promotional material (for example, brochures, postcards, giveaways and displays) and marketing



campaigns targeting particular client groups in the university, such as first year students and course coordinators (Online: Item V). The information literacy web site also plays an important role as a portal to information and resources for students.

The Faculty Liaison Librarians assume a pivotal role in connecting students to information literacy services and resources. By engagement with academics and students on a one-to-one basis and in small and large groups, attendance at faculty orientation programs and academic staff seminars, and publicity in QUT publications and newspapers, the librarians ensure that students are aware of available learning support. QUT's Office of Research also shares responsibility with the Library for informing students of their *AIRS* enrolment and completion requirements.

5. Extent to which students were/are involved in the decision-making processes relating to the development of the service

As the first department in DIAS to establish a Client Charter, QUT Library has a commendable record with regard to client focus and involvement, and is involved in a continuous process of improvement through student surveys, focus groups and interviews. This high level of client focus is reflected in the Library's approach to the design, development and delivery of information literacy programs and resources, including:

- Regular evaluation of generic undergraduate and postgraduate information literacy classes and courses on the basis of content and outcomes alignment, relevance and teacher performance (Online: Item W);
- Use of the ongoing SET and SEU in faculty-based programs and for library courses such as *AIRS* (the results of which are officially recorded against *IFN001* in the QUT database) (Online: Item X); and
- Ongoing focus groups and surveys to gain specific insight into information-seeking behaviour, satisfaction with library services and facilities, and potentially unmet needs for information and services. For example, feedback from research students during the *AIRS* Review (Online: Item Y) prompted significant modifications to *AIRS* content and assessment. Upon the implementation of the online equivalent of the course (*AIRS Online*), QUT Library will provide a rigorous, interactive and engaging learning experience for students, which combines self-paced and facilitated learning events, incorporates synchronous and asynchronous activities in the design, and uses technology to enhance learning (Supporting Materials: Figure 7).

6. Degree of student satisfaction with the service

The Library consistently receives excellent feedback from students regarding the generic and inter-faculty classes conducted by the Faculty Teaching Librarians, with words such as “innovative”, “excellent”, “practical” and “stimulating” frequently used by students to describe their learning experiences.

It is really useful because I never would have used those sites, so now I have done some practical work on the computer and confronted the complications that never happen in the lectures.

Undergraduate student

Wonderful! I am truly satisfied with the course. It taught me ways to find information that I never knew before.

Postgraduate student

While a rigorous process of evaluation informs the continuous improvement of the Library's own courses, successful embedding into the curriculum ensures that levels of student satisfaction reflect, but are difficult to extract from, whole-of-course approval. In this regard, feedback from academics and doctoral supervisors attests to the value and success of the *QUT Information Literacy Framework* more broadly.

After undertaking the Advanced Information Retrieval Skills (AIRS) (IFN001), [student's name] has acquired a very high level of Information Retrieval Skills. He also taught the literature search skills to two research fellows who are currently working with me.

Senior Lecturer, School of Mechanical, Manufacturing and Medical Engineering, QUT

When asked specifically about *AIRS*, the majority of students who participated in recent researchers' focus group sessions were aware of the course and had completed it, and most of those who had completed it in recent years reported finding it extremely useful. Additional ongoing feedback on *AIRS* is sought through informal email surveys, and formal SET/SEU feedback contributes to ongoing course improvement.

Whilst I am confident in my field and consider myself an adept user of the Internet, this course provided me access to skills and insights which I would have spent a considerable amount of time trying to develop on my own. I believe the AIRS program is an extremely important resource for students—especially part-time and more “mature” students.

Masters (Research) student

The AIRS course is an excellent course for the advanced development of information literacy skills. In attending the AIRS course I found the facilitator more than willing to assist with any special learning needs. To this day I believe that if I have any special needs requests they will be acted upon immediately.

PhD student

Continuous improvement of the Endnote course based on student feedback also indicates high levels of satisfaction.

Just a short note to thank you for your great session and invaluable help with End Note and searching techniques ... I particularly appreciated the way you went about helping us to come to grips with the concepts, possibilities and the technology—great stuff!!

