

TERTIARY LITERACY POLICY AND PROCEDURES

Policy Number:	To be advised
Approved By:	Academic Senate
Date Approved:	Information Literacy Policy approved
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Modification History:	Information Literacy policy revised to include full range of tertiary literacies leading to development of graduate attributes. Policy re-titled Tertiary Literacy Policy and Procedures (Senate Res 40/03)
Date of Next Review:	4 June 2005
Related Policies:	Attributes of a UOW Graduate
Contact Officer:	Head of Student Services

Background

The Information Literacy policy has been revised to include the full range of tertiary literacies which lead to the development of the graduate attributes. The policy is now accordingly titled *Tertiary Literacy Policy and Procedures* and provides a policy context for the curricula integration of the literacies listed in the *Learning and Teaching Strategic Plan 1997 – 2005*.

The Graduate Attributes and Tertiary Literacy

Teaching and learning at the University of Wollongong is guided by the statement on graduate attributes. The development of these attributes takes place within disciplines of study at the University. The term tertiary literacy refers to the more detailed levels of knowledge and skills taught within disciplines throughout levels of study within an undergraduate degree. The development of tertiary literacy and additional professional development, within and outside the curriculum, ultimately leads to the development of the graduate attributes. The attributes are considered to be broader expressions of tertiary literacy as they are transferred and applied to work and community contexts.

Tertiary literacy is defined as consisting of:

- **academic literacy** – skills in reading, critical analysis, listening, writing and presenting orally;
- **information literacy** – the capacity to recognise when information is needed and the capacity to locate, evaluate, and effectively use required information;
- **computer literacy** – the ability to effectively use computer devices and associated peripherals and generic software to find, store, retrieve and manipulate data;

- **statistical literacy** – the ability to think statistically and to use formal statistical reasoning effectively; and
- **professional practices** – the transfer and application of knowledge, values, attitudes and skills gained from university study to work and life settings, including the management of a professional career.

Academic Literacy

Academic literacy requires an understanding of the expectations and requirements of a discipline and the development of skills for analysis and communication within a discipline. An academic discipline has accepted conventions and methodologies for text and data acquisition, critical analysis, data analysis, forms of argument and presentation and communication of information and argument. The development of academic literacy requires an understanding of disciplinary expectations and requirements and the development of skills in critical listening, reading and analysis of text and data, the development of argument and the communication of text, data and analysis in written and spoken form. The development of academic literacy depends upon an adequate level of pre-tertiary language skill. The ongoing development of academic literacy at the tertiary level is accompanied by an increasingly complex use of spoken and written language.

Information Literacy

Information literacy enables a person to “recognise when information is needed... and to locate, evaluate, and use effectively the needed information.”¹ A person who is information literate “is able to:

- recognise a need for information
- determine the extent of information needed
- access the needed information efficiently
- evaluate the information and its sources
- incorporate selected information into their knowledge base
- use information effectively to accomplish a purpose
- understand economic, legal, social and cultural issues in the use of information
- access and use information ethically and legally
- classify, store, manipulate and redraft information collected or generated
- recognise information literacy as a prerequisite for lifelong learning”²

¹ American Library Association *Presidential committee on information literacy. Final report* American Library Association, Chicago 1989 <www.ala.org/acrl/nili/ilit1st.html>, quoted in Council of Australian University Librarians (CAUL) (2001). *Information Literacy Standards*, Canberra.

² Council of Australian University Librarians (CAUL) (2001). *Information Literacy Standards*, Canberra.

Computer Literacy

Computer literacy is the ability to effectively use computer technology to locate, access, evaluate, manipulate, create, store and retrieve information through:

- operating a computer device and its peripherals, in a range of configurations, to carry out common tasks;
- using each of the common generic applications of word processor, spreadsheet, database and communications software efficiently and effectively;
- connecting to an electronic system through a computer device directly connected to a network and, if appropriate, through a computer device connected through a modem to initiate and manage electronic mail; and
- managing enrolment and personal details through Student On-Line Services.

