INTEGRATING INFORMATION LITERACY

A librarian - learner - lecturer partnership in Foundation (Extended Curriculum) Programmes

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Foundation Programmes:

- Equip learners with generic academic skills such as Information Literacy
- Prepare learners for academic learning in specific fields of study
- Integrate all academic skills into the curriculum
- Require active and sustained partnerships between team players

DUT PROGRAMMES

HEALTH SCIENCES
ARTS AND DESIGN
MANAGEMENT SCIENCES
ENGINEERING
APPLIED SCIENCES

LIAISON

ACADEMICS

HOW?
- Integration into curriculum
- Regular contact with team players

WHY?
- Enhanced learning
- Knowledge construction

ENHANCED LEARNING

LIBRARY

INFORMATION LITERACY (IL)

Empowers learners to find, select, evaluate, use and acknowledge information

KNOW YOUR LIBRARY
KNOW YOUR INFORMATION NEEDS
KNOW HOW TO SEARCH
KNOW YOUR INFORMATION SOURCES
KNOW HOW TO ACKNOWLEDGE YOUR SOURCES

FOUNDATION COURSE OUTCOMES

IL OUTCOMES

KNOWLEDGE CONSTRUCTION

COMPETENT GRADUATE

IMPACT OF INTEGRATION

WOWS!

- ACADEMICS - facilitates learning & teaching, realise the value of integrating IL into course, enhanced learning.

- ACADEMICS language problems

- LEARNERS - quality projects, improved results, value IL.

- LIBRARIANS - encouraged by cooperation of academics, IL makes a difference, regular liaison is hard work but rewarding.

CHALLENGES

- LEARNERS added course = more work

- LIBRARIANS learner motivation

DUT Library

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DURBAN UNIVERSITY of TECHNOLOGY

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Integrating Information Literacy (IL) into the Extended Curriculum Programmes (ECP) at the Durban University of Technology (DUT)

The DUT's Academic Strategic Plan (2005) emphasizes the importance of integrating all activities that contribute to the "total student learning experience". It particularly mentions that the Library should not be seen as merely **supporting** teaching and learning, but rather as **involved** in teaching, learning and research.

The DUT Library acknowledges its pivotal role in the teaching and learning process and endeavours to integrate IL into the academic programmes, veering away from its traditional, supportive role. To this effect the Library has developed a framework for Information Literacy and designed an IL course using Outcomes Based Education principles. The IL course was integrated into the curriculum of 16 extended curriculum programmes offered at DUT in 2007.

The process of integration included the Library's participation from the planning stages of the ECP through to the level of teaching, assessing and evaluating.

STAGES OF INTEGRATION

1	**Presentation on IL** at the Centre for Higher Education (CHED) ECP Curriculum Workshop – attended by all departments offering ECP
2	**Follow-up meetings or workshops with individual departmental ECP teams** to discuss integration of IL into curriculum , assign lecture periods for IL , discuss frequency of scheduled meetings
3	**Meetings with individual lecturers to** work with topics from course learner guides, discuss projects for the year/semester, discuss incorporation of IL assessment, discuss marking of projects
4	**Scheduled meetings of ECP teams to report on** progress, problems, learners; discuss evaluation methods; discuss attendance
5	**Documentation.** Considering that the ECP programmes are funded by the Department of Education, all learning and teaching activities had to be documented for audit purposes. Some of documentation included lesson plans, teaching material, formative assessments, evaluation by learners in the form of reflective writing or questionnaire, regular reporting on learners, attendance, attitudes and problems.
6	**Teaching IL.** Departments offering ECP assigned two periods a week for IL. Librarians liaised with lecturers in selecting an assignment topic which lent itself to mastering IL skills. The librarians and learners worked together on the chosen topic over a number of IL lessons using the IL skills to research the topic. Learners were guided throughout the process to achieve the IL outcomes (as per poster overleaf).
7	**Assessment.** Formative and summative methods of assessment were used. Formative assessments were used during lessons which assisted in rectifying mistakes and solving problems. Evaluation using reflective writing proved very useful to know the learners and to adapt the lessons and the teaching strategies. Two sets of marks were incorporated into the course year mark; a test mark and a project mark.

ACADEMIC FEEDBACK

"Initially when I heard that our Foundation Programme students had to do Information Literacy I was not enthusiastic; I assumed it would be a waste of time. I thought that all the students need to know about the library was how to use the catalogue to find books. Was I mistaken?! This Information Literacy subject has been of such benefit to my Foundation Programme students that our Department would now like to have our mainstream first year students undertake this course. I am now of the opinion that all students should undergo a structured Information Literacy programme during their first year of study. My appreciation goes out to the staff, especially Anitha and Kogie who quietly converted me from an unbeliever into a disciple of Information Literacy."

"In addition the foundation students also reported being able to access information more easily than their counterparts and also had varied study methods as opposed to their counterparts, which has assisted them in attaining relatively good results in comparison to their mainstream peers. This is important to note as the mainstream peers are differentiated from the foundation students only by their psychometric testing, which shows that the mainstream have a greater ability to adapt through competency, which the foundation students do not have."

LEARNER FEEDBACK

- "Know how to use library"
- "Know how to reference"
- "IL relevant for studies"
- "First thought it as a waste of time but now find it very useful"
- "Feel confident in using the Library"
- "Know how to access different sources"
- "IL is an added course which means more work"
- "Helps with my assignments"

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