EdD Student

Please refer to the testimonials in the supporting materials and the online evidence for further student and academic staff testimonials at: https://olt.qut.edu.au/udf/information_literacy



One-to-one teaching at information desks



Faculty teaching librarian and students

**Queensland University of Technology
and QUT Library's
Information Literacy Framework**

Supporting Materials

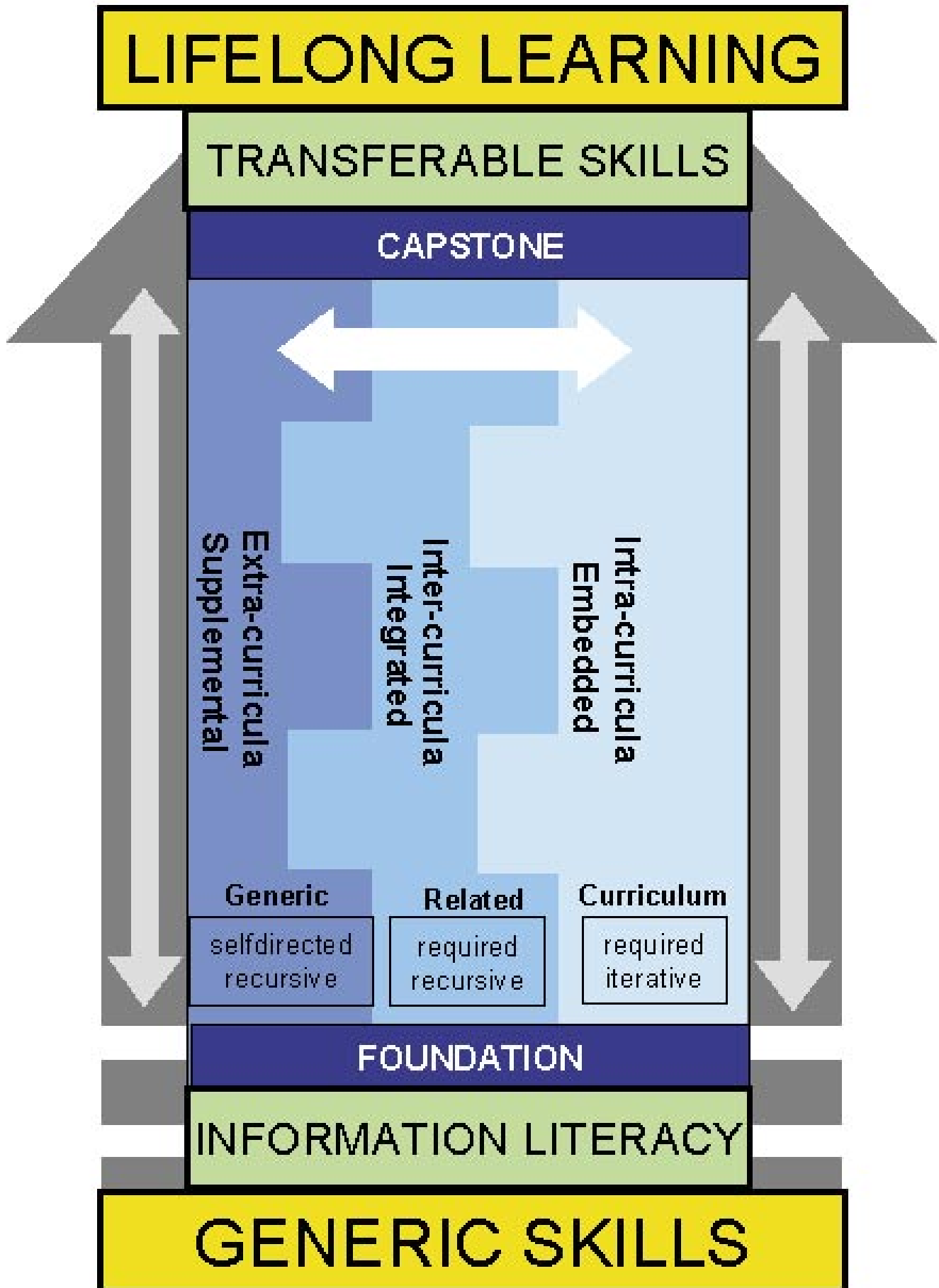
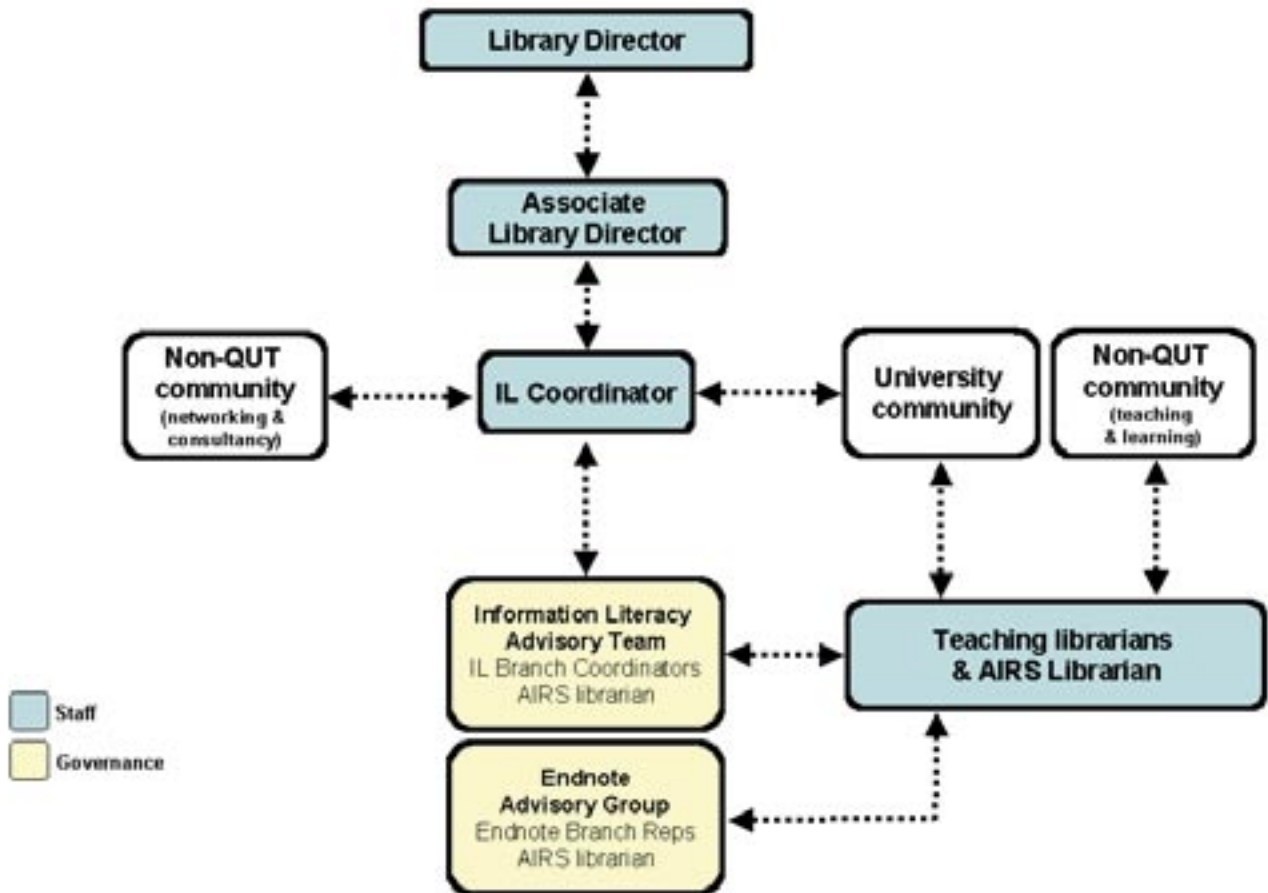


