



## University Library Information Literacy Statement

In its stated Graduate Attributes, Southern Cross University recognises the importance of information literacy as one of the skills that SCU students should develop during their time at the University:

Graduate Attribute 5 – *Lifelong learning: the ability to be responsive to change, to be inquiring and reflective in practice, through information literacy and autonomous, self-managed learning.*

SCU Library is committed to supporting both staff and students to ensure they have the information literacy skills to retrieve and manage the information they require to undertake their study, teaching or research, and to develop effective lifelong learning skills.

The *Australian and New Zealand Information Literacy Framework: Principles, standards and practice* document is endorsed by the Council of Australian University Librarians, and it informs the SCU Library's policy statement on information literacy. Information literacy (IL) is defined as:

an understanding and set of abilities enabling individuals to recognise when information is needed and have the capacity to locate, evaluate, and use effectively the needed information.

(Bundy, 2004, p. 3)

An information literate person is someone who is able to:

- recognise a need for information
- determine the extent of the information needed
- access information efficiently
- critically evaluate information and its sources
- classify, store, manipulate and redraft information collected or generated
- incorporate selected information into their knowledge base
- use information effectively to learn, create new knowledge, solve problems and make decisions
- understand economic, legal, social, political and cultural issues in the use of information
- access and use information ethically and legally
- use information and knowledge for participative citizenship and social responsibility
- experience information literacy as part of independent learning and lifelong learning.

## Role of the Library

In support of the graduate attributes listed by SCU, the Library is committed to developing and delivering relevant and flexible information literacy skills programs for the SCU community. The Library can provide:

- Advice on embedding information literacy programs into the curriculum
- Assistance in the development of discipline-based activities to improve information literacy skills
- Input into the development of assessment tasks which address information literacy proficiency
- Customised programs for students that relate directly to unit assessment tasks, either independently or in collaboration with the Academic Skills team
- Programs to complement the academic skills support offered by the Academic Skills team
- Assistance to individuals or small groups by arrangement
- Unit participation via MySCU by developing documents, video clips and other supplementary materials, or by monitoring discussion boards to answer students' queries
- Resource guidance via the Libguides platform, Blackboard unit sites or myReadings, either independently or in collaboration with Unit Assessors
- Tailored research training to postgraduates and staff, both on an individual and small group basis
- Ongoing liaison with Schools to encourage opportunities for collaboration on curriculum design, teaching, and research

The Library's long term goal is to strengthen and embed existing information initiatives and to extend information literacy collaborations throughout the university. The Library has individual examples of good practice: identifying where to provide a baseline skill, mapping skills against a point of need within courses and programs, designing assessment items which engage information literacies in collaboration with faculty and other university centres. Currently these initiatives operate at an individual level. Successful expansion would require engagement at a planning level to ensure that students have the opportunities to build on the skills they have gained in other courses and to appreciate that the skills required to complete a particular learning activity have broader understandings and applications. Future, effective programs should engage staff and students to realise that information literacy has all-of-life and lifelong applications.

*Additional notes:*

### **Standards:**

Bundy, A. (Ed.) (2004). Australian and New Zealand information literacy framework: Principles, standards and practice. (2<sup>nd</sup> ed.) Adelaide: Australian and New Zealand Institute for Information Literacy. Retrieved from <http://www.caul.edu.au/content/upload/files/info-literacy/InfoLiteracyFramework.pdf>.

[Framework for Information Literacy for Higher Education](#): Framework update from the American Library Association February 2, 2015.