Statistical Literacy

Statistical literacy is the ability to understand and critically reflect on:

- the origin of data presented in academic, professional and community contexts;
- the nature of variability and uncertainty in regard to quantitative and qualitative measurement;
- the design of research studies and the collection of data;
- how data can be used to convey information;
- the impact of the format in which data are presented.

Statistical literacy requires:

- basic numeracy for understanding statistical concepts;
- skills in calculating basic statistics using computer software;
- the ability to think statistically and to use formal statistical reasoning effectively;
- skills in organising, summarising, interpreting and presenting data effectively; and
- the capacity to make statistical inferences, thus turning data into useful information.

Note: The University of Wollongong Library has adopted the CAUL Information Literacy Standards (see Appendix for details). The seven information literacy standards provide a framework for the University's information literacy programs.

Professional Practices

Professional practices refer to the knowledge and skills required to apply the tertiary literacies, as manifested in the graduate attributes, to a variety of work and life contexts. Such practices are derived from the graduate attributes, which focus on teamwork and leadership skills, the management of a career and ongoing professional development, and an appreciation of value orientations such as principles of equity and respect for diversity.

A useful framework for the development of professional practices is the four stage *Learning Process Taxonomy* developed within the *Canadian Blueprint for Life/Work Designs*³. This learning process consists of

- 1) acquiring and understanding knowledge;
- 2) putting knowledge into practice;
- 3) testing knowledge and practice against personal orientations; and
- 4) creating new knowledge and practice.

STAGES 1-4 are attained through discipline study within faculties and are supported by career development resources, programs and services available to students at the University. Programs and activities such as internship subjects, work experience, My Portfolio, the Career Management Plan and Careers Fairs facilitate the development of professional practices for use in post university settings.

Self management and self reliance are required for the ongoing management of a professional career. The self managing and self reliant graduate is aware of the changing world of work, takes responsibility for his or her own career and personal development and is able to manage the relationship with work and with learning throughout all stages of life. Self management and self reliance require:

- self awareness – the recognition of strengths and weaknesses in relation to abilities, aptitudes, personality, skills, and an awareness of personal values and ethics and areas required for professional, academic and personal development;
- self promotion, exploring, researching, creating opportunities, networking and action planning;
- negotiation and political awareness inherent within organisations;
- coping with uncertainty – the capacity to adapt goals in response to changing circumstances; and
- a development focus – reflection on learning experiences and management of learning in a lifelong learning context.

³ <http://www.blueprint4life.ca>

Tertiary Literacy Inventory

The Tertiary Literacy Inventory links the development of the tertiary literacies to the graduate attributes.

Graduate Attribute 1 A commitment to continued and independent learning, intellectual development, critical analysis and creativity.		Tertiary Literacy Categories				
		Academic literacy	Information literacy	Computer literacy	Statistical literacy	Professional practices
Related Tertiary Literacies	• observes, describes, documents, interprets, makes decisions	X				
	• articulates, justifies, argues, negotiates and distinguishes fact from opinion	X				
	• challenges assumptions and takes risks in developing responses	X				
	• discusses, applies, reflects on and evaluates their learning	X				X
	• critically consumes and evaluates information	X	X			
	• takes initiative and innovates, is self directing					X
	• matches needs to resources		X			X
	• reasons logically					
	• demonstrates willingness to learn					
	• demonstrates positive orientation to career and life long professional development					X
• appreciates statistics as they apply to their discipline				X		

Graduate Attribute 2 Coherent and extensive knowledge in a discipline, appropriate ethical standards and, where appropriate, defined professional skills.		Tertiary Literacy Categories				
		Academic literacy	Information literacy	Computer literacy	Statistical literacy	Professional practices
Related Tertiary Literacies	• develops a command of existing knowledge in a chosen discipline					
	• identifies and devises a series of questions about an issue or phenomenon that would be adequate to initiate a research project	X				
	• willingness to explore the existing body of knowledge		X			
	• explores issues with existing knowledge, including written and oral analysis	X				
	• understands the principles, laws and formulae to use knowledge to solve academic problems	X				
	• knows how to update knowledge and where to do so		X			
	• understands not only the theory of the discipline but also the practical implications and applications of the acquired knowledge					X
	• appreciates their discipline in a wider social context					

