Unit Outline
INFO5013 Information Literacy
Semester 1, 2016

Unit study package code: INFO5013
Mode of study: Fully Online
Tuition pattern summary: This unit does not have a fieldwork component.
Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

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Teaching Staff:

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Location: Building: 208 - Room: 428

Learning Management System: Blackboard (lms.curtin.edu.au)
Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus
The role of information services in user education, information literacy and life-long learning. Standards and tools to guide and measure information literacy programs. The role of information technology in information literacy and user education. User education activities for individuals and groups. Learning styles and education theory. Planning, management and promotion of user education programs. Evaluation of user education programs

Introduction
This unit is designed to engage you in the thinking, approaches and delivery of information literacy/training programs. This is a core issue in professional practice. Students planning on working in all types of information services - libraries, records units and archives - will find the unit useful in their future profession. The term ‘information literacy’ tends to be associated with libraries, but records managers and archivists are also involved in training and user education. The literature, links and research into ‘information literacy’ comprises an extensive body of material and for that reason the term is used in the unit materials more frequently than ‘education’ and ‘training’ – the terms preferred in the records management profession, for which there is less information available. Wherever possible the unit notes and materials include issues to consider for all information professionals in their role as instructors, trainers and guides in developing users’ information literacy skills.

Information literacy is critical to ensuring our clients have the skills to optimise the use of the resources we acquire and manage, through the systems in place to organise those resources - whether these are library catalogues, commercial databases, records management systems, or archival indexes. As well, information literacy skills are vital to citizens operating effectively in their wider environment. The role of information professionals in the development of these skills is an important one and this unit will prepare you for that role.

Unit Learning Outcomes
All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Assess the role of information services in user education, information literacy, and life-long learning</td>
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<tr>
<td>2 Identify appropriate user education activities for information services</td>
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<tr>
<td>3 Articulate principles of teaching and learning to develop user education activities</td>
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<td>4 Evaluate the influence of learning styles on the delivery of user education activities</td>
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<tr>
<td>5 Appraise the role of technology in the development and delivery of user education activities</td>
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<tr>
<td>6 Demonstrate advanced critical thinking skills in the development of user education materials</td>
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</table>
Learning Activities

This is a fully online unit which is also being taught on campus (internally). All students, regardless of mode of study, are expected to post to the Discussion Board. There are activities in the unit notes that external students can engage in throughout the study period - your tutor will be encouraging you to contribute to these activities.

The unit study calendar at the end of this document provides you with an outline of the topics covered in the study period and the weeks in which assignments are due. There are three pieces of assessment that must all be attempted in order to pass the unit. Each assignment involves individual work, but students may be taking similar approaches and a collaborative environment is encouraged. The assessments for this unit are closely linked and designed to enable you to build on the knowledge you gain as you progress through the unit.

All students should check the unit website on Blackboard (via OASIS http://oasis.curtin.edu.au) at least once a week for updated information relating to the unit. Curtin email should also be checked regularly. The unit notes and readings, assignment information and additional relevant materials are available on the Blackboard site and it is important that you familiarise yourself with the site as soon as possible.

You are also encouraged to share your thoughts on aspects of the unit and to direct your peers to interesting readings/websites through the Blackboard Discussion area. Please post queries concerning course content and assignments through the Discussion area as this will ensure that all students can see my responses to questions. For personal communications use my email address, listed in this Outline.

Curtin’s Graduate Attributes

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
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<tbody>
<tr>
<td>Apply discipline knowledge</td>
<td>Thinking skills (use analytical skills to solve problems)</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Technology skills</td>
</tr>
<tr>
<td>International perspective (value the perspectives of others)</td>
<td>Cultural understanding (value the perspectives of others)</td>
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<td></td>
<td>Learning how to learn (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)</td>
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<td></td>
<td>Professional Skills (work independently and as a team) (plan own work)</td>
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</table>

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au
There is no prescribed text book for this unit, but there are many, many books (and journal articles) about information literacy and user education. You should check the University Library or a library near you to locate some recent texts. The following is a very short list of books available in the Curtin Library and some articles for records management students. Additional readings are listed in the learning materials.

