

**Undergraduate Sequenced
Information Literacy
Program (2002-)**

**Faculty of Education,
University of Melbourne**

What is it?

- A sequenced program of face-to-face information literacy sessions delivered in core subjects in two 4 year undergraduate courses

Target audience

- Bachelor of Education (Primary)
Year- 1 (130), 2 (120), 3 (100), 4 (100)
- Bachelor of Early Childhood Education
Year- 1 (150), 2 (100), 3 (90), 4 (90)

Total = approx 900 students in total

Objectives

Facilitate the development of information skills and knowledge which will assist students to:

- successfully complete their studies
- succeed in the workplace, and keep up to date with developments in the profession
- successfully complete further studies and research in the future

Structure...

- Designed to facilitate a progression of skills and knowledge from 1st to 4th year
- Content (each year level)
 - =finding information
 - =evaluating information
 - =citing information

Finding Information

- 1st Year= locating known sources & finding books on a topic – Catalogue (transferable online searching skills)
- 2nd Year= planning a literature search & finding journal articles, conference papers etc. on a topic – Indexes (A+ Education & ERIC)
- 3rd Year= advanced online searching skills & locational tools (Coolcat, SIAL, Libraries Australia)
- 4th Year= the research project & searching the literature in the workplace

Evaluating Information

- 1st Year= Critical evaluation of sources found on the Web
- 2nd Year= Refereed / non-refereed – journal articles, conference papers
- 3rd Year= Subject Directories & Gateways which can aid selection of Web-based sources
- 4th Year= Identifying key authors

Citing Information

- 1st Year= Citing books & Web based sources
- 2nd Year= Citing journal articles, conference papers, chapters, reports...
- 3rd Year= Secondary citation
- 4th Year= FAQs

APA style used as example

Evaluation of Program

- Pre-test survey - Commencing 1st Year students (early Semester 1 2005)
- Post-test survey –
1st, 2nd, 3rd and 4th Year students
(end of 2nd Semester 2005)

Why do it this way?

When viewed in the **context** of specific Subjects within a Course students develop an understanding of the **relevance** and importance of information literacy.

Why do it this way? (2)

A program designed collaboratively (Faculty & ID staff) is in tune with today's more expansive view of information literacy.

Why do it this way? (3)

There is less of a distinction (for the students) between the **Subject content** and the **information process** when sessions are delivered within specific subjects (especially when teaching staff participate)

Why do it this way? (4)

It's been a **logical step** to build on the work previously done

Critical Factors

- Good-will existing between Faculty and Information Division staff
- Taking into account features of the courses
- Relevance of content / real tasks
- Sequential approach
- Scaffolding
- Timing
- Hands-on activities
- Flexibility

What Works

- Collaboration with teaching staff
- Contextual approach (focusing on assessment tasks)
- Raising the profile of Information Literacy (with staff and students involved in the two courses)

Drawbacks

- Time constraints
- “One size fits all” aspect

Drawbacks – overcoming them

- Streaming the groups (according to level)
- Offering additional (voluntary attendance) hands-on sessions
- Providing Web-based support material
- Time of need support from Information staff

Feedback from students (4th Year post-test)

Do you feel that the instruction provided helped you to successfully meet your information needs for the course?

Yes	91%
No	9%

Feedback from students (4th Year post-test)

Rating the effectiveness of the instruction over the
4 years (1-5 with 5 being the highest)

1	1%
2	4%
3	37%
4	45%
5	13%

Feedback from students (4th Year post-test)

Being able to successfully meet information needs in the workplace / further studies:

Very confident	21%
Reasonably confident	71%
Not confident	4%
Unsure	4%

Future Directions

- Program Evaluation- Draw on the results of the student survey to further develop the program.
- Changes to the “online environment”

