



ANZIIL

Australian & New Zealand Institute for Information Literacy

ANZIIL SYMPOSIUM SERIES SEVEN

**Why we do what we do:
Theory and Action**

**Monday 29 – Tuesday 30
October 2007**

VENUE

University Centre, Bldg 25

Churchill Ave

University of Tasmania

Hobart Tasmania Australia

PROGRAM

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DAY ONE – Information Literacy in Curriculum Development

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| 8:00 – 9:00 | REGISTRATION |
| 9:00 – 9:30 | INTRODUCTION AND HOUSEKEEPING |
| 9:30 – 10:15 | <p>KEYNOTE: Dr Simon Barrie, UNIVERSITY OF SYDNEY</p> <p>Title: <i>Integrating information literacy as a graduate attribute: pitfalls and possibilities</i></p> <p>Abstract: This talk will explore the idea that ‘information literacy’, like many of the other skills described by universities as ‘generic graduate attributes’, is understood differently by the various members of the academic community who work with it. These different understandings manifest in some fundamentally different perspectives and approaches to policy formation, curriculum planning, and teaching and learning practices in this area. The different perspectives help explain the various responses on the part of university staff, be they academic researchers, university teachers, curriculum designers, librarians or learning support staff; to calls to address the development of an attribute such as information literacy. The insights provided by these understandings are proving helpful in shaping generic graduate attributes research, policy formation and curriculum development work in several Australian and international universities. This session will be an opportunity for conference delegates to explore how these ideas might help further ANZILL’s goal of supporting the embedding of information literacy within the total educational process.</p> <p>Biography: Simon is Associate Director of the Institute for Teaching and Learning at the University of Sydney. He leads the University of Sydney’s institutional projects on Generic Graduate Attributes and Evaluation and Quality Assurance. Simon’s research explores the nature of the student learning experience in universities as well as the academic experience, and the development processes associated with efforts to improve university teaching and learning. In particular his recent work has focused on the development of graduate attributes and the quality assurance of university teaching and learning. The conceptual model for graduate attributes which he developed has now informed policy and curriculum development at several universities in Australia and the UK and he is currently exploring the potential of this model to reshape academic communities as well as university curricula. Simon is a regular speaker and author on the topic of graduate attributes and is a member of the Editorial Board of the journal <i>Teaching in Higher Education</i>. He is currently leading a national research study into the conceptual, structural and institutional, barriers and enablers, to curriculum renewal to achieve generic graduate attributes.</p> |
| 10:15 – 11:00 | <p>KEYNOTE: Judith Peacock (QUT)</p> <p>Title: <i>Taking a longer view of information literacy: an exercise in evolutionary educational endurance</i></p> <p>Abstract: A primary challenge for educators is how to fuse the learning of information literacy to a post-secondary education in such a way that the outcome is systematic and sustainable learning for students. This challenge can be squarely met by ensuring long-term commitment to information literacy education which is bound to organisation-wide, renewable strategic planning and underpinned by systemic reform. The implementation of a systemic strategy for information literacy learning and teaching involves an holistic and contemporary approach to policy development, curriculum development and alignment, use of standards and governance frameworks, authentic assessment design, educational leadership roles and responsibilities, and meaningful evaluation and performance measurement. By repositioning <i>inside</i> the core educational business of the institution, librarians in the future can and will make a powerful and enduring contribution to student learning and the continuing lives of graduates.</p> <p>Biography: Judith is the Integrated Literacies Coordinator at QUT’s Division of Technology, Information and Learning Support. Her role includes provision of advice and recommendations on information literacy programs, products and services across QUT Library and the University. She works collaboratively with teaching staff to develop effective strategies for the integration, delivery and evaluation of information literacy within the University’s curricula. As well as publishing widely in the area of information literacy, Judith regularly conducts strategic development consultancies for Australian, New Zealand and other international universities. She contributes to the professional scholarship and practice of information literacy by actively participating in many state, national and international information literacy committees and associations. Judith’s professional interests focus upon the nexus between information literacy and quality teaching, learning and assessment practice, and the changing role of the academic librarian in higher education.</p> |
| 11:00 – 11:30 | TEA |

