Information Literacy and Resource Access Policy

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1.0 Purpose

The purpose of this policy is to define the term information literacy and to clarify how all students at the EIT develop these skills and access resources.

2.0 Scope

This policy applies to all students, academic teaching staff, and general staff involved in supporting the development by students of generic attributes.

3.0 Policy

All students at EIT will be supported in developing information literacy (skills). This policy establishes a model for embedding information literacy into the academic curriculum, articulating the role and responsibilities of EIT's key contributors to the development of information literate graduates, and working toward establishing consultative and reporting mechanisms for stakeholders.

Information literacy is required within problem-solving skills, but it also underpins knowledge attributes and communication skills. EIT requires all students to graduate with a set of generic attributes that include:

- Knowledge
- Communication Skills
- Problem-solving skills
- Global Perspective
- Social Responsibility

Information literate graduates of EIT will be able to:

- Recognise a need for information
- Determine the extent of information needed
- Access information efficiently

- Critically evaluate information and its sources
- Classify, store, manipulate and redraft information collected or generated
- Incorporate selected information into their knowledge base
- Use information effectively to learn, create new knowledge, solve problems and make decisions
- Understand economic, legal, social and cultural issues in the use of information
- Access and use information ethically and legally
- Use information and knowledge for participative citizenship and social responsibility
- Experience information literacy as part of independent learning and lifelong learning.

4.0 Stakeholders in Policy Provision

The development of information literate graduates is a shared responsibility. Key partners in this enterprise will be EIT academic staff, administrative staff, and students. These partners can work together to embed information literacy programmes into the curriculum.

The effective embedding of information literacy programmes within the mainstream of the learning process requires close co-operation between all stakeholders.

5.0 Roles and responsibilities

5.1 EIT Resource Manager

The role of the EIT Resource Manager is to:

- Provide leadership in policy formulation and planning for information literacy within the Institute.

- Work with partners to monitor international and national trends in information literacy training, and benchmark these against the information literacy programmes of the Institute.

- Advocate to the Dean and the Academic Board the embedding of information literacy into the curriculum within the context of graduate attributes.

- Work to develop a sustainable training and support model for academic staff in the area of information literacy.

- Work with academic staff to integrate information literacy objectives into course curriculum and unit/module outlines and content.

- Develop, promote and deliver information literacy training and support to the academic and student communities.

- Works with partners to evaluate the quality and effectiveness of the information literacy programmes of EIT.

5.2 Dean and the Academic Board

The role of the Dean and the Academic Board is to:

- Oversee the incorporation of information literacy skills into all EIT courses/programs as a component of graduate attributes.

- Promote the inclusion of information literacy objectives into relevant course curriculum and unit/module outlines, in the context of graduate attributes.
- The Dean reports to the Academic Board on how programmes develop information literacy skills within the context of graduate attributes.

5.3 Academic Staff

The role of EIT academic staff is to:

- Work with the Dean to develop information literacy programmes that are relevant to course curriculum and unit/module outcomes.

- Where appropriate, incorporate information literacy objectives into unit/module outlines, in the context of graduate attributes.

5.4 Students

The role of students is to monitor and record their development with regard to information literacy skills as a component of mapping their development of graduate attributes.

6.0 Definitions

Information literacy: Information literacy enables individuals to recognise when information is needed and how to locate, evaluate and use information effectively. It is a prerequisite for lifelong learning.

7.0 Essential Supporting Documents

Australian and New Zealand Information Literacy Framework -
http://www.caul.edu.au/content/upload/files/info-literacy/InfoLiteracyFramework.pdf

Policy on the Generic Attributes of Graduates -
http://www.utas.edu.au/__data/assets/pdf_file/0003/66234/genericattributes_grads.pdf

8.0 Related Documents
- Teaching and Learning Policy.VET
- Teaching and Learning Resources Policy.DS