



Objectives, Strategies and Performance Targets 2001-2

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Introduction

The Graduate Information Literacy Program is an integral part of the wider Information Literacy Program, which has been developed as part of the Information Plan for the University (Strategic Directions 1999-2001 Moving Forward paper 2432A/1998).

The Graduate Information Literacy Program is funded through the Vice-Chancellors Plan for Growth and is a joint initiative of the Division of Information and the Graduate School.

This document sets out the objectives, strategies and performance targets for the Graduate Information Literacy Program for the period of 2001 and 2002 (see Section 1).

A key performance target identified for 2001-2 is the development of a range of information literacy training units specifically tailored to the needs of the graduate student community.

A proposed schedule of information literacy training units to be delivered in 2001-2 is summarised in Section 2, Table 4.

Further comment and suggestions regarding this training schedule are invited from the Information Literacy Program Steering Group.

It should be noted that the proposed training units primarily involve face-to-face training. While the initial focus of activities is on face-to-face training, increasing resources will be given over to developing self-paced information literacy tutorials and support materials for delivery over the World Wide Web. We believe that using the Web in this way will encourage independent learning and improve the coverage of information literacy training programs to graduate students located on or off-campus.

This initiative will build on the foundation already established by the INFLITE on-line training modules. Program staff will seek to improve and extend this training model for the graduate community and, where feasible, use or adapt commercial IT/IL on-line training materials purchased through the Division of Information.

Furthermore, Program staff will actively explore the possibilities of integrating Web-based information literacy services with WebCT and other Web-based services, such as the ANU Portals Project, as they mature.

By developing a clear and consistent set of objectives, strategies and performance targets for 2001-2, the Graduate Information Literacy Program seeks to build a strong profile as a student service provider. As an integral part of the Information Literacy Program, and with the support of the Division of Information and the Graduate School, we are confident of achieving our objectives and performance targets.

Section 1

Objectives, Strategies and Performance Targets 2001-2

Mission Statement

The mission of the Graduate Information Literacy Program is to contribute to the Australian National University's goal of being one of the world's great teaching and research institutions. The Program will deliver best-practice information literacy services to research and coursework graduate students and actively contribute to the success of the overall Information Literacy Program.

Objectives

The objectives of the Graduate Information Literacy Programs are to:

1. Effectively contribute to the overall ANU Information Literacy Program
2. Co-ordinate and provide information literacy programs and services to the graduate student community that demonstrate best-practice standards
3. Collaborate with stakeholders involved in teaching and learning initiatives to integrate information literacy programs and services, where feasible, into the mainstream curriculum and the ANU Information Commons
4. Engage in activities that support the academic recognition and certification of Graduate Information Literacy programs and training units
5. Provide reports, papers and advice that can assist policy formulation and strategic planning for the overall Information Literacy Program

Strategies and Performance Targets

1 Information Literacy Program

Objectives

- Co-ordinate and provide information literacy services that are tailored to the needs of the graduate community and that are consistent with the overall objectives and strategies of the Information Literacy Program.

Strategies

- Ensure that relevant ILP training programs are tailored to the needs of the graduate student community
- Develop and maintain print and on-line documentation and information services relevant to Graduate Program Training units
- Develop strategic and operational plans that are consistent with those of the overall Information Literacy Program
- Meet regularly with ILP staff, and related client groups, to ensure that the Graduate Program's services are consistent with the objectives and strategies of the Information Literacy Program
- Actively participate in evaluation and review activities to continually improve the programs and services offered by the ILP
- Ensure that publicity and marketing efforts for the Graduate Program are carried out effectively and in accordance with a marketing and publicity plan
- Create and update documentation and records associated with the co-ordination of the Graduate Program, including a Graduate Information Literacy Program Web-site
- Graduate Program staff to undertake professional development and training activities

Targets

- 1.1 'Objectives, Strategies and Performance Targets' document tabled for discussion and approval of the Information Literacy Steering Group
- 1.2 Develop and deliver information literacy training related to generic graduate needs
- 1.3 Develop and deliver information literacy training related to discretionary or discipline specific graduate needs
- 1.4 Develop a Graduate Information Literacy Program web-site as a focus for training support, publicity and co-ordination efforts
- 1.5 Meet with Graduate Convenors and discuss graduate needs
- 1.6 Develop and deliver training and support materials for the Australian Digital Theses (ADT) submission process
- 1.7 Graduate Program staff to undertake 'Train-the-Trainer' programs
- 1.8 Report regularly to the Dean, Graduate School and the Information Literacy Steering Group

