



# **ANZIIL SYMPOSIUM SERIES FOUR**

## **Information Literacy: getting back to basics**

**6-7 July 2005**

### *VENUE*

*University of South Australia  
City West Campus  
61-73 North Terrace  
Adelaide South Australia 5000*

## **PROVISIONAL PROGRAM**

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## DAY ONE – ENGAGING THE LEARNER

8.00–9.00	REGISTRATION
9.00–9.15	<p>WELCOME</p> <p><b>Irene Dorskatsch</b> Deputy Director: Library Services University of South Australia/Executive Director ANZILL</p>
9.15–10.00	<p><b>Vye Perrone</b> Manager Education Library University of Waikato (presenter) and <b>Nola Campbell</b> Senior Lecturer ICT @ online Education Director of Flexible Learning Leaders in New Zealand School of Education University of Waikato</p> <p><b>Title:</b> Engaging the learner</p> <p><b>Bio:</b> Nola Campbell is a Senior Lecturer in the School of Education at the University of Waikato, Hamilton, New Zealand. Her areas of teaching and research include online teaching, learning and leadership. Currently Nola is the Director of the Flexible Learning Leaders in New Zealand Project, a national tertiary education initiative to promote leadership opportunities in flexible course options for students. When Nola began teaching online in the early 1990s she soon discovered that many models of engagement that worked in face to face classes no longer worked when the audience was geographically distant. This challenge continues today as new technologies keep changing the learning landscape and relationships with library colleagues become vitally important.</p> <p>Vye Perrone is the Education Librarian at the University of Waikato, Hamilton, New Zealand. Her research for her Masters in Library and Information Studies looked at the information needs of student teachers and sought to identify what aspects of information literacy they found important at each level of the teaching programme. She was involved in some of the early School of Education e-learning development, working with Nola Campbell to establish new roles for librarians as information coaches. Vye remains committed to developing the role of libraries and librarians in e-learning in order to improve learning outcomes for tertiary students. It is her belief that this can be done most effectively by working collaboratively with academic staff to embed ICT literacy learning within courses and programmes.</p>
10.00–10.30	TEA
10.30–11.15	<p><b>Melanie Lazarow</b> Senior Team Member (Social Sciences), Information and Education Services, University of Melbourne</p> <p><b>Title:</b> Invisible threads: Weaving critical information literacy into a course: Criminology 2nd and 3rd year students: A case study</p> <p><b>Abstract:</b> Research Methods in Criminology” used problem based interactive classes, reflective learning and visiting experts to introduce students to a range of information literacy challenges: using word and excel, searching databases, understanding copyright and plagiarism, citing correctly and using statistics. ARTSmart an ICT program was trialed for a small part of the program. The assessment tasks included a critical annotated bibliography with refereed sources and a reflective essay. Information literacy tied to assessment in a course collaboratively written by an academic and a librarian offers a world of opportunity to meet the full range of information literacy outcomes.</p>
11.15–12.00	<p><b>Chris Van Eijk</b> and <b>Barbara Goldsmith</b> (joint presentation) University of Technology, Sydney</p> <p><b>Title:</b> Improving the first year experience : a case study of information literacy learning and assessment in Humanities and Social Sciences core subjects at UTS</p> <p><b>Abstract:</b> Developing first year students’ information literacy within the context of three core subjects required collaboration between senior academics, librarians and staff from the UTS Institute for Multimedia and Interactive learning. This presentation will discuss how information literacy learning was embedded into three subjects through hands-on instruction and online assessment using a UTSONline Quiz. We will discuss the problems we encountered, the solutions and the evaluation mechanisms.</p>
12.00–12.45	<p><b>Pam Swords</b> Blake Dawson Waldron Lawyers, Sydney Library</p> <p><b>Title:</b> Learning to teach on the job: the librarian as educator</p> <p><b>Abstract:</b> Pamela Swords shares her experiences of learning on the job without a guiding theoretical framework from her studies, and of promoting information literacy in a non-educational environment. While describing the information literacy program at Blake Dawson Waldron, Pamela offers some suggestions on effective workplace learning for new library graduates. She argues that teaching is a social experience that breaks down barriers between clients and librarians, and is an effective marketing tool for libraries.</p> <p><b>Bio:</b> Pamela is a recent graduate who took up her first position 4 years ago as reference librarian and training librarian at the Sydney office of Blake Dawson Waldron Lawyers. Her professional interests are marketing library services and teaching information literacy.</p>
12.45–2.00	LUNCH (including campus tour optional)
2.00–3.15	<p>WORKSHOPS – Participants are to bring a successful Information Literacy strategy to share with other participants in small group sessions. Examples of successful strategies will be provided to stimulate the creative juices: a clever promotional idea, course materials (class outlines, handouts), online initiatives, evaluation tools, examples of collaboration, etc.</p>