Available online at Curtin Library


Available in hard copy at Curtin Library


Articles for records management


Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>25 percent</td>
<td>Week: 6 Day: Friday Time: 4pm</td>
<td>1,2,4</td>
</tr>
<tr>
<td>Report</td>
<td>25 percent</td>
<td>Week: 10 Day: Friday Time: 4pm</td>
<td>2,4,5</td>
</tr>
<tr>
<td>Exercise</td>
<td>50 percent</td>
<td>Week: 14 Day: Friday Time: 4pm</td>
<td>2,3,6</td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. IMPORTANT ASSESSMENT INFORMATION

The assessments for this unit are closely linked and designed to build on knowledge gained as you progress through the unit. The final assignment should demonstrate your learning across most of the unit content. You will need to plan ahead for the assessments. At the beginning of the study period you must decide whether you are approaching the assessments from the perspective of a librarian, records manager or archivist and you then must select a 'learner group' of your choice. This learner group will be the focus of the three assignments. Selection of an audience can be based on:

- age (eg. 8-12 years, Baby Boomers),
- professional group in a specific context (eg. clinical nurses, engineering researchers),
- role (eg. undergraduate students, archives visitors)
- socioeconomic or cultural background (eg. unemployed, new migrants)

OR any other category you decide on, with one proviso – you will need to find scholarly literature about that audience, so do a quick search of the LISA or LISTA databases first to ensure there is sufficient literature to use in your assignments.

ESSAY

Length: 1,300 +/-10% words 25 marks

This assignment should be written in essay style and bring together relevant and current information about the information behaviour (including information needs) of Your selected 'learner group' (see above).

You must locate at least 8 sources about your learner group – scholarly articles, conference papers and books/chapters, as well as appropriate web resources – in order to discuss their information behaviour. You will need to define your group, discuss their information behaviour (and learning styles if located in the literature) and provide a summary of the types of relevant and suitable information literacy/training programs that librarians, records managers, or archivists could provide for this group of learners. The essay will be assessed on:

- Number and quality of sources used
- Logic, coherence and relevance of the argument
- Effective use of sources to support the argument
- Logical structure
- Clarity of expression
- Correct referencing
- Word count as required

Assignments that go over the word length will be marked only up to the maximum word length allowed. Any part of the assignment beyond the maximum word length will not be considered in the final assignment mark.

There will be two Turnitin submission points provided for this assessment in Blackboard.
2. REPORT  

**Length: 1,200 +/- 10% words**

This assignment should be written as a report for your manager so that they could make a decision about implementing a program that would be most suitable for the workplace and the intended learner group. For this assignment you need to locate two scholarly articles that report on information literacy/training programs designed for your target learner group. The programs you compare should be different either in terms of the format in which they are delivered (e.g., face to face or online) or their purpose (e.g., orientation/advanced). You should report on how each program has been delivered, evaluated, and the advantages and disadvantages of each. The report should critically evaluate each program in relation to achieving its objectives. You should consider whether the programs are appropriate for the target learner group and if the authors used an effective method to evaluate their program. The conclusion of the report should discuss the aspects of these programs that might be suitable for your own program (Assignment 3). These might be framed as recommendations if that works for your report.

For this report, use headings and the appropriate written style, but numbered sections and an executive summary are not required. The report will be assessed on:

- Selection of relevant and quality sources
- Evidence of evaluative approach
- Logical structure
- Clarity of expression
- Correct referencing
- Word count as required

Assignments that go over the word length will be marked only up to the maximum word length allowed. Any part of the assignment beyond the maximum word length will not be considered in the final assignment mark.

There will be two Turnitin submission points provided for this assessment in Blackboard.