Figure 1: Tri-Curricula Information Literacy Learning Scaffold



QUT Library: Information Literacy Staff & Governance Infrastructure



QUT Library: Communication & Resource Infrastructure

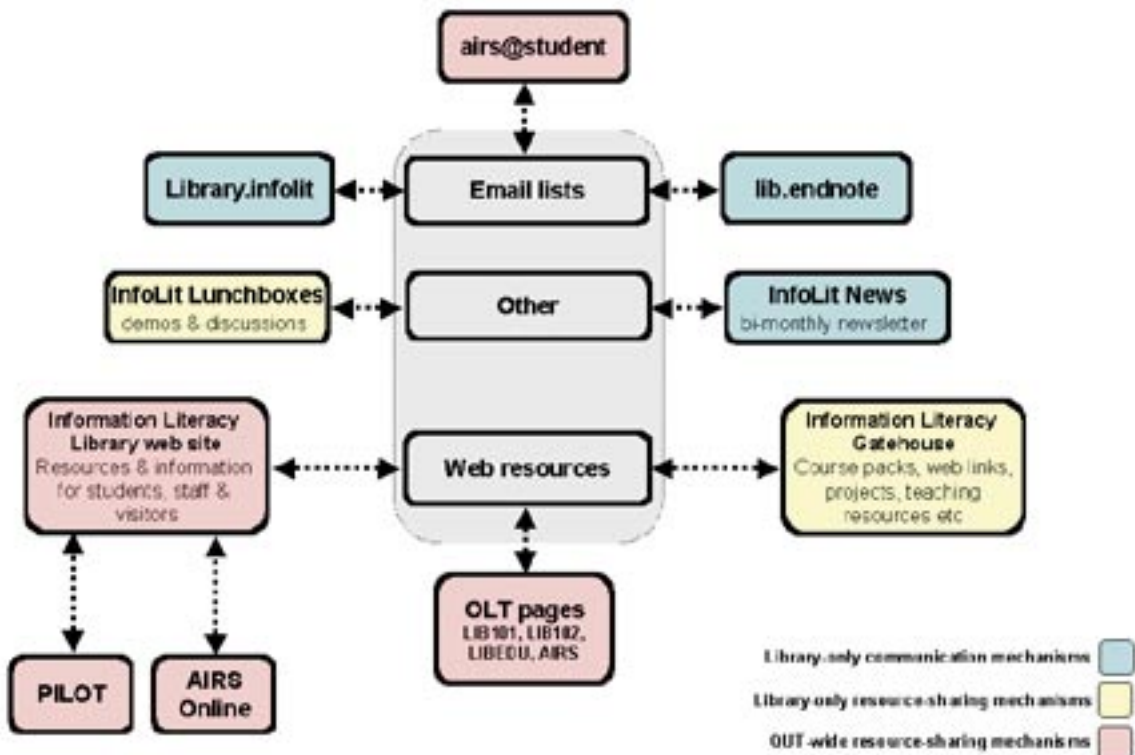


Figure 2: Infrastructure, resourcing and organisational support

This table illustrates the rapid and comprehensive development and implementation of critical components of the *QUT Information Literacy Framework*:

1999	2000	2001	2002	2003
Library Information Literacy Review & implementation of recommendations	PILOT (online tutorial): released (Sem 1) & marketing campaign completed	ILF&S: endorsed by QUT T&L Committee	ILF&S (Syllabus): ongoing development	AIRS Online: content & infrastructure development (Development & Testing: Stage II)
Position creation & appointment: Information Literacy Coordinator	ILF&S (Framework): writing	ILF&S (Syllabus): released 80/20	AIRS Online: content & infrastructure development (Foundation: Stage I)	PILOT Mark II development commences
PILOT (online tutorial) developed	ILF&S (Framework): Referral and approval processes (internal)	AIRS Review & implementation of recommendations	PILOT Post-assessment developed	LIBEDU: Education IL OLT site created
Implementation of Library information literacy communication & governance structures	ILF&S (Syllabus): Conceptual development	AIRS Online: conceptual planning	QUT Library Information Literacy website redeveloped	Outreach 2003 (high schools) in development
Significant Library information literacy strategic planning & staff development activities undertaken	ILF&S (Syllabus): Technical infrastructure development	PILOT Pre-assessment developed	Faculty of Science Large T&L information literacy project commences	
Implementation of Library-wide generic information literacy course program	Endnote: course added to generic program; Endnote Advisory Group established; website and resources created	LIB101 IL OLT site created	LIB 102: Endnote OLT site created	
Curriculum-embedding commences	IL Course coordinators marketing campaign completed		Outreach 2002 (high schools) completed	