11:30 – 1:00

CASE STUDIES

Heather Lamond and Brenda Johnson (Massey University)*Title: Getting in their space: a case study of embedding information literacy at Massey University.*

Abstract: In 2007, the Department of Management at Massey University piloted a personal development programme in two first-year core management papers (units). This programme developed new students' generic academic skills early in their course of study, with the aim of increasing student retention rates and enhancing their academic development. Each week the students had a "Management Development @Massey" tutorial in addition to their coursework; delivered by academic staff in the Department, the Careers Service and the Library. The fully embedded IL tutorial was developed specifically for the papers. The IL tutorial targeted the first three standards of the ANZIL Framework; with a focus on the different types of information, how to find the information and evaluating what they had found. The case study includes demonstrable results of the success of the tutorial and outlines future directions of this model.

Biographies: Heather is Acting Head of the Distance Library Service at Massey University. In her role as Business Liaison Librarian, where she worked on this project, Heather was responsible for library services in the College of Business. Heather's particular areas of interest and research are information literacy, distance learning and the use of emerging technology to improve Library services for extramural students. Brenda Johnson works as a reference Librarian in the Information Services section at Massey University, providing a variety of assistance to students and staff members. Part of her role is to teach information literacy skills to undergraduate students enrolled with the College of Business. Brenda's particular area of interest is emerging technologies and how some of these can be used to enhance the delivery of information literacy for Library users.

Sue McPhan (University of Ballarat)*Title: Bridging the Gap with the FAST students: a case study embedding information literacy into a bridging program*

Abstract: This case study examines embedding Information Literacy into the Foundation Access Studies program (FAST) at University of Ballarat. The FAST program is an alternative entry pathway to tertiary study for people from backgrounds currently under-represented in Universities. Sue's involvement began in 2003 when an Information Literacy component was embedded into the Research and Information Literacy unit. As a requirement of the Graduate Certificate of Education (Tertiary), Sue conducted a research project with the FAST students, examining Information literacy issues, collaboration, and student's perceptions. In 2005, the Research and Information Literacy unit was reviewed and Sue was employed by the School of Behavioural and Social Sciences and Humanities to deliver an Information Literacy assessable program over eight weeks. This meant collaborating with the FAST co-ordinator to embed Information Literacy deeper into this unit, design assessment and assess the work for these students. Sue's involvement in the FAST program provides a model for the development of a curriculum integrated approach for the teaching of Information Literacy skills across other University teaching programs.

Biography: Sue has worked at the University of Ballarat, and in the TAFE and Higher Education sector. She has been employed at the Mt Helen campus, since 2002, as an Information Literacy Librarian. During this time, she has developed and taught within the Information Skills, Information Literacy, Research and Academic programs. Since 2003, she has developed, taught and assessed the Information Literacy component of the FA104 Research and Information Literacy unit of the FAST program.

Donna Tietjens (Capital & Coast District Health Board, Wellington)*Title: Confidence and competence: evaluating information literacy teaching for nurses*

Abstract: Many nurses at Capital & Coast District Health Board are undertaking courses of study. One of the aims of these courses is to produce nurses who base their decision-making on evidence-based practice. Despite this, it was apparent that many nurses were still not confident in searching and evaluating the literature. Library instruction is often ad-hoc, consisting of individual tutorials and one-off teaching sessions. We decided we needed to take a different approach. With the support of the nurse-lecturer, we integrated an information literacy programme into the 2006 Acute Care Course, a postgraduate speciality paper. We wanted to know with more certainty that what we were doing was more effective than traditional Library instruction. A questionnaire was developed, which listed a range of competencies and questions. To see whether our interventions had been effective, we surveyed the students at the start and at the end of the course. Students are also required to submit, with their assignments, evidence of search strategies and a short narrative explaining where they went for information and why. This paper will present our findings and critically evaluate the information literacy component of the course.