Graduate Attribute 3 Self-confidence combined with oral and written communication skills of a high level.		Tertiary Literacy Categories				
		Academic literacy	Information literacy	Computer literacy	Statistical literacy	Professional practices
Related Tertiary Literacies	• formulates clear concise questions based on information needs	X				
	• organises and synthesises information, in a logical format, for various applications	X				
	• summarises current understandings, explains the main ideas in the field, articulates the current controversy in the discipline	X				
	• uses all forms of expression to communicate knowledge to others- spoken, written, graphic and other non-verbal forms appropriate to context	X				
	• understands the importance of audience and the relevant registers	X				

Graduate Attribute 4 A capacity for, and understanding of, teamwork.		Tertiary Literacy Categories				
		Academic literacy	Information literacy	Computer literacy	Statistical literacy	Professional practices
Related Tertiary Literacies	• interacts effectively with other people both on a one to one basis and in groups, to achieve a shared goal					X
	• develops leadership skills in order to undertake leadership roles					X
	• understands and responds to the needs of clients					X
	• develops people management strategies					X
	• values the opinions of others and appreciates their diversity					X
	• demonstrates a commitment to principles of equity					X
	• demonstrates the ability to compromise and negotiate					X
	• engages in and receives constructive criticism and argument					X
• can work with geographically dispersed teams including members based offshore					X	

Graduate Attribute 5 An ability to logically analyse issues, consider different options and viewpoints and implement decisions.		Tertiary Literacy Categories				
		Academic literacy	Information literacy	Computer literacy	Statistical literacy	Professional practices
Related Tertiary Literacies	• critically evaluates information sources	X	X			
	• identifies, responds to and devises solutions to problems	X				
	• demonstrates understanding of the research process and recognises when more information is required	X	X			
	• initiates research and projects and accepts responsibility for outcomes					X
	• applies problem solving strategies in situations where the problem and the desired solution are clearly evident and in situations requiring critical thinking	X	X			
	• identifies ethical and cultural dimensions of a problem or issue					X

Graduate Attribute 6 An appreciation and valuing of cultural and intellectual diversity and an ability to function in a multi-cultural or global environment.		Tertiary Literacy Categories				
		Academic literacy	Information literacy	Computer literacy	Statistical literacy	Professional practices
Related Tertiary Literacies	<ul style="list-style-type: none"> identifies the strengths of individuals, societies and cultures with a view to improving existing relationships between community networks, workplaces and organisations 					X
	<ul style="list-style-type: none"> able to relate, work and live with individuals, societies and cultures which are dissimilar from one's own 					X
	<ul style="list-style-type: none"> able to sensitively remove obstacles to respecting, valuing and working with individuals from diverse cultural backgrounds 					X
	<ul style="list-style-type: none"> understands, and is committed to, the principles of equality of treatment, access and outcomes in relating and managing individuals from diverse cultural backgrounds 					X
	<ul style="list-style-type: none"> able to develop institutions and workplaces which accept, strengthen and adopt the principles of social justice as well as practice them 					X
	<ul style="list-style-type: none"> able to be agents of change in local, national and international workplaces to improve relationships between individuals, societies and cultures 					X
	<ul style="list-style-type: none"> able to communicate and work with people whose first language is not English 					X