## APPENDIX 1

Capability Level ➔

	Foundation	Consolidating	Proficient	Advanced
Information Literacy Standards (CAUL, 2004) <span style="color: red; font-size: 2em;">↓</span>	Open or closed inquiry based on highly structured, predetermined questions, issues and criteria	Open or closed inquiry based on structured guidelines and boundaries	Open inquiry based on structured guidelines	Open inquiry based on self-determined guidelines
1. Recognises the need for information and determines the nature and extent of the information needed.	1.1 <b>Recognises</b> different information types from a reading list. 1.2 <b>Identifies</b> key search concepts in a research topic or question.	1.3 <b>Identifies</b> the types of information needed for a research topic or question.	1.4 <b>Asks</b> appropriate questions to guide the inquiry. 1.5 <b>Determines</b> nature and extent of information needed. 1.6 <b>Chooses</b> advanced search concepts (synonyms etc) to describe a topic.	1.7 <b>Generates</b> research questions based on experience, expertise and/or literature reviews.
2. Finds needed information effectively and efficiently.	2.1 <b>Recalls</b> the Library's basic facilities and processes. 2.2 <b>Distinguishes</b> between the different types of search tools for finding scholarly information. 2.3 <b>Devises</b> basic search strategies using keywords. 2.4 <b>Identifies</b> relevant information from search results. 2.5 <b>Locates</b> information within the university library system – online and print. 2.6 <b>Organises</b> time to find information for an assignment.	2.7 <b>Identifies</b> sources appropriate to discipline. 2.8 <b>Uses</b> multiple source types. 2.9 <b>Organises</b> time to ensure an effective and thorough approach to research.	2.10 <b>Devises</b> complex search strategies. 2.11 <b>Independently identifies</b> sources appropriate to discipline. 2.12 <b>Locates</b> information at other institutions as appropriate. 2.13 <b>Uses</b> multiple source types including primary sources.	2.14 <b>Devises</b> multiple search strategies and methods within self-determined guidelines.
3. Critically evaluates information and the information-seeking process.	3.1 <b>Recognises</b> when to modify search strategy to refine results. 3.2 <b>Identifies</b> relevant information within a source.	3.3 <b>Recognises</b> how scholarly information is produced and disseminated. 3.4 <b>Examines/compares</b>	3.5 <b>Defines</b> criteria for evaluating information from a critical perspective. 3.6 <b>Modifies</b> the search strategy using synonyms,	3.8 <b>Evaluates</b> sources from multiple critical perspectives. 3.9 <b>Analyses</b> structure, logic, scope, perspective and relevance of sources and search strategies.

		information found to assess the quality, reliability, accuracy, authority etc.	related terms and appropriate commands (e.g. Boolean operators) to refine results to meet the information need. 3.7 <b>Considers</b> if other sources should be used.	
4. Manages information collected and generated	4.1 <b>Recognises</b> different elements of citations. 4.2 <b>Records</b> all relevant citation information using a given referencing style. 4.3 <b>Identifies</b> bibliographic style required.	4.3 <b>Understands</b> elements of a citation. 4.4 <b>Demonstrates</b> an ability to match citation elements with examples provided. 4.4 <b>Formats</b> citation elements in an appropriate bibliographic style. 4.5 <b>Uses</b> in-text citations or footnotes appropriately.	4.6 <b>Formats</b> citations in any given style as required.	4.7 <b>Utilises</b> a bibliographic management system to organise retrieval and access of multiple references (e.g. Endnote).
5. Applies prior and new information to construct new concepts or create new understandings	5.1 <b>Summarises</b> the main ideas from information gathered. 5.2 <b>Explains</b> main ideas understood from information gathered.	5.3 <b>Synthesises</b> the main ideas from information gathered. 5.4 <b>Uses</b> forms of presentation appropriate to audience.	5.5 <b>Integrates</b> new understandings from various sources in original work.	5.6 <b>Synthesises</b> information to develop new hypotheses, models or research agenda.
6. Uses information with understanding and acknowledges cultural, ethical, economic, legal, and social issues in the use of information	6.1 <b>Understands</b> when to acknowledge (cite) sources to avoid plagiarism. 6.2 <b>Conforms</b> with legal and ethical requirements related to accessing and using and storing information.	6.3 <b>Demonstrates</b> an ability to evaluate balance/fairness of information. 6.4 <b>Demonstrates</b> an ability to state a rationale for legal and ethical requirements related to accessing and storing information.	6.5 <b>Identifies</b> the value and belief systems underlying the information.	6.6 <b>Actively</b> seeks out a range of perspectives critiquing the underlying belief and value systems.

The above table is adapted from: Latrobe University. (2013). Information Literacy Procedure: Information Literacy Framework. <http://www.latrobe.edu.au/policy/documents/information-literacy-procedure.pdf>