

Information Literacy in Higher Education Courses

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Why embed?

Everyone agrees!

- ◆ In Australia - Bruce (2002)
- ◆ In the UK - Markless (2003)
- ◆ In the USA - Rockman (2003)

So why don't academics embed?

You need answers to the following:

- ◆ Curriculum too crowded?
- ◆ More work for academics?
- ◆ Not our job?
- ◆ Not our skills?
- ◆ Do not know how?

Why is assessment for credit crucial?

- ◆ Focus student learning
- ◆ Reward effort
- ◆ Convey expectations

Why is reinforcement and transfer crucial?

- ◆ Situated versus transferable skills
- ◆ Notion of meta-cognition – learning to learn
- ◆ Foster Transfer of learning
- ◆ Reward successful transfer -
(or penalise lack of transfer)

What are the options

What can individual Librarians and teachers do?

- ◆ Stick to the bolt on model?
- ◆ Take over the curriculum?
- ◆ Just scream?
- ◆ Create examples and
- ◆ Evaluate to demonstrate effects

First - Demand and reciprocate respect.

A Case Study - Context

- ◆ Mature ‘non-traditional’ students
- ◆ Selected from successful trainers and supervisors
- ◆ advanced standing in content
- ◆ lack academic skills
- ◆ external/distance learners

QUESTION: Can it transfer to your context?

Teaching Information Skills with Specific Content

First Module in degree - learning about issues
in adult and workplace education.

Academic content included:

- » Funding Adult and workplace education
- » Competencies and adult learning
- » Role of public, private & community agencies
- » equity and access

Structure of Unit

- ◆ Introduction – expectations.
- ◆ Analysing Texts about adult education –
assignment 1 - near transfer (short answers)
- ◆ Learning Information Skills by searching for information about adult and workplace education
assignment 2. Search, evaluate, document, and access information.
- ◆ examples of forms of writing about content –
assignment 3 an essay argument on topic

Assignment 1 - examples

- ◆ Summarize the author's views
- ◆ give three examples of claims made supported by evidence
- ◆ Quote an example of the author stating his opinion.
- ◆ Give two reasons why a graph of statistics on adult education is confusing.

Assignment 2 - examples

- ◆ Search the (ANTA) web site to identify equity target groups
- ◆ List three articles from database relevant to the topic, and justify relevance, currency and reliability.
- ◆ Give bibliographic reference details for an in-text quote.

Assignment 3

“Should government funding be used to enable Community Adult Education (ACE) providers to target education provision for target equity groups?” (1,500 words)

Assignment 3 Marking Guide

Element	Mark
Understanding key concepts	25%
Evidence of procedural or constructed knowledge	25%
Quality of arguments	25%
Accurate referencing in text and bibliography	25%

The Information Literacy Framework

Use information as a lifelong learner by

1. Recognising need for information
2. Accessing information effectively
3. Evaluating information and sources
4. Storing and managing information
5. Using information to create ideas
6. Using information legally & ethically

Participatory Task

Apply the Information Literacy Framework.

Read through the overhead notes, ask any questions for clarification, and then with 2 or 3 people around you, locate where the standards are embedded.

Which standards are addressed in each of the three assignments?



Motivating people to embed information literacy skills

Lecturers –

Students –

Librarians –

University Administrators -

Can this model be transferred?

Consider your contexts:

- ◆ Are there barriers? *Of course there are.*
- ◆ Could you do this another way? *Yes!*
- ◆ What modifications will you make?
- ◆ What will motivate people to make the effort?

Conclusions

Ask the following questions.

- ◆ Who controls the curriculum?
- ◆ What is in it for the academics?
- ◆ What are the barriers to change?
- ◆ What roles should librarians play?

Motivating people to embed information literacy skills

Lecturers – easier and quicker marking

Students – rewarded through grades and enhanced skills for other units

Librarians – better questions & status

University Administrators – better retention leading to greater income