3.15–3.45	TEA
3.30–4.30	WORKSHOP FEEDBACK
4.30–4.45	HOUSEKEEPING
7.00	DINNER Pandok Bali Restaurant 310 Pulteney St Adelaide

## DAY TWO – ENGAGING THE INSTITUTION

8.00–9.00	HOUSEKEEPING
9.15–10.00	<p><b>Rigmor George</b> Pro Vice Chancellor: Access and Learning Support University of South Australia  <b>Title:</b> University of South Australia’s strategic approach to lifelong learning and information literacy  <b>Abstract:</b> This paper argues that effective information literacy in the current rapidly changing social context is field and discipline specific and needs to be embedded in the usual teaching and learning arrangements of a course. In order to achieve this, the paper outlines an information literacy strategy at the curriculum level within a framework of lifelong learning. The framework identifies the characteristics of the lifelong learner and this forms the basis of the development of resources and examples of good practice that can be used by academics to design teaching and learning opportunities for their students.  <b>Bio:</b> Professor Rigmor George is the Pro Vice Chancellor: Access and Learning Support at the University of South Australia. Her management portfolio includes the Flexible Learning Centre, Student and Academic Services and the Library and a range of institution-wide responsibilities including teaching and learning, equity and regional engagement. Rigmor’s academic background is in education where she has experience teaching across the three sectors. She came to the then South Australian College of Advanced Education in 1988 and since then has held a number of general and academic staff positions. These include teaching in education awards, academic professional development, and Dean: Teaching and Learning in the Division of Education, Arts and Social Sciences. Her research and professional interests include curriculum development, evaluation, distance and online education, student equity and systemic functional linguistics. Rigmor has given conference presentations and published in the area of information literacy in higher education.</p>
10.00–10.30	TEA
10.30–11.15	<p><b>Richard Dearden</b> University of Tasmania  <b>Title:</b> Aligning Information Literacy with the Faculty Teaching and Learning agenda: a case study.  <b>Abstract:</b> In 2004, the Faculty of Science, Engineering and Technology, in collaboration with QUT Library, undertook a project to evaluate students’ information literacy skills, and to get a picture of how information literacy is taught in the Faculty. This presentation discusses how relationship-building between the Science Library and Faculty led to the project, the context of the project within a range of Faculty teaching and learning initiatives and the effectiveness of the survey instruments. The presentation will also discuss how the project has aided the expansion of information literacy teaching across the Faculty and how it will lead into further teaching and learning initiatives.  <b>Bio:</b> Richard manages the Morris Miller Library (Social Science and Humanities) and coordinates information services at the University of Tasmania Library. Previous to this he was Science Librarian for five years. Richard has also worked in senior secondary, QLD TAFE and University of Queensland Libraries. Information Literacy has always been central to Richard’s work as an academic librarian, and has proved to be an effective tool for working with academics and integrating library services with teaching, learning and research</p>
11.15–12.00	<p><b>Barb Ewers</b> Queensland University of Technology  <b>Title:</b> Information Literacy marketing and advocacy activities</p>
12.00–1.00	LUNCH
1.00–3.00	<p>WORKSHOPS – Force Field Analysis of engaging an institution. It is a process for identifying, exploring and assessing the various factors that can impede and facilitate a proposed change. It helps one develop an action plan to realise ones goal. Force Field Analysis enables one to look at the big picture by analysing all of the factors impacting ones gaol or proposed change and weighing the pros and cons. When one has identified the pros and cons, one can develop strategies to minimise the impact of the impeding factors (restraining forces) and maximise the facilitating factors (driving forces).</p>
3.00–3.30	TEA
3.30–4.15	WORKSHOP FEEDBACK
4.15–4.30	WRAP AND CLOSE