Graduate Attribute 7 A basic understanding of information literacy and specific skill in acquiring, organising and presenting information, particularly through computer-based activity.		Tertiary Literacy Categories				
		Academic literacy	Information literacy	Computer literacy	Statistical literacy	Professional practices
Related Tertiary Literacies	<ul style="list-style-type: none"> is information literate ie. has the ability to access, locate, critically analyse, interpret, evaluate and use information 		X			
	<ul style="list-style-type: none"> is computer literate, ie. has the ability to use effectively a personal computer, associated peripherals and generic software to find, store, retrieve and manipulate data 			X		
	<ul style="list-style-type: none"> gathers information from a variety of media 		X			
	<ul style="list-style-type: none"> applies technology, combining the physical and sensory skills needed to explore and adapt systems 			X		
	<ul style="list-style-type: none"> applies the most appropriate technologies to the situation 			X		
	<ul style="list-style-type: none"> is statistically literate 				X	
	<ul style="list-style-type: none"> appreciates the role of statistics in society by demonstrating an understanding of the: <ul style="list-style-type: none"> principles of integrity and excellence in tabular and graphical data presentation 				X	
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> nature of variability and its implication for quantitative research 				X	
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> process of collecting and using statistical information 				X	
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> manages technology to achieve specific goals within the discipline area 			X		

Graduate Attribute 8 A desire to continually seek improved solutions and to initiate, and participate in, organisation and social cultural change.		Tertiary Literacy Categories				
		Academic literacy	Information literacy	Computer literacy	Statistical literacy	Professional practices
Related Tertiary Literacies	• critically evaluates information sources	X	X			
	• identifies, responds to and devises solutions to problems					
	• demonstrates understanding of the research process and recognises when more information is required	X	X			
	• initiates research and projects and accepts responsibility for outcomes					
	• applies problem solving strategies in situations where the problem and the desired solution are clearly evident and in situations requiring critical thinking	X				
	• identifies ethical dimensions of a problem or issue					X

Graduate Attribute 9 An acknowledgment and acceptance of individual responsibilities and obligations and of the assertion of the rights of the individual and the community.		Tertiary Literacy Categories				
		Academic literacy	Information literacy	Computer literacy	Statistical literacy	Professional practices
Related Tertiary Literacies	<ul style="list-style-type: none"> understands and practically applies relevant OHS legislation and guidelines in the workplace 					X
	<ul style="list-style-type: none"> demonstrates social responsibility and concern 					X
	<ul style="list-style-type: none"> capacity to challenge assumptions of homogeneity 					X
	<ul style="list-style-type: none"> a sense of social commitment (based on feeling empowered to apply learning to everyday situations) 					X

Implementation of the Tertiary Literacy Policy and Procedures

Curriculum Integration

Curriculum-integrated tertiary literacy skills are a core priority of the University's *Learning and Teaching Strategic Plan 1997 – 2005*. All faculties incorporate tertiary literacy at 100 level and above in some departments or programs. Faculties require policy and procedures which ensure that tertiary literacy continues to be integrated on a systematic basis in key subjects undertaken by commencing cohorts of undergraduate and postgraduate students. A program of curriculum analysis within a faculty can use the graduate attributes and associated tertiary literacy inventory as the basis for planning appropriate literacy integration. Such planning needs to take account of the literacy needs of students who transfer to 200 level study from TAFE or educational institutions overseas. Students commencing postgraduate coursework degrees with minimal undergraduate study also need to be considered in the planning of tertiary literacy integration.

The incorporation of tertiary literacy within curricula requires collaboration between faculty academics, educational development and learning development lecturers, librarians, career practitioners and administrators.

- Academic staff establish the context for learning through the provision of course materials, lectures and by leading face-to-face or online discussions. They also inspire students to explore the unknown, offer guidance on how best to fulfil information needs, and monitor student progress.
- Librarians coordinate the evaluation and selection of intellectual resources for programs and services, organise and maintain collections and points of access to information, and provide advice and coaching to students and academic staff who seek information.
- Learning development lecturers provide generic and discipline specific materials to support student learning and provide a range of services related to transition to university and academic literacy—reading, writing, listening and speaking in a university setting, time and task management, and learning in an online environment.
- Educational development lecturers, staff developers and administrators facilitate opportunities for collaboration and staff development among academics, learning development lecturers, librarians, and other professionals who provide students with opportunities to develop their tertiary literacy according to their developmental level, mode of study and needs.
- Career practitioners assist academic staff and educational development lecturers to understand the connections between the attributes and tertiary literacies developed during university study and the demands of the graduate labour market.