The first is a Revision (or DRAFT) submission point where you can submit your drafts for this assessment. MULTIPLE submissions are allowed, for which you will receive formative feedback from Turnitin in the form of an Originality report. Note in busy periods an Originality report may take Turnitin up to 24 hours to generate. Late submissions to this point are NOT allowed. Assessments submitted here will NOT be marked.

The second is a FINAL submission point where you can submit your final version of this assessment. ONE submission only is allowed, for which you will receive formative feedback from Turnitin in the form of an Originality report. Note in busy periods an Originality report may take Turnitin up to 24 hours to generate. Late submissions to this point are allowed (and will be subject to penalties as per the Late Assessment policy in this unit outline). The assessment submitted here will be marked.

3. EXERCISE

**50 marks (25 marks for each component)**

This assignment comprises two parts:

1. A **1500 word** report which provides background information to the program, justification for the program, and evaluation methods for the program – covering all aspects of the program.
2. A short (max 15 minutes) information literacy/training presentation OR a short (max 15 minutes) online resource - covering one aspect of your program only

**PART 1.** For this assignment you have to design an information literacy/training program for your learner group and create a short presentation or online resource. You also have to write a report about your program. The program you design and report on should be substantial. That is, it should be based on a one hour session or an online program that deals comprehensively with an area of information literacy/training. For example, a ‘face to face’ session could be about searching databases for undergraduate students and an online resource could be an introduction to the electronic document records management system for new staff. The choice is yours, but you do need to justify the content and delivery according to the needs of the learner group. The report should include:

1. A description of the aim(s) of the program and its intended target learners
2. A description of the program
3. Specific learning outcomes for the program
4. Justification for the content and method of delivery of the program
5. The skills and knowledge required of the instructor
6. Any additional materials required for the program (eg handouts, instructor’s notes, access to software/hardware)
7. How the program will be evaluated.
8. A list of references used to support the argument within the report.

Any handouts, evaluation sheets or supporting materials should be included as appendices to your report.

**PART 2.** You will have to decide how you present part 2 of the assignment. Remember that this component of the assignment should be 15 minutes at the most and cover only one aspect of the entire program that you describe in the report. You could, for example, present to the internal class directly, or record yourself (image and audio) describing and demonstrating searching a database to an (imaginary) learner group. Or, if you have designed an online program you could create several web pages/exercises to explain, for example, how to evaluate websites. If you choose to create an online resource there are a number of software programs listed in the assignment information section of Blackboard which may be useful.

*The presentation/online resource will be assessed on:*

- Clarity of information presented
- Relevance and appropriateness of content for the audience
- Presentation techniques
- Structure
- Visual aids (if used)
- Timing

Please note that both parts of this assignment must be completed. Failure to submit one part will result in a ‘Fail-incomplete’ mark for the unit.

Assignments that go over the word length will be marked only up to the maximum word length allowed

There will be two Turnitin submission points provided for Part 1 of this assessment in Blackboard.

The first is a Revision (or DRAFT) submission point where you can submit your drafts for this assessment. MULTIPLE submissions are allowed, for which you will receive formative feedback from Turnitin in the form of an Originality report. Note in busy periods an Originality report may take Turnitin up to 24 hours to generate. Late submissions to this point are NOT allowed. Assessments submitted here will NOT be marked.

The second is a FINAL submission point where you can submit your final version of this assessment. ONE submission only is allowed, for which you will receive formative feedback from Turnitin in the form of an Originality report. Note in busy periods an Originality report may take Turnitin up to 24 hours to generate. Late submissions to this point are allowed (and will be subject to penalties as per the Late Assessment policy in this unit outline). The assessment submitted here will be marked.
Pass requirements

There are two requirements to achieve a ‘pass’ grade in the unit.

1. An overall mark of 50% across the different assessments in the unit, and
2. All assessments must be attempted and submitted.

Failure to attempt and submit an assessment will result in a ‘Fail–incomplete’ grade for the unit irrespective of the mark achieved.

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment **more than seven calendar days overdue will not be marked and will receive a mark of 0.**

Assessment extension

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check your OASIS email for details.

