A Vision Statement for Information Literacy

This statement identifies the guiding principles for the development of Information Literacy activities at Charles Darwin University (CDU) Library and Information Access (LIA).

LIA adopts the following definition of Information Literacy:

*Information Literacy is an understanding and set of abilities enabling individuals to recognise when information is needed and have the capacity to locate, evaluate, and use effectively the needed information.*

ANZIL Framework p.3

LIA will utilise CAUL’s [Best Practice Characteristics](#) to guide the development of Information Literacy activities.

1. Importance of Information Literacy

CDU has recognised the value of Information Literacy by incorporating it into the Graduate Attributes under the heading of Acquisition:

*Can identify, retrieve, evaluate and use relevant information and current technologies to advance learning and execute work tasks.*

CDU Graduate Attributes

In order to work and study effectively, all staff and students should be given the opportunity to have and improve upon their Information Literacy skills.

- Staff and Students need to be critical, independent thinkers. To do so it is essential they know how to access, use, and present relevant and authoritative information;
- Staff and Students need the skills to be able to navigate the vast amount of information that is now available;
- Information Literacy also incorporates the ability to use basic information technology tools;
- CDU staff and students come from a range of different backgrounds and experience. It can't be assumed they possess Information Literacy skills. They need to develop them and to be provided with support to do so;
- Information Literacy is a lifelong skill. It is important to recognise that these skills will continue to be used after tertiary studies and will need to be continuously developed;
- Information Literacy should encompass legal and ethical aspects of using information: plagiarism, copyright, referencing, etc.
2. Partnership with Academics
Information Literacy is not the domain of the Library alone. LIA will work in partnership with academics to develop an IL program that is underpinned by accepted pedagogy, relevant to all learning environments and fields of endeavour, and included as an integral part of a course.

- LIA accepts the responsibility of promoting the importance of IL to the academic community, and providing advice and resources on its integration into courses at CDU;
- A scaffolding approach to information literacy will be adopted so students develop their skills throughout their studies
- In line with CDU’s Teaching and Learning Operational Priorities, information literacy activities will support resource-based, student centred learning, so a hands-on practical approach will be used.

3. Sustainability of Delivery
In recognition of the varied student body (PreVoc to PhD), the various ways of course delivery (remote, F2F, online), and for the need for students to have equal access to all services, Information Literacy delivery needs to be available in a variety of formats (printed, online, podcasts, vodcasts, etc) and in a variety of ways (F2F, workshops, online tutorials, etc). At the same time delivery needs to be sustainable as the Library is committed to the development of information literacy skills in the long term.

- Staff and students should be given the resources to self-assess wherever possible, with intervention by Library staff only when required or requested;
- LIA will undertake to regularly measure and evaluate Information Literacy activities and approach;
- LIA will undertake to ensure Liaison Librarians are adequately trained and experienced in teaching, curriculum development and assessment of student learning, with postgraduate teaching qualifications strongly encouraged;
- LIA will develop common approaches/resources, such as templates etc, in consultation with TLQG.

Developed by IL@CDU working group, May 2009

Endorsed by DLIA, Ruth Quinn, June 2009