Figure 3: Critical milestones

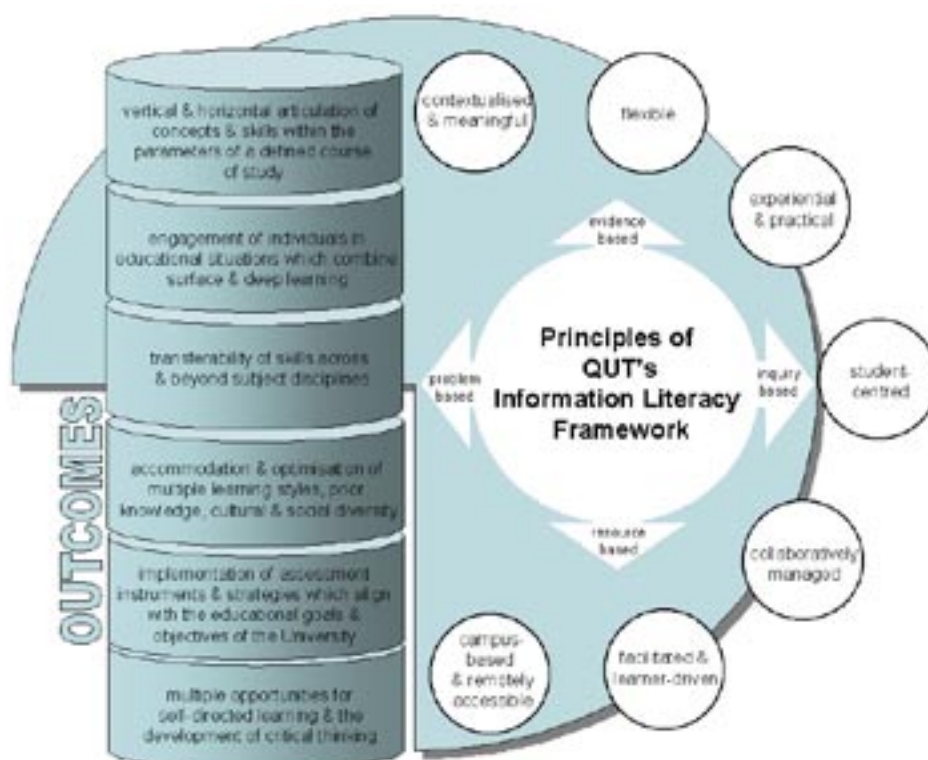


Figure 4: Principles and outcomes of the *QUT Information Literacy Framework*



Figure 5: Promotional materials

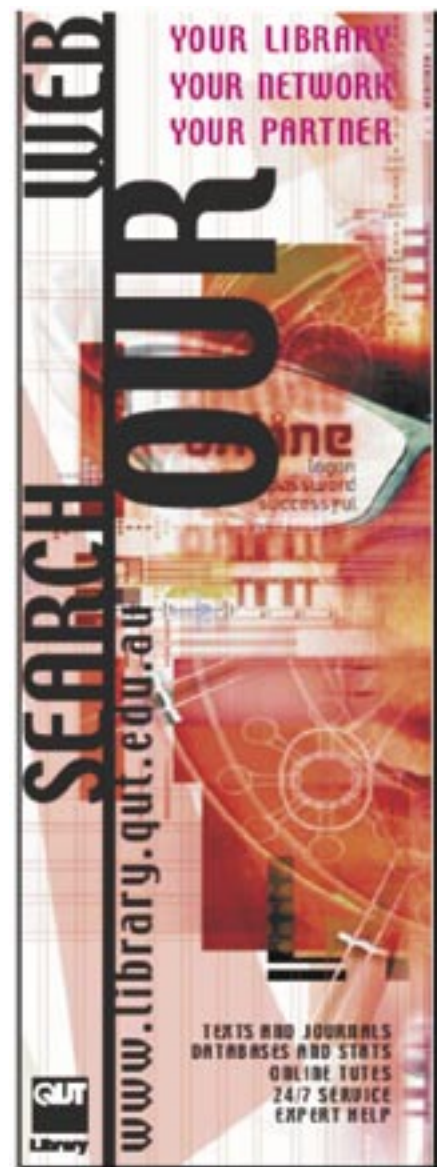


Figure 6: Promotional poster for information literacy



Figure 7: AIRS Online web site

Testimonials



Faculty of Education

80% 93 791 724 622
 (PACOS No: 202152)