Supplementary assessments

Supplementary assessments are not available in this unit.

Referencing style

The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.
Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel
Additional information

Reports and other assignments should use:

- Standard font and font size, e.g. Times New Roman, Arial, Geneva, Helvetica, Chicago or Calibri, etc. at 12 point.
- 1.5 line spacing and leave a line spacing between paragraphs.
- Left and right margins 2.5 cm; top and bottom margins 2.5 cm (Word 'normal' template).
- MS Word format (or compatible), **Do not** save as a PDF. Assignments which have been saved as PDFs will not be marked. Do not set the permissions to limit editing or lock the document in anyway.

All written work must be properly referenced.

Please follow the instructions in Blackboard for assignment submission.

**Information Studies operates an internal email list called HUM-DIS.** All Information Studies students should join HUM-DIS in order to keep in touch with internal administrative matters and to see job opportunities in Western Australia and other states. Instructions on joining are at: [https://lists.curtin.edu.au/mailman/listinfo/hum-dis](https://lists.curtin.edu.au/mailman/listinfo/hum-dis).

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

**Student Rights and Responsibilities**

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

**Student Equity**

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to [http://eesj.curtin.edu.au/student_equity/index.cfm](http://eesj.curtin.edu.au/student_equity/index.cfm) for more information.


It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: [http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm](http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm)
Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

The Discussion Board activities have been included in the unit’s assessment in the last year - we hope you enjoy this opportunity to communicate online with your class peers and your tutor. There have been slight modifications to some of the Discussion Board activities.

There have been slight modifications to the lecture topics which combine two modules into one, while expanding on another module.
### Program calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Lecture/ Seminar</th>
<th>Assessment Due</th>
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</thead>
<tbody>
<tr>
<td>22 February</td>
<td></td>
<td><strong>Orientation Week</strong></td>
<td></td>
</tr>
<tr>
<td>1. 29 February</td>
<td></td>
<td>Module 1: Introduction to information literacy</td>
<td></td>
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<tr>
<td>2. 7 March</td>
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<td>Module 2: Information literacy frameworks</td>
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<tr>
<td>3. 14 March</td>
<td></td>
<td>Module 3: Information behaviour and information models</td>
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<tr>
<td>4. 21 March</td>
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<td>Module 4: Learning styles</td>
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<tr>
<td>5. 28 March</td>
<td></td>
<td><strong>Consolidation of learning and review of topics</strong></td>
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<tr>
<td>6. 4 April</td>
<td></td>
<td>Module 5: Learner groups</td>
<td>Essay due Friday 8 April</td>
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<tr>
<td>7. 11 April</td>
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<td>Module 6: Types of information literacy programs</td>
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<tr>
<td>8. 18 April</td>
<td></td>
<td><strong>Consolidation of learning and review of topics</strong></td>
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<tr>
<td>9. 25 April</td>
<td></td>
<td>Module 7: Instructor knowledge and skills</td>
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<tr>
<td>10. 2 May</td>
<td></td>
<td>Module 8: Face-to-Face delivery of information literacy &amp; training</td>
<td>Report due Friday 6 May</td>
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<tr>
<td>11. 9 May</td>
<td></td>
<td>Module 9: Online delivery of information literacy &amp; training</td>
<td></td>
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<tr>
<td>12. 16 May</td>
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<td>Module 10: Planning, promotion and evaluation</td>
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<tr>
<td>13. 23 May</td>
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<td>Module 11: Diversity in information literacy &amp; training</td>
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<tr>
<td>14. 30 May</td>
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<td>Module 12: Future of information literacy for information professionals</td>
<td>Exercise due Friday 3 June</td>
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<tr>
<td>15. 6 June</td>
<td></td>
<td><strong>Study Week</strong></td>
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<tr>
<td>16. 13 June</td>
<td></td>
<td><strong>Examinations</strong></td>
<td></td>
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<tr>
<td>17. 20 June</td>
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<td><strong>Examinations</strong></td>
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