Generic Tertiary Literacy Programs

There is a range of generic programs that supplement the curriculum integration of tertiary literacy.

Information Literacy Introductory Program (ILIP)

The Information Literacy Introductory Program (ILIP100) is compulsory for all commencing students. Students are encouraged to undertake ILIP100 in their first six weeks of enrolment so that they are introduced to information literacy skills and concepts, which form a foundation for their research in the University's information environment. Satisfactory completion of ILIP100 is mandatory and is noted on each student's academic record as evidence of attainment of introductory information literacy skills and concepts. Students who do not complete ILIP100 by the end of their first session of enrolment have their results withheld until it is completed. The University Library also offers ongoing tuition and information for students for further development of information literacy.

Statistical Literacy

A statistical literacy program is available through WebCT and provides students with an introduction to statistical concepts and prepares them for further study in statistics. The program is provided in three separate modules:

1. Producing Data;
2. Representing Data and Informal Interpretation of Data, and
3. Interpreting Data.

Students can independently use the modules to prepare themselves for study in statistics. Each module has self-paced quizzes, which students can use to test their knowledge acquisition. Course and subject coordinators can recommend or require that students who have not studied statistics complete the modules prior to or as a part of a subject in statistics or research methods.

Students who are not likely to undertake formal study of statistics but would like to gain some knowledge of statistics can complete the modules and receive accreditation for this study by successfully undertaking the on-line tests, which are built into each module. This accreditation will take the form of a supplementary qualification, which will be administered by the Academic Services Division Graduate Attributes Programs Lecturer. As the University's set of graduate attributes specify that students will be statistically literate, under the more generic term of information literacy, faculties with students who do not study statistics should consider requiring their students to complete the first statistical literacy module.

Computer Literacy

Computer literacy self-paced learning modules are available on the Web or on disk from the Library. These modules are provided for students to access on a needs basis to develop their computer skills for research and presentations. They cover a wide range of computer skills and applications.

ITS provides training courses and demonstrations for students during orientation week on basics such as setting up email, an introduction to WebCT and an introduction to

using a web browser. Students can attend hands on workshops for a fee. Roving help is provided in the computer labs. Computer literacy for students with disabilities is supplemented by an assistive technology training program provided by Student Services.

Professional Practices

The curriculum development of knowledge and skills associated with professional practices is supplemented by the Attributes and Outcomes Portfolio and the Career Management Plan.

The Attributes and Outcomes Portfolio - My Portfolio - is an online tool, which helps students reflect upon and record their development of work related attributes and skills as they progress through their university studies. Designed as a keyword sortable database, entries that are made over time can be used in transition activities such as job-seeking (resumes, letters and interviews) or in applying for further study and scholarship opportunities. There is the potential to encourage all first year students to access My Portfolio so that they become familiar with its functionality. Students can then utilise My Portfolio on an ongoing basis as they progress through their studies. Where career planning issues become apparent within My Portfolio, students will be directed to appropriate modules within the Career Management Plan (modules 2 and 3).

The Career Management Plan (CMP) is a self-access resource within WebCT, which enables students to develop an understanding of themselves and their career options. Exercises in self-assessment and career decision making provide starting points for further research in areas related to the world of work and strategies to increase employability. Knowledge developed through the CMP facilitates the application of tertiary literacies and graduate attributes to a variety of work and life contexts.

