



A Strategic Approach to Information Literacy and Life Long Learning

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....modern university...a series of individual faculty entrepreneurs held together by a common grievance over parking.

Kerr





Universities are changing rapidly—
technology, globalisation, politics

- Can we begin to imagine what they might be?
- How can we have a role in shaping these outcomes rather than just reacting to the circumstances?





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It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change.

Charles Darwin





Information Literacy and Lifelong Learning

- new technologies
- changing nature of work
 - away from production economy
towards knowledge economy
- increased competition
- mass education and therefore non-traditional groups
- globalisation





What are the images which drive our actions?

- How we understand the world and how we take action in it
 - unconscious
 - deeply ingrained assumptions
 - generalisations and images
 - limiting constructs
 - is it about individual or collective actions
- What is information literacy?
- Who owns the idea of information literacy?
- Is it separate from knowing the field?
- How can it be taught?
- Who should teach it?
- What is the role of academics?





What skills do you personally bring or need to develop?

- special level of proficiency
- committed to lifelong learning
- continual clarification of personal vision
- personal learning is the basis of an organisation's capacity for learning
- What is your personal commitment to professional growth in the area of ILLL?
- Does the rhetoric match the actual?
- How does your own position and knowledge base impact on your university's capacity to deliver?





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There is nothing so useless as doing
efficiently that which should not be
done at all.

Peter Drucker





Are we all going in the same direction?

- commitment to (rather than compliance with)
- common identity and sense of destiny
- set of principles and guiding practices
- Who are the groups you need to be working with on ILLL?
- Where are these groups located?
- How do you know when you have commitment rather than compliance?
- What might the principles and guiding practices look like?





How do we get teams rather than individuals progressing ILLL?

- requires capacity to suspend assumptions and enter into genuine dialogue - 'thinking together'
 - identify destructive patterns of relating—defensiveness, undermining
 - achievements of group greater than the achievements of individuals
- Who should be in the ILLL team(s)?
- What patterns of defensiveness or undermining have you experienced and by whom?
- What do you do when these occur?
- What do you do that you know 'feeds into' the problem? How can you break the cycle?

teams are the
fundamental learning
unit





What is the 'system' around ILLL?

- integrated approach
- creates coherent body of theory and practice
- necessary shift in thinking
 - from *separate from* the world to *connected to* the world
 - from problems *caused by others* to recognising *own agency* in the problems experienced
- system causes patterns of behaviour
- for one to succeed, others also must succeed
- Who owns ILLL?
- What needs to happen at all levels of the organisation?
- What structural or policy shifts might help?
- How are you personally contributing (either positively or negatively)?
- How can you influence the wider organisation?
- What are the everyday work practices that cement the separation?
- How do other 'systems' intersect with the this system?





With apologies to Senge's five disciplines

- **Systems thinking**
 - organism, connection
- **Personal mastery**
 - basis of organisation's capacity to learn
- **Mental models**
 - understanding the world and our place in it
- **Building shared vision**
 - commitment, identity, destiny
- **Team learning**
 - thinking together, team is fundamental learning unit
- What is the 'system' around ILLL
- What personal skills do you bring or need to develop?
- What are the images which drive our actions?
- Are we all going in the same direction?
- How do we get teams rather than individuals progressing ILLL?





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What do we do about this?
How do we begin to operate
differently?





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For every complex problem there is
a simple solution... and it is wrong!!!

Henry L. Mencken





Senge's approach suggests we should

- embrace change (not just tolerate it)
- identify the blockages and act on them
- focus on a symbiotic relationship with the environment
- ensure the organisation (organism) is the central entity





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An Institutional Approach

- Curriculum
- Teaching and learning
- Organisational
- Policy
- Resources





Curriculum

- Graduate Quality #2
 - Graduates of UniSA are
 - prepared for lifelong learning
- Program Approval Manual
 - process of consultation and effect on curriculum
 - Library Impact Statement
- Program Evaluation
 - Library comment





Teaching and Learning

- developmental learning process
- integral to course design
 - not ‘bolt on’
- aspect of learning the ‘discipline’
 - planned and purposeful part of teaching
- assessment related
- challenge to traditional boundaries
 - turf wars (academics, academic development, learning support)
- technology driven
- relationship to other skills—problem solving, critical thinking, writing essays





Organisational

- Library structure focuses on supporting staff and students as well as acquisition of resources
- Service culture
- Strategic collaboration with other Units (eg IT)
- Teaching and Learning Committee (TALC)
 - ILLLL Working Group
- Relationship to other providers
 - Learning Connection (student and academic staff support)
 - organisation development (Learning organisation)
- Monitoring outcomes
 - student surveys
- Academic Board
 - initiatives





Policy

- Graduate Qualities
- Program approval
- Program evaluation
- University commitment to necessary institutional infrastructure eg online
- Recruitment policy of academic staff





Resources

- University commitment to online training
- Allocation of Library budget
- Employment of Library staff—skill set
- Commitment to ongoing professional development of Library staff
- Access to institutional grants





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We have met the enemy
and he is us.

Pogo