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| | <p>Biography: Donna manages the Nursing and Midwifery Library at Capital & Coast District Health Board, Wellington, New Zealand. Her role includes providing a reference and research service, as well as teaching information literacy skills to nurses and midwives at Capital & Coast District Health Board. Since 2006, Donna has incorporated information literacy workshops into some of the postgraduate nursing papers, run by Capital & Coast District Health Board and Victoria University of Wellington.</p> |
| 1:00 – 2:00 | LUNCH |
| 2:00 – 4:00 | <p>WORKSHOPS</p> <p>Dr Noel Meyers</p> <p>Title: Concurrent Workshop 1. Focussing on Leadership: Leadership of self and of others</p> <p>Abstract: Higher Education in the 21st Century focuses more on empowering individuals to commit themselves to leadership roles. Your institution increasingly seeks your contribution to a leadership role that requires you to lead: yourself, your colleagues, your workplace, or perhaps more broadly across your institution. Many people feel ill equipped to engage with this opportunity. In this workshop, you will identify or refine the foundations of your leadership practice. To achieve this, you will develop understandings of your own and others' leadership preferences. Secondly, we will focus on several underlying leadership principles you can use each day to better engage and lead yourself and those around you. Thirdly, through clarifying your goals, goals that motivate and drive you, we will begin developing your leadership vision for yourself and others. At the end of this session, you will have: created a foundational tool kit of skills you can use to underpin your leadership; identified goals to which you and others will work collectively to enhance learners and learning across your institution.</p> <p>Biography: Noel trained as a scientist, completing post-doctoral research with the CSIRO. Taking up an academic position, he committed himself to learning how to guide learners more effectively. Noel lectured in Biology at QUT, where students voted him lecturer of the Year, and twice campus lecturer of the year. The Pearson Uniserve Award recognised his outstanding contributions to science students' learning. The University of Tasmania employ him as a learning and teaching coach. He focuses on improving staffs' expertise to guide learners' critical thinking.</p> <p>Dr Kerry Howells</p> <p>Title: Concurrent Workshop 2. Are you awake? Attending to student disengagement and teacher integrity</p> <p>Abstract: This workshop aims to promote greater awareness of the factors that may cause student disengagement. It examines reasons why this needs to be addressed in all academic learning contexts and proposes strategies to assist students to be more "awake". One of the points of exploration is the impact of teacher integrity on the whole learning community. Another is to ask who should take responsibility for student engagement. The workshop will demonstrate how this approach has been introduced in a variety of university contexts and some of the reported outcomes.</p> <p>Biography: Kerry has a passion for issues to do with learning and teaching, particularly student engagement and teacher empowerment. Kerry has been lecturing in Universities throughout Australia and overseas for the past fifteen years and is now in the Faculty of Education at the University of Tasmania. Her current particular research interests are in the role of gratitude in education and teacher integrity. She has led workshops on these topics in many different educational contexts.</p> |
| 4:00 – 4:15 | TEA |
| 4:15 – 5:00 | <p>SUMMING UP</p> <p>Bev Hodges aka Lotta Funelli</p> <p>Biography: Bev is an academic staff member at the Bay of Plenty Polytechnic, Tauranga, New Zealand. Her main areas of responsibility are: coordinating, preparing and delivering an information literacy programme to all staff and students at the Polytech, and teaching presentation and communication skills on the Tertiary Teaching programme. Bev started her Library career as a Secondary School Librarian, moved on to Tertiary Libraries where she held various roles including Cataloguer, Systems Librarian, and Library Coordinator, before moving on to focus on teaching. Bev is also a Director of the National Youth Drama School and is well known in the Bay of Plenty as popular MC for charity events.</p> |
| 5:00 – 5:15 | HOUSEKEEPING |
| 7:00 | DINNER – Prince of Wales Hotel |