Appendix

Information Literacy Standards and Outcomes

Standard One

The information literate person recognises the need for information and determines the nature and extent of the information needed

Outcomes

1.1 *The information literate person defines and articulates the need for information*

Examples

- 1.1.1 Confers with others, including peers and experts, and participates in face to face and electronic discussions with peers to identify a research topic, or other information need
- 1.1.2 Explores general information sources to increase familiarity with the topic
- 1.1.3 Identifies key concepts and terms by mapping the information need and from that formulates and focuses questions
- 1.1.4 Defines or modifies the information need to achieve a manageable focus
- 1.1.5 Recognises that information can be combined with original thought, experimentation, and/or analysis to produce new information
- 1.1.6 Identifies their existing knowledge framework

1.2 *The information literate person understands the purpose, scope and appropriateness of a variety of information sources*

Examples

- 1.2.1 Understands the formal and informal processes of information production and knows how information is organised and disseminated
- 1.2.2 Recognises that knowledge can be organised into disciplines that influence the way information is produced, organised and accessed within and across disciplines
- 1.2.3 Differentiates between, and values the variety of potential sources of information eg people, agencies, multimedia, database, website, dataset, audiovisual, book
- 1.2.4 Identifies the intended purpose and audience of potential resources eg popular vs scholarly, current vs historical
- 1.2.5 Differentiates between primary and secondary sources, recognising how their use and importance vary with each discipline
- 1.2.6 Realises that information may need to be constructed with raw data from primary sources

1.3 *The information literate person consciously considers the costs and benefits of acquiring the needed information*

Examples

- 1.3.1 Determines the availability of needed information and makes decisions on broadening the information seeking process beyond immediate resources eg using resources at other locations; obtaining images, videos, text, or sound; document delivery
- 1.3.2 Considers the feasibility of learning a new skill(s) to gather needed information and understands its context, possibly beyond a single discipline or knowledge framework
- 1.3.3 Defines a realistic overall plan and timeline to acquire the needed information

1.4 *The information literate person re-evaluates the nature and extent of the information need*

Examples

- 1.4.1 Reviews the initial information need to clarify, revise, or refine the question
- 1.4.2 Uses and can articulate the criteria used to make information decisions and choices

Standard Two

The information literate person accesses needed information effectively and efficiently

Outcomes

2.1 *The information literate person selects the most appropriate investigative methods or information access tools for finding the needed information*

Examples

- 2.1.1 Identifies appropriate investigative methods eg laboratory experiment, simulation, fieldwork
- 2.1.2 Investigates benefits and applicability of various investigative methods
- 2.1.3 Investigates the scope, content, and organisation of information access tools
- 2.1.4 Selects efficient and effective approaches for accessing the information needed for the investigative method or information access tools
- 2.1.5 Consults with information professionals to help identify information access tools

2.2 *The information literate person constructs and implements effectively designed search strategies*

Examples

- 2.2.1 Develops a research plan appropriate to the investigative method
- 2.2.2 Identifies keywords, synonyms and related terms for the information needed
- 2.2.3 Selects appropriate controlled vocabulary or classification specific to the discipline or information access tools
- 2.2.4 Constructs a search strategy using appropriate commands for the information access tool selected eg Boolean operators, truncation, and proximity operators for databases/search engines; internal organisers such as indexes for books
- 2.2.5 Implements the search strategy in various information access tools with appropriate command languages, protocols and search parameters
- 2.2.6 Implements the search using investigative methodology appropriate to the discipline

2.3 *The information literate person retrieves information using a variety of methods*

Examples

- 2.3.1 Uses various information access tools to retrieve information in a variety of formats
- 2.3.2 Uses various classification schemes and other systems eg call number systems or indexes, to locate information resources within a library or to identify specific sites for physical exploration
- 2.3.3 Uses specialised online or in person services to retrieve information needed eg document delivery, professional associations, institutional research offices, community resources, experts and practitioners
- 2.3.4 Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information

Standard Three

The information literate person evaluates information and its sources critically and incorporates selected information into their knowledge base and value system

Outcomes

3.1 *The information literate person assesses the utility of the information accessed*

