Maynooth University Library: Information Literacy Strategy Framework

Introduction

Information literacy (IL) is widely recognised as an important graduate skill and defined by UNESCO (2005) as *"a basic human right in the digital age"* and is clearly expressed in Maynooth University's (MU) Graduate Attributes, where graduates are expected to *"be capable of gathering and critiquing information from a variety of sources".* (Maynooth University, 2014) Furthermore, there are now clear links between student retention and attainment with Library input into the development of student's skills. (Bowles-Terry 2012; JISC 2011; Keleher et al 2011; Mezick 2014; Soria et al 2013; Stone & Ramsden 2014)

MU Library is committed to supporting the University's strategic goals along with fulfilling our responsibility to enable students to:

- Discover and use resources for their study and future career
- Recognise and embrace learning
- Become independent, self-motivated learners

Purpose of the Framework

MU Library's Information Literacy framework will form the foundation of our teaching and learning activities and has been developed with the following in mind:

- Significant development in the creation and delivery of information over the past 10 years
- A growing MU student population
- The importance of critical skills in the new curriculum

MU Library's Information Literacy Framework will:

- Underpin instructional activities by providing support in the discovery, evaluation, communication and management of information
- Inform our practice by supporting new and emerging information needs
- Ensure we are meeting recognised international standards
- Ensure we are catering for all students including adult learners, international students, off campus and part-time students
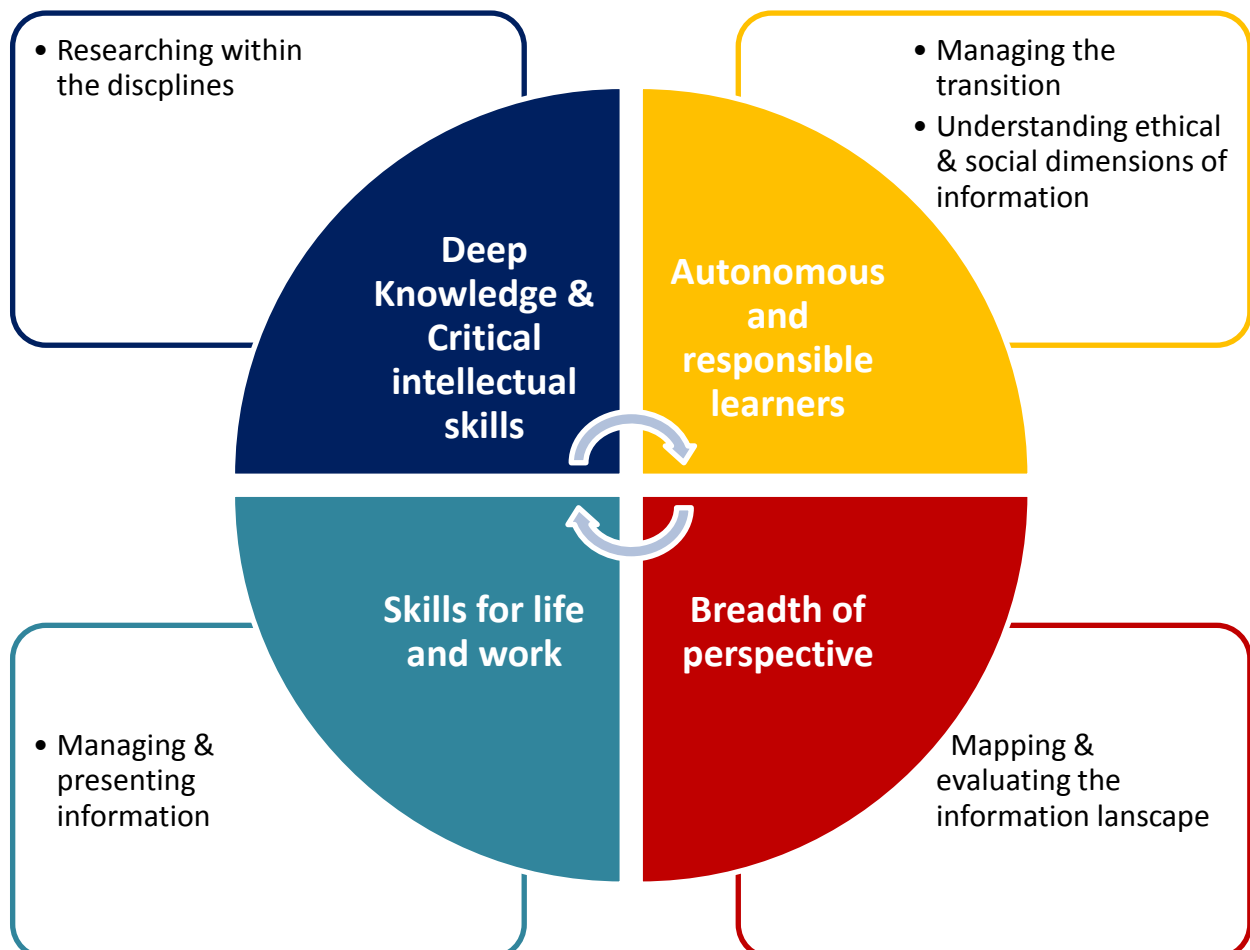- Align with the new undergraduate curriculum