2 Best-practice standards

Objectives

- Monitor and emulate best-practice in information literacy service provision

Strategies

- Contribute to Information Literacy Program Working Group activities related to identifying and applying best-practice approaches
- Investigate national and international information literacy programs and incorporate improvements, where appropriate
- Integrate Graduate Program documentation and training materials into the overall ILP and Graduate School support materials developed for graduate students
- Contribute to conferences and academic research related to information literacy

Targets

- 2.1 Graduate Program co-ordinator to deliver conference paper at VALA 2002, 6-8 Feb. 2002

3 Teaching and learning integration

Objectives

- Contribute to Information Literacy Program Working Group activities related to teaching and learning integration with ILP
- Collaborate with ANU stakeholders involved in teaching and learning initiatives
- Where feasible, integrate ILP course materials with teaching and learning technologies, e.g. WebCT

Strategies

- Develop an outline for a pilot information literacy unit that can be integrated into graduate coursework programs
- Pilot the use of WebCT for the delivery of Graduate ILP training units

Targets

- 3.1 Develop an outline of an information literacy course for course-work and research graduate students that could be offered as a component of an academically accredited unit
- 3.2 Repackage the content of 'Managing the Thesis Production Process' unit in WebCT to assess the suitability of WebCT for future ILP training units

4 Academic recognition and certification

Objectives

- Achieve academic recognition and/or certification of Graduate Information Literacy programs

Strategies

- Contribute to Information Literacy Program Working Group activities related to academic recognition and certification of ILP programs
- Undertake research into the Australian Qualifications Framework, and other certification options

Targets

- 4.1 Options paper on academic recognition and certification (by the end of 2nd semester 2001)

5 Policy formulation and strategic planning

Objectives

- Produce research-based reports and policy papers that will assist policy formulation in relation to Graduate information literacy issues

Strategies

- Contribute to Information Literacy Program Working Group activities related to overall policy formulation
- Gather and collate relevant data from University sources

Targets

- 5.1 Discussion paper dealing with long-term trends and policy options for the Graduate Information Literacy Program

Table 1. Summary of Performance Targets 2001-2

	Description	Notes	Deliverables	Deadline
1.1	'Objectives, Strategies and Performance Targets' document for discussion and approval of the Information Literacy Steering Group	This document	Document (C. Blackall, with input from Graduate School and ILP staff)	23 May 2001
1.2	Develop and deliver information literacy training related to <i>generic</i> graduate needs	See Section 2 'Graduate Information Literacy Training Schedule 2001-2'	Training units, support documentation and WWW site. (C. Blackall & C. Leikas)	April-May 2001 through 2002
1.3	Develop and deliver information literacy training related to <i>discretionary</i> or <i>discipline specific</i> graduate needs	As above	As above	July-Aug 2001 through 2002
1.4	Develop a Graduate Information Literacy Program web-site as a focus for training support, publicity and co-ordination efforts	See: http://ilp.anu.edu.au/graduate/ (in development)	Graduate ILP WWW site (C. Blackall & C. Leikas)	June 2001
1.5	Meet with Graduate Convenors and discuss graduate needs	Currently in progress; Sciences covered. Humanities and Social Sciences to be covered in 2 nd Semester 2001	Meetings (C. Blackall & C. Leikas)	Ongoing
1.6	Develop and deliver training and support materials for the Australian Digital Theses (ADT) submission process	To be developed and delivered in conjunction with the Electronic Publishing Group, Menzies and Chifley InfoPlace staff	Training unit, support documentation and WWW site. (C. Blackall & C. Leikas)	July-Aug 2001 and thereafter
1.7	Graduate Program staff to undertake the Train-the-Trainer program	This program is designed to improve the training skills of Graduate ILP staff	Training (C. Blackall & C. Leikas)	June 2001
1.8	Report regularly to the Dean, Graduate School and the Information Literacy Steering Group		Documents (C. Blackall & C. Leikas)	ongoing
2.1	Graduate Program co-ordinator to deliver conference paper at VALA 2002		Conference Paper and Report (C. Blackall)	6-8 Feb. 2002
3.1	Develop an outline of an information literacy course for course-work and research graduate students that could be offered as a component of an academically accredited unit	This task is designed to stimulate thinking about the integration of Information Literacy Programs with teaching and learning initiatives	Course outline document (C. Blackall & C. Leikas)	Nov. 2001
3.2	Repackage the content of 'Managing the Thesis Production Process' unit in WebCT to assess the suitability of WebCT for future ILP training units	To assess the suitability of WebCT for future ILP training units	Evaluation document and Web-site (C. Blackall)	Dec 2001
4.1	Options paper on academic recognition and certification		Document (C. Blackall & C. Leikas)	April 2002
5.1	Discussion paper dealing with long-term trends and policy options for the Graduate Information Literacy Program		Document (C. Blackall & C. Leikas)	Oct. 2001