10 June, 2003

TO WHOM IT MAY CONCERN

We are delighted to have this opportunity to comment on the Information Literacy Initiative. It has fast become a very significant feature of the learning environment at QUT; and links with the Faculty of Education have been extremely proactive and positive.

The initiative is a very focussed one which provides an excellent platform for Faculties to take the University's graduate capabilities and to create learning opportunities and environments which link information literacy and knowledge creation. For the Faculty of Education, the Information Literacy initiative provides a framework to elaborate the course standards and teacher practitioner attributes upon which the BEd is premised.

The initiative is an excellent example of how various parts of the University community complement one another in pursuing excellent in teaching and learning in the higher education context.

Specific comments appear below for each criterion, based on our experience with Library personnel associated with the IL initiative.

1. Extent to which the service promotes/facilitates equitable student access and progress in higher education;

Supplementary workshops are provided for specific groups of students with higher needs. e.g. small group workshops offered to indigenous Australians to assist them to develop skills in using library resources.

Information literacy (IL) operates at three levels - embedded across course curricula, integrated into specific units, and supplemented by generic programmes. This allows students to gain information literacy skills for lifelong learning, in a developmental and recursive way.

A developmental approach allows students from a variety of educational backgrounds to engage with scholarly literature, and to become fully fledged as educational practitioners. Early identification of students with weaknesses facilitates diagnostic and proactive approaches

2. Extent to which the service assists students to address any special learning needs;

The Faculty's graduate courses attract a high proportion of mature age students who find the information environment of the modern university challenging. Without appropriate IL skills, these students would be prevented from engaging fully with university learning. The library provides a range of workshops and online tutorials tailored to the specific needs of these graduate students. These include online modules for external Masters and Graduate Diploma students; workshops in winter schools for specific cohorts; Endnote sessions for research students.

In the BEd, the approach is inviting and engaging students to reflect on their capacities and to address shortcomings in a developmental manner.



3. Extent to which the service is innovative and practical;

The Library has used Australasian IL standards to develop QUT's Information Literacy Framework and Syllabus (ILFS) - documentation of specific and practical help in developing programmes. eg in BEd, liaison librarians have worked (and continue to work) closely with Faculty to ensure that the course standards for the BEd and the QUT ILFS are aligning with each other, and being embedded developmentally through the new course. These initiatives have been accompanied by the development of online modules and tutorials.

Since liaison librarians are studying Grad Cert in Higher Education, their work developing T&L events employs best practice pedagogy.

Librarians, working collaboratively and as accepted members of the Faculty community, have been pivotal in integrating information literacy into course development. Library involvement on T&L Committee, Course Coordination Committees, and in School meetings, continues to ensure that practical, appropriate and proactive teaching and learning for IL occurs as a strategically-planned progression in the BEd.

Innovations in BEd have been the subject subject of papers at national and international conferences eg Hobbs & Aspland (2003) *Bedding down the embedding: IL reality in teacher education course*. *eLit2003*, Glasgow, 11-13 June 2003.

4. Extent to which students are aware of and use the service

Library personnel associated with the IL Initiative have been involved in Orientation activities and they maintain links with academic staff in specific units as the academic year progresses.