Information Literacy Framework

MU Library's Information Literacy Framework is based upon the ANCIL (2011) framework and the ACRL Framework for Information Literacy (2014). The framework extolls five sets of competencies:

1. **Managing the transition and becoming an independent learner**
2. **Mapping and evaluating the information landscape**
3. **Researching within the disciplines**
4. **Managing and presenting information**
5. **Understanding the ethical and social dimensions of information**

This framework acknowledges that IL skills are not isolated from the curriculum or from the development of other critical skills, recognising that they are intrinsically linked to other learning outcomes and graduate attributes. By doing this it is fundamentally linked to the principles of 'A Maynooth Education'.

Information Literacy Framework for 'A Maynooth Education'

- Researching within the disciplines

- Managing the transition
- Understanding ethical & social dimensions of information

Deep Knowledge & Critical intellectual skills

Autonomous and responsible learners

Skills for life and work

Breadth of perspective

- Managing & presenting information

Mapping & evaluating the information lanscape

MU Library will create resources for the development of Information Literacy to support each of the five sets of competencies described above.

Delivering Information Literacy

Information Literacy will be delivered in a way that is **sustainable** for the Library in light of the growing student population, **integrated** in context of other critical skills and where possible, **embedded** into the curriculum. Because Information Literacy is not developed in isolation, the framework and accompanying resources are designed to support the development of other skills. Because of this we believe that the delivery of information literacy skills should be embedded into subject content and delivered in context of the curriculum.
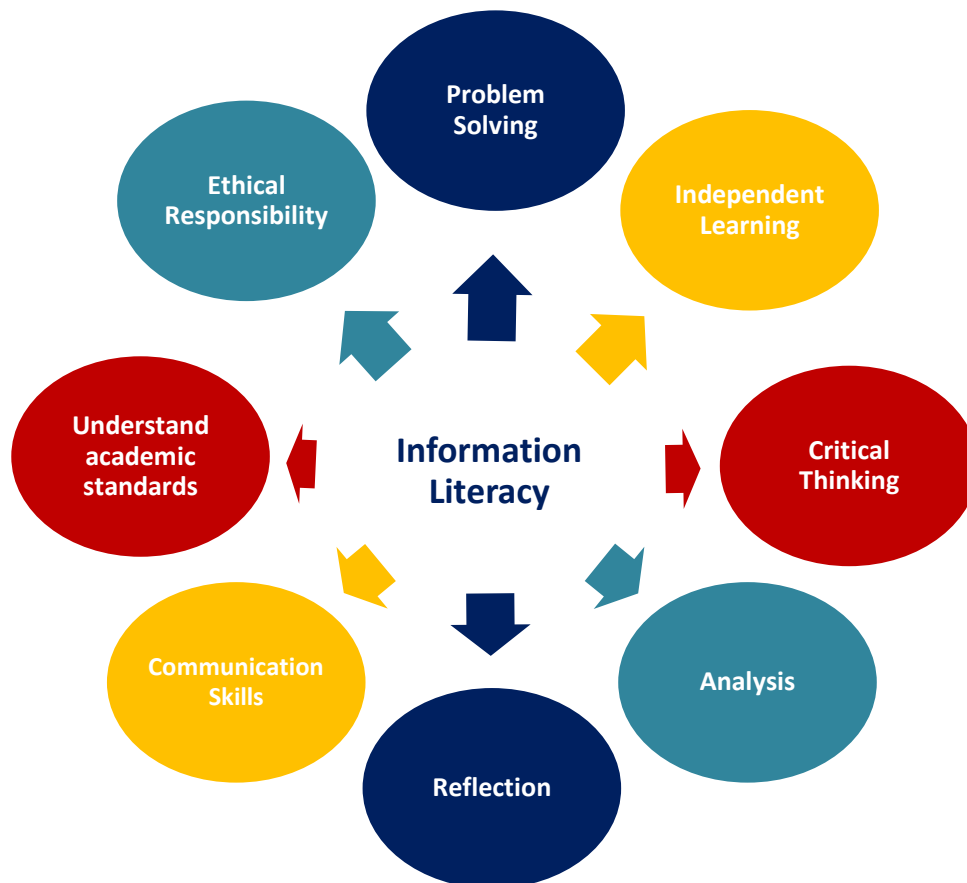
The Library will continue to develop an expertise in information literacy and design relevant content. However, the teaching of these skills does not always need to be delivered by a librarian in a face-to-face classroom setting. We will develop a range of supports and facilities which complement our face-to-face activities and can be delivered in a sustainable, integrated and embedded way, including:

- Train the trainer –master classes for academic and teaching staff
- Guides and supports illustrating how information literacy can be integrated with other critical skills and embedded into content
- Examples of how to embed information literacy evaluation into assessment
- Tutorials and quizzes that can be customised and embedded into Moodle
- Instructional videos and online guides

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