Section 2

Graduate Information Literacy Training Schedule 2001-2

1 Background

This document proposes a range of Information Literacy Program (ILP) training units to be offered by the Graduate Information Literacy Program during 2001 and 2002.

A schedule of Graduate Information Literacy training units has been drawn up for consideration (see Table 4).

The overall design of the proposal is based on the following principles:

- Graduate Information Literacy (IL) training units are designed to fulfil the information literacy needs of graduate students and are part of a wider graduate student support model (see Table 2)
- Graduate IL training units generally consist of:
 - a) *Generic* units that are relevant to the entire graduate community and which support a core set of learning outcomes and information literacy standards
 - b) *Discipline-specific* or *discretionary* units that may assist graduate students in their research activities and/or ongoing professional development
- Graduate IL training units are designed to cover introductory, intermediate and advanced level topics. The pedagogical contexts of these units move from introductory seminar-workshops towards hands-on training sessions
- Intermediate and advanced level IL training units involve prerequisite skills and knowledge covered in introductory seminar-workshops

Furthermore, this proposal divides the training responsibilities of the Graduate Information Literacy Program staff into the following categories:

- 1) Primary Training Provision: The Graduate Information Literacy Program is solely responsible for the design, delivery, marketing and evaluation of particular training units
- 2) Training Coordination and Support: The Graduate Information Literacy Program assists in identifying the needs of graduate students (typically in discipline specific areas), organises trainers and venues, assists in the development of training materials, publicises training units and processes evaluation information

Overall, Graduate Program staff is responsible for ensuring that the quality of information literacy training programs meets the needs and expectations of graduate students.

2 Rationale of the Proposed Units

The units detailed here are based on an assessment of the information literacy needs of graduate students at the ANU. These units are designed to complement other parts of the Information Literacy Program available to Graduate Students (see Table 3).

The information literacy needs of graduate students fall into the following broad categories:

1. Using campus-based IT facilities
2. Researching, writing and publishing reports, papers and theses
3. Creating and delivering presentations
4. Communicating electronically (email etc.)
5. Using flexible educational delivery systems, such as WebCT
6. Searching and retrieving information and bibliographic management

7. Publishing and maintaining World Wide Web pages; electronic publishing

It should be noted that the assessment of graduate information literacy needs is based on discussions with Graduate Convenors and the accumulated experience of the Graduate Program staff. Surveys are required to establish reliable information about graduate student needs in this area.

3 Training development and support

As previously stated, the overall design of the training schedule is to fulfil the information literacy needs of graduate students. However, information literacy training is not conducted in isolation and is part of a wider graduate student support model. This model is detailed in Table 1 below.

Table 2. Training development and student support model

	Tasks	Outcomes	Examples
1	Identify graduate student information needs	Needs statement	'Graduate research students need to produce thesis length documents'
2	Identify activities related to the information need	Activity statement	Producing thesis length documents involves; Word-processing, creating bibliographies, data analysis and manipulation, scanning and image editing and electronic publishing
3	Identify graduate attributes and learning outcomes associated with a specific information activity	Graduate attribute statement	'A graduate research student can effectively produce a thesis-length research document'
4	Develop generic training units that provide an introductory overview of the context the activities are embedded in	Unit description and syllabus for a introductory workshop-seminar	Unit title: <i>Managing the Thesis Production Process</i>
5	Develop generic training units that focus on the specific skills needed to satisfy the activities	Unit description and syllabus for a hands-on training session	Unit title: <i>Thesis Production using Microsoft Word</i>
6	Develop discipline specific training units that focus on specific skills and knowledge	Unit description and syllabus for a hands-on training session	Unit title: <i>Scientific Word-processing using LaTeX</i>
Post-training follow up and student support			
7	Develop print and WWW support systems, 'virtual' help-desks	Print publications and WWW sites with follow up information	Student looks up information in 'Managing the Thesis Production Process' print-publication and associated Web site
8	Answer general follow-up inquires	Graduate students contact InfoPlace staff	Graduate student seeks clarification of a topic in a training session or to solve a simple document formatting problem
9	Provide one-on-one consultations and extended support	Graduate student makes a booking with Graduate ILP staff	Graduate student seeks advice and support to solve a complex document formatting problem

