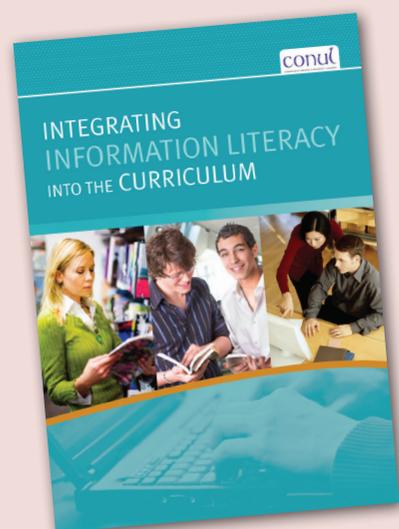


# INTEGRATING INFORMATION LITERACY INTO THE CURRICULUM

## Further Information

For additional information on IL and assessment, and to view the ANZIIL standards to assist in identifying suitable learning objectives and outcomes; please consult the full booklet.



The booklet can be accessed from the library's website: <http://www.library.dcu.ie/>

Contact your **Subject Librarian** to discuss how best to integrate information literacy learning objectives and activities into your module or programme; arrange a tailored lecture or workshop; or discuss general matters relating to developing and assessing your students' information literacy skills and knowledge.

[http://www.library.dcu.ie/help\\_and\\_support/subjectlibs.shtml](http://www.library.dcu.ie/help_and_support/subjectlibs.shtml)



A SHORT GUIDE FOR ACADEMIC STAFF

## What is Information Literacy?

Information Literacy (IL) can be defined as the ability to find, use, evaluate and communicate information effectively. Information literacy knowledge and skills underpin effective independent and lifelong learning. Being information literate, and having the skills to effectively navigate the complex landscape of proliferating information sources, is a key graduate attribute. Its importance is recognised internationally and is an acknowledged element in the successful transition to higher education (National Strategy for Higher Education to 2030<sup>1</sup>, JISC 2010<sup>2</sup>)



Finding and evaluating information has never been more important; nor has the need to develop skills in the ethical use of information, in order to mitigate against plagiarism.

The Library is committed to the development of collaborative partnerships between its librarians and teaching staff to support the successful development of students' IL skills and knowledge. Developing these skills within a disciplinary context, combined with the benefit of using a curriculum-integrated approach will ensure that students:

- » Acquire a clearer understanding of the research process
- » Produce better assignments and research papers
- » Use a variety of information resources
- » Evaluate information critically and systematically
- » Learn to use information in an ethical manner and avoid plagiarism

<sup>1</sup> National Strategy for Higher Education to 2030 - Report of the Strategy Group. 2011. Dublin: Department of Education and Skill. P. 55. Available from: <http://www.heai.ie/>

<sup>2</sup> JISC. 2010. Higher Education in a Web 2.0 World. Available from: <http://www.jisc.ac.uk/media/documents/publications/heweb20rptv1.pdf>

## Why Integrate Information Literacy into the Curriculum?

Integrating IL into the curriculum is about building skills for independent lifelong learning in a systematic way throughout a student's academic career.

IL knowledge and skills, like other essential generic skills are best developed within the context of a particular discipline, rather than bolting on a 'library element' to a particular module or course. Students are rarely motivated in such scenarios and often complain that they cannot see the relevance or need for such interventions.

## Top Tips for Successful Information Literacy Integration

- i. Contact your librarian as early as possible in the process of programme or module/course development or review.
- ii. When identifying and developing learning outcomes for IL, engage the support of your librarian. Consider what skills and knowledge you would like your students to develop. Use the Australian & New Zealand Institute of Information Literacy (ANZIL) standards as a guide in this process.
- iii. Once you have developed IL learning outcomes, library staff can work with you to develop learning activities and assessment tasks and advise in relation to relevant suitable print and online resources.
- iv. Always be as explicit as possible with students about information literacy and its importance and relevance to a particular programme, module, course or task and the importance of developing such skills.
- v. Talk to your librarian about online learning support and how the VLE might be used for IL interventions and support.

## Case Studies

This guide accompanies a full booklet which contains a variety of case-studies that provide an overview of modules and programmes with significant library involvement aimed at building information literacy skills from undergraduate through to PhD/researcher level within the CONUL institutions.