DAY TWO – Incremental Skills Development

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| 9:00 – 9:15 | HOUSEKEEPING |
| 9:15 – 10:00 | <p>KEYNOTE: Dr John Willison (University of Adelaide)</p> <p>Title: <i>Student information literacy, but whose information?: Research skills in formation in the disciplines</i></p> <p>Abstract: General descriptors of attributes and skills frequently take on quite diverse and even surprising discipline-specific meanings and forms. Each student's information literacy may, because of this and other factors, have a less-than-desirable degree of transferability between disciplines, and even within a discipline. Yet it is still possible such skills may usefully be described by a common framework. The ANZIIL (2004) standards were utilised as a vital component of one such framework, the Information Literacy Continuum (ILC: Willison & O'Regan, 2005), devised for academics in the disciplines to conceptualise staged development of inquiry skills. The standards were each elaborated within the framework into 5 levels along a continuum of increasing student autonomy. The ILC was used in the Medical Sciences to develop assessment tasks in 2 First Year courses. These tasks required students to not only access pre-existing information but to generate their own information through guided research tasks. Evaluation of this application suggested certain limitations of the ANZIIL standards employed in the framework. Furthermore, feedback from students, conferences, colleagues and journal article reviewers suggested further refinements to the framework. With these critiques in mind, the ILC evolved into the Research Skill Development (RSD) framework (Willison & O'Regan, in press). In this, the ANZIIL standards were modified, according to how lecturers were actually utilising the framework, and to incorporate explicitly the components of Bloom's (1956) Taxonomy. The RSD framework has subsequently been further incorporated into the assessment regime of first year medical science, and disciplines such as <i>Oral health, Electronic Engineering, Introductory Academic Programs and English</i>, from Year One to Masters by coursework. Significantly, the literature-based research focus of 2005 and 2006 in Medical Science courses is now being paralleled with Laboratory Research Skill Development, and Numeracy-rich Research Skill Development (in Bachelor of Nursing) in 2007, all utilising the same RSD framework. In the variety of disciplines where students not only access existing information, but also generate their own, whose information is most critical to the research process?</p> <p>Biography: John has lectured in Science Education at Curtin University and University of Canberra and presently coordinates the Graduate Certificate in Higher Education at University of Adelaide His research interests concern the development of student research skills in the disciplines, and the ways in which academics facilitate this development.</p> |
| 10:00 – 10:30 | TEA |
| 10:30 – 12:00 | <p>CASE STUDIES</p> <p>Dr Susan M. Jones, Christine Evans, Regina Magierowski (University of Tasmania)</p> <p>Title: <i>The incremental advantage: information skill development in Zoology students, across the curriculum.</i></p> <p>Abstract: Collaborative efforts between the School of Zoology and the Science Library to develop and embed an information literacy programme in the Zoology curriculum have proven to be valuable. In 2005, results of an initial survey of students' skills and attitudes toward information literacy (which were reported to the ANZIIL Symposium Series Four), indicated that teaching and assessment of information literacy was beneficial to students. Outcomes of the vertically integrated, incremental information literacy programme have been measured further using a longitudinal analysis of the student cohort across their three-year degree. The results of this affirmed that students experienced incremental skill development over this period. This case study will describe briefly: the programme of information literacy teaching and assessment in the School of Zoology; the survey instrument; and the results that illustrate the benefits on an incremental approach to IL skill development.</p> <p>Biographies: Christine started working as a Liaison Librarian at the Science Library, at the University of Tasmania in Hobart, in 2003 and became the Science Librarian in 2004. Chris had a strong background in reference work and teaching "library skills" to a diverse client group but these positions presented her with her first opportunity to embed information literacy into curricula using an incremental and iterative approach. Chris has continued the efforts of others in working closely with Faculty staff in the School of Zoology, for the benefit of the students.</p> <p>Sue has been teaching at the University of Tasmania since 1986, beginning as a casual senior demonstrator to first years. Sue is currently Head of the School of Zoology but still regards her role as First Year Coordinator as one of her most vital responsibilities. She has been involved in</p> |