4 Training Costs

Of the proposed schedule of 15 training units, 5 are offered directly by the Graduate IL Program, 6 involve the general Information Literacy Program or organisational units that have graduate training as part of their missions, and 4 would be delivered by independent providers. In cases where units are jointly developed and delivered by ILP and related organisational units, such as Academic Skills and Learning Centre, once the extent of their respective training involvement is agreed upon, further training costs (over and above normal expenditures) are not expected. Cost estimates for training units provided by independent training providers are detailed in Table 4.

It is expected that the overall Information Literacy training schedule will be reviewed at the end of each Semester and will be modified in light of student evaluation exercises and accumulated staff experience.

Table 3. Analysis of information literacy training programs

	Graduate student needs	Existing training coverage	Proposed Graduate units
1	Understanding and using campus-based IT facilities to carry out education related tasks at ANU	<ul style="list-style-type: none"> • ANU Student Computing • Introduction to Computers for Beginners • Intro to ANU computing for Beginners • File Management for Beginners • InfoPlace Imaging Lab Orientation 	<i>Adequate training coverage by existing IL training providers</i>
2	Researching, writing and publishing reports, papers and theses	<ul style="list-style-type: none"> • Becoming a Whiz at Word Processing • Essential Excel • Excel+ • Essential Access • Units offered by the Graduate School Statistical Consulting Unit • MS Word for Thesis Production 	<ul style="list-style-type: none"> • Managing the Thesis Production Process • MS Word for Thesis Production • Multilingual Word Processing with Chinese, Japanese and Korean (CJK) scripts • Scientific Word Processing with LaTeX • Digital Scanning and Image Editing • Digital Illustration • Managing Large Data Sets
3	Creating and delivering presentations	<ul style="list-style-type: none"> • Essential Powerpoint • Advanced Powerpoint 	<ul style="list-style-type: none"> • Advanced Powerpoint for Academic Presentations • Delivering Effective Academic Presentations
4	Communicating electronically	<ul style="list-style-type: none"> • Introduction to e-mail for Beginners • Email at ANU 	<i>Adequate training coverage by existing IL training providers</i>
5	Using flexible educational delivery systems, such as WebCT	<ul style="list-style-type: none"> • WebCT training for academic staff through Scholarly Technology Services and Faculty-based staff 	<ul style="list-style-type: none"> • Using Flexible Learning Resources at the ANU
6	Searching and retrieving information and bibliographic management	<ul style="list-style-type: none"> • Needles in a Haystack • Introduction to Endnote • Library Discovery • Electronic Resource Discovery Sessions • Pre-Web Wise • Web Wise I & II 	<ul style="list-style-type: none"> • Developing Literature Reviews and Research Proposals • Advanced Endnote for Postgraduate Research
7	Publishing and maintaining World Wide Web pages; electronic publishing	<ul style="list-style-type: none"> • Basic Dreamweaver 	<ul style="list-style-type: none"> • Thesis Production for the Australian Digital Theses Project (Hands-on ADT Demonstration) • Producing Web-based Theses and Research Projects