5. Extent to which students were/are involved in the decision making processes relating to the development of the service

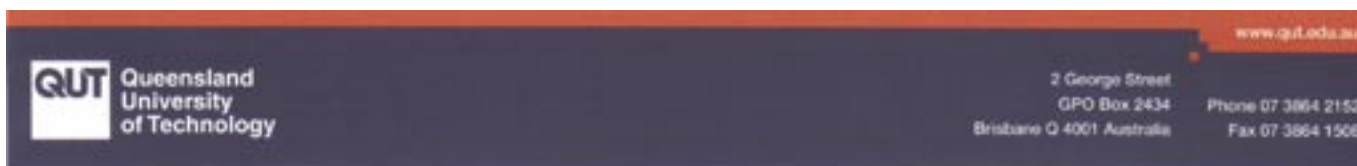
6. Degree of student satisfaction with the service

Library personnel evaluate their work through student evaluations, as part of action learning cycles and commitment to continuous improvement.

The IL initiative is a very clearly conceptualised one that is providing an excellent basis for integrating the associated skills into courses and units in eminently understandable and accessible terms for both staff and students. It is an initiative that deserves the highest possible commendation and recognition.

Dr Ian Macpherson
Director, Academic Programs
Faculty of Education

Dr Tania Aspland
BEd Course Coordinator
(Professional Attributes)
Faculty of Education



Faculty of Science

ABN: 63 791 734 622

6th June, 2003**TO WHOM IT MAY CONCERN**

It is a pleasure to provide this letter of support for the QUT Library for their innovative approach to the delivery of courses and learning experiences to students to enhance their information literacy skills.

The QUT library in conjunction with the Faculty of Science has for the past year been running a project in which library staff have been working with Science academics and students to enhance the development of Information Literacy skills in Science graduates. The project has made use of resources previously developed by the library in particular the Information Literacy Framework and Syllabus. It has also drawn upon work that is still in progress nationally to develop a questionnaire that can be used to assess levels of Information Literacy.

Progress in this project has called heavily upon the expertise and commitment of the reference librarians. These people are to be commended because without them this project would not have been implemented nor achieve the level of success demonstrated to date.

The project has introduced an approach in which students recognised and self-identified their need for enhanced Information Literacy skills. Students were then made familiar with on-line searching and retrieval of primary literature from on-line data bases. This session provided the skills necessary for students to complete complex searches – solving their immediate information needs.

The feedback from the students has indicated the success of the approach adopted by the library team. This, when coupled with problem-based learning has enabled us to set a new direction in the education of science students.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Graeme George', is written over a light blue horizontal line.

Professor Graeme George
Dean
Faculty of Science

Tel: +61 7 3864 2203
Fax: +61 7 3864 1508
Email: g.george@qut.edu.au



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STATE UNIVERSITY**

1 CAMPUS DRIVE • ALLENDALE, MICHIGAN 49401-9403 • 616/895-6611

June 12, 2003

I am writing in support of the Queensland University of Technology (QUT) application for an Australian Award for University Teaching, 2003. I chose to do my sabbatical on information literacy (IL) at QUT in 1999 and returned to become the Information Literacy Coordinator at my own university. I have been in close contact with the Information Literacy Coordinator at QUT, Judith Peacock, ever since then. Last summer Judy and I met in Canada and spent some time discussing our respective IL programs. I will be returning to QUT shortly to renew my connections, to immerse myself in both Australia's and QUT's future IL initiatives, and to brainstorm directions for our own IL program.

QUT has an information literacy program which is outstanding in its facilitation of open access to information sources, tools to find and evaluate the sources, and instructional materials guiding students in using those tools. Not only does it programs serve students in tertiary education, their partnerships promote information literacy beginning in the primary schools, continuing through post-doctoral academic research, and provide the surrounding community with lifelong learning skills. QUT also makes a special effort to create and administer programs to help students who may have challenging learning needs. The IL programs cover the gamut of formats (print, web-based, telephone and e-mail; in-person large class instruction, small group sessions, and individual meetings) and are not only creative and original, but also eminently real-world-based.

Kim L. Ranger
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University of Technology, Sydney

27 March 2000

Professor Dennis Gibson
Vice-Chancellor
Queensland University of Technology
GPO Box 2434
BRISBANE QLD 4001

Dear Dennis,

I am writing to thank you, on behalf of the University of Technology, Sydney, and its University Library, for allowing us to use your Library's web programs and information literacy tutorial Pilot as a base for our information literacy tutorial, Catalyst. Catalyst will be launched officially as part of the University's BELL (Be an effective life-long learner) program in April. In particular we wish to commend Judy Peacock, your Information Literacy Coordinator for her tremendous professionalism and talent. We appreciate the important role she played in facilitating our access to Pilot during its development.