Examples

- 3.1.1 Assesses the quantity, quality, and relevance of the search results to determine whether alternative information access tools or investigative methods should be utilised
- 3.1.2 Identifies gaps in the information retrieved and determines if the search strategy should be revised
- 3.1.3 Repeats the search using the revised strategy as necessary

3.2 *The information literate person summarises the main ideas extracted from the information gathered*

Examples

- 3.2.1 Reads the text and selects main ideas
- 3.2.2 Restates textual concepts in own words and selects data accurately
- 3.2.3 Identifies verbatim material that can then be appropriately quoted

3.3 *The information literate person articulates and applies initial criteria for evaluating both the information and its sources*

Examples

- 3.3.1 Examines and compares information from various sources to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
- 3.3.2 Analyses the structure and logic of supporting arguments or methods
- 3.3.3 Recognises and questions prejudice, deception, or manipulation
- 3.3.4 Recognises the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information
- 3.3.5 Recognises and understands own biases and cultural context

3.4 *The information literate person validates understanding and interpretation of the information through discourse with other individuals, subject area experts, and/or practitioners*

Examples

- 3.4.1 Participates in peer group and other discussions
- 3.4.2 Participates in electronic communication forums designed to encourage discourse on the topic eg email, bulletin boards, chat rooms
- 3.4.3 Seeks expert opinion through a variety of mechanisms eg interviews, email, listservs

3.5 *The information literate person determines whether the initial query should be revised*

Examples

- 3.5.1 Determines if original information need has been satisfied or if additional information is needed
- 3.5.2 Reviews search strategy and incorporates additional concepts as necessary
- 3.5.3 Reviews information access tools used and expands to include others as needed

Standard Four

The information literate person classifies, stores, manipulates and redrafts information collected or generated

Outcomes

4.1 *The information literate person extracts, records, and manages the information and its sources*

Examples

- 4.1.1 Selects the most appropriate technology for extracting the needed information eg copy/paste software functions, photocopier, scanner, audiovisual equipment, or exploratory instruments
- 4.1.2 Creates a system for organising and managing the information eg card files, *Endnote*
- 4.1.3 Differentiates between the types of sources cited and understands the elements and correct citation style for a wide range of resources
- 4.1.4 Records all pertinent citation information for future reference
- 4.1.5 Manipulates digital text, images, and data transferring them from their original locations and formats to a new context

4.2 *The information literate person preserves the integrity of information resources, equipment, systems and facilities*

Examples

- 4.2.1 Respects the access rights of all users and does not damage information resources
- 4.2.2 References correctly the information resources that have been used
- 4.2.3 Takes precautions against spreading computer viruses

4.3 *The information literate person legally obtains, stores, and disseminates text, data, images, or sounds*

Examples

- 4.3.1 Observes the requirements of moral rights and similar legislation
- 4.3.2 Complies with stated wishes of the owner of intellectual property
- 4.3.3 Understands copyright and privacy laws and respects the intellectual property of others
- 4.3.4 Acquires, publishes and disseminates information in ways which do not breach copyright laws or privacy principles.
- 4.3.5 Understands fair dealing in respect of the acquisition and dissemination of educational and research materials

Standard Five

The information literate person expands, reframes or creates new knowledge by integrating prior knowledge and new understandings individually or as a member of a group

Outcomes

5.1 *The information literate person applies prior and new information to the planning and creation of a particular product*

Examples

- 5.1.1 Understands that information and knowledge in any discipline is in part a social construction and is subject to change as a result of ongoing dialogue and research

