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:

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<th>APPENDIX 1</th>
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<tr>
<td><strong>Capability Level</strong></td>
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<td><strong>Information Literacy Standards (CAUL, 2004)</strong></td>
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<td><strong>Foundation</strong></td>
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<td>Open or closed inquiry based on highly structured, predetermined questions, issues and criteria</td>
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<tr>
<td>1. Recognises the need for information and determines the nature and extent of the information needed.</td>
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<td>2. Finds needed information effectively and efficiently.</td>
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<td>3. Critically evaluates information and the information-seeking process.</td>
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| 4. Manages information collected and generated | 4.1 Recognises different elements of citations.  
4.2 Records all relevant citation information using a given referencing style.  
4.3 Identifies bibliographic style required. | 4.3 Understands elements of a citation.  
4.4 Demonstrates an ability to match citation elements with examples provided.  
4.4 Formats citation elements in an appropriate bibliographic style.  
4.5 Uses in-text citations or footnotes appropriately. | 4.6 Formats citations in any given style as required.  
4.7 Utilises 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 Summarises the main ideas from information gathered.  
5.2 Explains main ideas understood from information gathered. | 5.3 Synthesises the main ideas from information gathered.  
5.4 Uses forms of presentation appropriate to audience. | 5.5 Integrates new understandings from various sources in original work.  
5.6 Synthesises 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 Understands when to acknowledge (cite) sources to avoid plagiarism.  
6.2 Conforms with legal and ethical requirements related to accessing and using and storing information. | 6.3 Demonstrates an ability to evaluate balance/fairness of information.  
6.4 Demonstrates an ability to state a rationale for legal and ethical requirements related to accessing and storing information. | 6.5 Identifies the value and belief systems underlying the information.  
6.6 Actively seeks out a range of perspectives critiquing the underlying belief and value systems. |