Table 4. Graduate Information Literacy Training Units 2001-2

	Training Unit Title	Unit Information	Training Unit Frequency/Hours/ Total Hours	Proposed Unit Start Date	Estimated Total Cost	Training provider/ Trainer(s)	IL Unit Level*		
							A	B	C
1	Managing the Thesis Production Process	Seminar-based core unit; prerequisite for other units in this series	10 sessions per year / 2.5 hour sessions – total 25 hrs	May 2001	–	Graduate ILP	✓		
2	Thesis Production for the Australian Digital Theses Project	Hands-on unit that guides graduate research students through the ADT submission process	4 sessions per year / 2 hour sessions – total 8 hrs	Sept 2001	–	Graduate ILP		✓	
3	Producing Web-based Theses and Research Projects	Seminar-based unit for graduate research students wanting to create WWW-based theses and research projects	2 sessions per year / 2 hours per session – total 4 hrs	April 2002	–	Graduate ILP			✓
4	Digital Illustration	Hands-on unit on creating vector-based graphics illustrations, such as maps, diagrams etc. Students will learn to use Adobe Illustrator, and other vector graphics editing software, to create and edit vector graphics	4 sessions per year / 4 hours per session – total 16 hrs	July 2001	–	Graduate ILP			✓
5	Digital Scanning and Image Editing	Hands-on unit on scanning images and edit bitmapped graphics using Adobe Photoshop, and alternative editing software	4 sessions per year / 4 hours per session – total 16 hrs	July 2001	–	Graduate ILP		✓	
6	Microsoft Word for Thesis Production	Hands-on unit that gives graduate students a higher level of contextual information than existing ILP units	4 sessions per year / 4 hours per session – total 16 hrs	May 2001	–	ILP		✓	
7	Advanced Endnote for Graduate Researchers	Hands-on unit for all postgraduate students covering advanced Endnote topics	5 sessions per year / 3 hours per session – total 15 hrs	Aug 2001	–	ILP		✓	
8	Developing Literature Reviews and Research Proposals	Seminar-based unit repackaging current generic Library IL training in terms of producing research proposals and plans	4 sessions per year / 4 hours per session – total 16 hrs	March 2002	–	ILP & Academic Skills and Learning Centre Trainer to be confirmed	✓		
9	Advanced Powerpoint for Academic Presentations	Creating customised presentations; importing and formatting multimedia data	4 sessions per year / 4 hours per session – total 16 hrs	March 2002	–	ILP		✓	

10	Delivering Effective Academic Presentations	Non-technical unit on presentation skills and strategies using computer-based presentation systems	4 sessions per year / 4 hours per session – total 16 hrs	March 2002	–	Academic Skills and Learning Centre Trainer to be confirmed		✓	
11	Using Flexible Learning Resources at the ANU	Hands-on unit for graduate students located on and off-campus who use WebCT and Library Portal services as their primary information access points	4 sessions per year / 4 hours per session – total 16 hrs	May 2002	–	Scholarly Technology Services Susanna Harris	✓		
12	Multilingual Word Processing with Chinese, Japanese and Korean (CJK) scripts	Hands-on unit for students requiring non-Latin scripts in their theses and papers; covers CJK issues and Unicode	4 sessions per year / 2 hours per session – total 8 hrs	March 2002	\$698.80 ⁱ	Independent training provider Greg Young, Faculty of Asian Studies (to be confirmed)			✓
13	Scientific Word Processing with LaTeX	Hands-on unit for science based graduate students needing mathematical typesetting; covers LaTeX	4 sessions per year / 2 hours per session – total 8 hrs	April 2002	\$698.80 ⁱ	Independent training provider Trainer to be confirmed			✓
14	Managing Large Data Sets for Research - Bioinformatics	Seminar-based units for graduate research students in the Life Sciences who need to access and manipulate large data sets	2 sessions per year / 3 hours per session – total 6 hrs	May 2002	\$667.11 ⁱ	Independent training provider or Centre for Bioinformation Science Trainer to be confirmed		✓	
15	Managing Large Data Sets for Research – Social Sciences Statistics	Seminar-based units for graduate research students in the Humanities and Social Sciences who need to access and manipulate large social science data sets	2 sessions per year / 3 hours per session – total 6 hrs	Aug 2002	\$667.11 ⁱ	Independent training provider or Social Science Data Archives (SSDA), RSSS Trainer to be confirmed		✓	

***Note:** Unit Level A) Introductory units suitable for graduate students with low to moderate information literacy levels

B) Intermediate units suitable for graduate students with moderate information literacy levels

C) Advanced units suitable for graduate students with moderate or advanced information literacy levels

i) Calculated using HR salary scale for Lecturing; Specialised (\$158.85/hr for first session, including 4 hrs preparation/hour) and Repeat (\$63.54/hr)