This project is a good demonstration of collaboration between ATN members. I trust that our University Library will be able to assist QUT in some way soon to return the favour.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'AJD Blake', written over a horizontal line.

A J D Blake
Vice-Chancellor

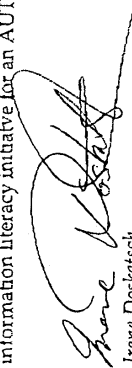
QUT's collective information literacy initiative

Today higher education is challenged to transform its approaches to teaching and learning by addressing the demands of a technology driven, rapidly changing world where information is not only augmenting at an unprecedented rate but is produced in multiple formats. These challenges impel all educators to recognise their role in helping students develop their potential for lifelong learning. Information literacy underpins the capacity of students for lifelong learning. Many Australian universities have identified it as a desirable graduate quality however few have acknowledged formally that the development of information literacy should be seen as a whole of institution activity and even fewer have developed a framework for the embedment of information literacy into course curricula. QUT's collaborative approach, as articulated by the *Information Literacy Framework and Syllabus*, is a national benchmark for the achievement of information literacy and contributes pedagogically, practically and to QUT's national reputation for innovation in teaching and learning.

As Executive Director of the Australian and New Zealand Institute for Information Literacy I am familiar with all significant Australasian information literacy initiatives. The QUT is the first Australian university to implement an institution-wide Information Literacy strategy which is:

- **Aligned** - is consistent with QUT's mission and strategic plan and reflects sound pedagogical practice
- **Measurable** - has measurable outcomes for evaluation
- **Sustainable** - is viable, cost-effective and has a long-term impact on the institution and its constituents
- **Transferable** - applies to all learners, regardless of delivery system, location or discipline context and can be adapted within other institutions
- **Responsive** - accommodates input from various stakeholder and facilitates the incremental integration of information literacy skills and knowledge throughout a student's academic life cycle
- **Supportive** - provides all stakeholders with strategic and continual professional development opportunities to enhance expertise
- **Inclusive** - forges and nurtures partnerships with the community by offering diverse information literacy building experiences to local schools and TAFE institutions

For all those reasons I am pleased to support the nomination of the QUT's collective information literacy initiative for an AUTC Australian Awards for University Teaching.



Irene Dostátsch
ANZIL, Executive Director

31/5/03

In the UK, QUT's Library is well-known as one of the key players in the field of information literacy – both for the delivery of programmes and for fostering innovation. QUT has always been at the top of the list to visit when representatives of The Open University's Information Literacy Unit (ILU) have made the journey to Australia; once on a study tour and once as part of a Winston Churchill Memorial Trust Travelling Fellowship. Subsequent publications and presentations, such as at the launch of the ILU, and in the final report arising from the WCMT trip, have cited QUT's work as 'best practice'.

The work at QUT is built on solid principles, which we are trying to adopt as part of our own approach to information literacy, in particular:

- The developmental approach to information literacy through the Syllabus – practical, accessible information designed to make the acquisition of information literacy 'real' for the student and for faculty staff. There is very little work available in this area in the UK;
- The commitment to the student – the focus on employability and developing lifelong learners;
- Sharing of expertise and the contribution to the body of knowledge through regular publication, at conference and in journals;
- Innovative programmes – AIRS and PILOT (which helped us in the development of our own online package);
- The support and resources on offer to staff – both to faculty staff in integrating information literacy into the curriculum and for other library staff, working together as a team;
- The widening participation agenda, in particular the outreach work with the local community.

The work at QUT inspired the formation of our own ILU, with (crucially) its own staff, and the Framework informed our ILU strategy and the work we are embarking on with faculties. In fact, we often find ourselves saying, 'We ought to do such and such - what are QUT doing about that?'

Jo Parker
Information Literacy Unit Manager
The Open University, UK
4th June 2003