- 5.1.2 Organises the content in a manner that supports the purposes and format of the product eg outlines, drafts, storyboards
 - 5.1.3 Articulates knowledge and skills transferred from prior experiences to planning and creating the product
 - 5.1.4 Integrates the prior and new information, including words and ideas, in a manner that supports the purposes of the product
- 5.2 *The information literate person synthesises main ideas to construct new concepts***
Examples
- 5.2.1 Recognises interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
 - 5.2.2 Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
 - 5.2.3 Utilises information technology applications eg spreadsheets, databases, multimedia, and audiovisual equipment, for studying the interaction of ideas and other phenomena
- 5.3 *The information literate person compares new understandings with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information***
Examples
- 5.3.1 Determines whether information satisfies the research or other information need
 - 5.3.2 Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
 - 5.3.3 Draws conclusions based upon information gathered
 - 5.3.4 Tests theories with discipline appropriate techniques eg simulators, experiments
 - 5.3.5 Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions with previous information or knowledge
 - 5.3.6 Selects information that provides evidence for the topic
- 5.4 *The information literate person revises the development process for the product***
Examples
- 5.4.1 Maintains a record of activities related to the information seeking, evaluating, and communicating process
 - 5.4.2 Reflects on past successes, failures and alternative strategies
- 5.5 *The information literate person communicates the product effectively to others***
Examples
- 5.5.1 Chooses a communication medium and format that best supports the purposes of the product and the intended audience
 - 5.5.2 Uses a range of appropriate information technology applications in creating the product
 - 5.5.3 Incorporates principles of design and communication appropriate to the environment
 - 5.5.4 Communicates clearly and in a style to support the purposes of the intended audience

Standard Six

The information literate person understands cultural, economic, legal, and social issues surrounding the use of information and accesses and uses information ethically, legally and respectfully

Outcomes

- 6.1 *The information literate person understands cultural, ethical, legal and socioeconomic issues surrounding information and information technology***

Examples

- 6.1.1 Identifies and can articulate issues related to privacy and security in both the print and electronic environments
- 6.1.2 Identifies and can articulate issues related to free vs fee based access to information
- 6.1.3 Identifies and can discuss issues related to censorship and freedom of speech
- 6.1.4 Demonstrates an understanding of intellectual property, copyright and fair use of copyrighted material
- 6.1.5 Recognises the 'information divide' as a contributing factor to socioeconomic divisions

6.2 *The information literate person follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources*

Examples

- 6.2.1 Obtains, stores, and disseminates text, data, images, or sounds in a legal manner
- 6.2.2 Complies with institutional policies on access to information resources
- 6.2.3 Demonstrates an understanding of what constitutes plagiarism and does not represent work or ideas attributable to others as their own
- 6.2.4 Demonstrates an understanding of institutional policies related to ethical research
- 6.2.5 Participates in electronic discussions following accepted practices eg Netiquette

6.3 *The information literate person acknowledges the use of information sources in communicating the product*

Examples

- 6.3.1 Selects an appropriate citation style and uses it consistently to cite sources used
- 6.3.2 Acknowledges sources in accordance with copyright legislation
- 6.3.3 Understands and respects indigenous and multicultural perspectives of using information

Standard Seven

The information literate person recognises that lifelong learning and participative citizenship requires information literacy

Outcomes

7.1 *The information literate person appreciates that information literacy requires an ongoing involvement with learning and information technologies so that independent lifelong learning is possible*

Examples

- 7.1.1 Uses diverse sources of information to inform decisions
- 7.1.3 Seeks to maintain current awareness in areas of interest and/ or expertise by monitoring information sources
- 7.1.4 Derives satisfaction and personal fulfilment from locating and using information
- 7.1.5 Keeps up to date with information sources, information technologies, information access tools and investigative methods
- 7.1.6 Recognises that the information search process is evolutionary and nonlinear

7.2 *The information literate person determines whether new information has implications for democratic institutions and the individual's value system and takes*

steps to reconcile differences

Examples

- 7.2.1 Identifies whether there are differing values that underpin new information or whether information has implications for personal values and beliefs
- 7.2.2 Applies reasoning to determine whether to incorporate or reject viewpoints encountered
- 7.2.3 Maintains an internally coherent set of values informed by knowledge and experience

Amended as approved by Academic Senate, 4 June 2003. (Resolution 40/03)