several major faculty-based teaching development projects, and has a special interest in embedding generic skills into the curriculum and helping students make the transition into university study. The quality of her teaching has been recognised with two University of Tasmania Teaching Excellence Awards: an individual award in 1997, and a team award in 2004. Sue was recently awarded a HERDSA Fellowship.

Diana Blackwood (Curtin University)

Title: Information Literacy for the Long Term

Abstract: Many case studies on integrating information literacy into the curriculum focus on the establishment of information literacy programs. There are fewer case studies that examine long term integrated information literacy programs. Over ten years ago Librarians at Curtin University Library worked with academic staff to integrate information literacy into the Master of Pharmacy degree. Lectures and tutorials in the unit Drug Information Science 528 were taught by Library staff and the first piece of assessment for this unit was set by the Library. This program is still in place today. This case study will investigate some of the issues that librarians need to address if they wish to ensure that integrated information literacy programs continue after the librarian who initiated a program leaves the institution. It will also examine some of the complexities involved in ensuring that integrated information literacy programs remain relevant to the students. These include issues such as convincing academic staff about the need to change course content, working with academic staff to update their information literacy skills, and developing an understanding of the needs of students working in a highly specialised field.

Biography: Diana qualified as a Librarian in 1975 from the Canberra College of Advanced Education. She has worked across a variety of library sectors – state, special, public and academic. She has held positions at the State Library of Tasmania, the State Reference and State Film Libraries (NSW), Worksafe Australia (Canberra), City of Cockburn Libraries and the UWA Medical and Dental Library (Perth). Her current position is Divisional Librarian, Health Sciences, Curtin University of Technology which she has held since August, 2005. In this role she provides support and specialist advice to the staff and research students of the seven Schools of the Division.

Dr Gary Williams, Susan Robson and Richard Dearden (University of Tasmania)

Title: Sources for Courses: The Development of an Online Web Resource for Contextualised Learning

Abstract: The University of Tasmania Library has an emerging framework that is informing how we incrementally embed information literacy in curricula across degree structures. Based on the Information Literacy Standards and an information literacy continuum of skill development, the Framework outlines learning outcomes at elementary, proficient and advanced levels. In this context we are developing an online web tutorial resource – a key component in developing students' skills at an elementary level and in expanding the delivery of information skills to all first year students. The resource will enable librarians to customise the content to ensure that the tutorial is embedded in the student's learning context. This presentation will discuss the use of the Standards as a basis for the content; the development of the resource as a collaborative effort amongst librarians and an educational developer; the resource's design priorities, its customisable features and how the resource will be used to address the Framework's elementary learning outcomes.

Biography: Gary is currently Acting Director of the Graduate School and Senior Lecturer in the Centre for Advancement of Learning and Teaching. Gary has worked as a learning advisor and educational designer in Australian and Hong Kong Universities, and lectures in the Graduate Certificate of University Learning and Teaching.

Susan is a Liaison Librarian in the Faculty of Arts Liaison Team. Susan brings a former career in retail and as a visual artist to her recent move to Librarianship.

Richard has recently taken up his position of Branch Library Manager at QUT after eight years at UTAS as Science Librarian and more recently Morris Miller Librarian.

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| 12:00 – 1:30 | LUNCH |
| 1:30 – 3:30 | WORKSHOPS Concurrent Workshop 1: Focussing on Leadership: Leadership of self and of others Concurrent Workshop 2: Are you awake? Attending to student disengagement and teacher integrity |
| 3:30 – 3:45 | TEA |
| 3:45 – 4:30 | STORY TELLER AND THE PANEL |