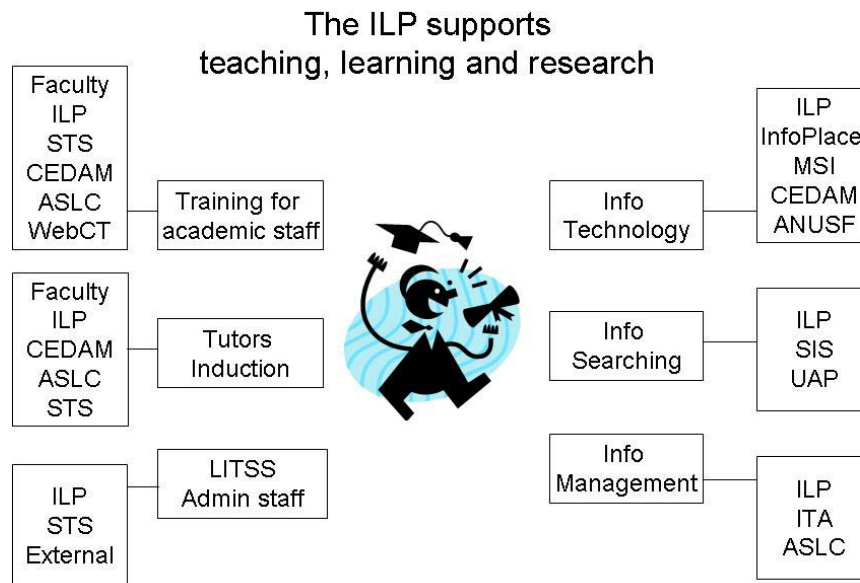


## Information Literacy Program Activity Report Jan to Dec 2004

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This report is a summary against the program descriptors.

The Information Literacy Program (ILP) is a broad ranging program which addresses the information literacy needs of the campus community including information technology, information searching and information management. The main aim of the Program is to improve the teaching and learning opportunities for staff and students who interact with the information infrastructure at ANU. The ILP is coordinated through the position of Program Leader.



### **Performance/Quality Issues**

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The ILP reports against the following criteria:

1. Staff and student acceptance, measured by attendance, surveys and requests from staff and students
2. Staff and student satisfaction, measured by surveys and reviews
3. Integration with the information infrastructure and services, measured by requests for new activities and surveys
4. Information literacy activities represent world best practice

## Staff

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4.5 staff are the core staff augmented as required by DOI Programs as listed above and other areas across campus.

## Experiences in 2004

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- ILP activities are highly valued by staff and students across all Faculties and many research schools and centres as indicated by both attendance and feedback
- The enabling model whereby the ILP draws expertise from across the DOI and the university community continues to result in high quality content and delivery
- Academic staff are increasingly using IL activities to re-skill and update their personal IT and research information toolkit
- The intensity of in-curriculum activities is growing – staff and students are more aware of the gaps in their IL competencies.
- The fabled tidal wave of IT-literate students has not arrived. Both undergraduate and postgraduate students recognize the needs to be competent across the whole range of IL skills, not simply being fluent use of IT

## 2004 Statistical snapshot

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Participation trends for hands-on intensive IL activities are as follows:

	2001	2002	2003	2004
<b>Total</b>	9,345	17,240	17,228	15,916

IL activities for 2004 **not** represented in the above table include presentations, conference papers, orientation sessions such as: Pre-enrolment advice Day ; SIGN Mentors Training Sessions (x6); Music InfoPlace Training Day; ASLC Introduction to Uni study; Mature Age Orientation; New Staff Day (x2) ; ACT Dept of Education and Training Moderation Day; CRES Orientation; HRC and CCR Presentation; Tutors Induction Programs (x5)

The lower number of attendances for 2004 are a result of:

1. Only one “Faculty” based training program was run in 2004 due to staff shortages between January and April, and the 3 new core ILP staff who arrived in April were new to ANU. Normally 3 Faculty-based training rounds would be organized per year.
2. The Graduate program was scaled down between January and April, due to staff shortages

## 2004 Highlights

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1. The ILP were finalists and ranked second in the 2004 AUTC National Teaching Awards, Category 4 Enhancing teaching and learning
2. Deepening of cross-program ties. ILP has had a staff member working at STS to learn WebCT, CourseGenie, Camtasia and other software in order to provide training for academic staff members and also to use for ILP session delivery. The intensive contact has resulted in the new ILP WebCT site for online support of those with English as a second language and those new to scholarly information searching. This site introduces the information infrastructure at available at ANU.

## Feedback and evaluation

2004 evaluation sample was collected from 967 staff and students, across a range of ILP activities. Free text responses indicate that the activities offered by the ILP are highly valued and are increasing pivotal to academic endeavours. Following are extracts from statements of support for the ILP's nomination for the AUTC National Teaching Awards.

Overall there can be no doubt that the ILP program integrates information literacy and the academic program in a much better way than I have ever seen done in my thirty years of university teaching.

*John Warhurst, Professor of Political Science and International Relations and Course Coordinator, POLS 1002 Introduction to Politics.*

From my perspective as the notional purchaser, the three outstanding outcomes have been: student appreciation of the value of University facilities and resources (including the partnership between my academic unit and ILP) to help them chart their progress as researchers; a shared sense of research momentum among the students that would be impossible to obtain if they were to pick and choose their own training programs at this foundational stage; and a cohesive orientation to research training which has bonded the new students into quite a mutually-supportive group, now able to learn from one another when charting their future individual training needs. *Dr John Uh, Senior Fellow, RSSS*

The workshop offered by the Information Literacy Program was something that I would not have had the knowledge to deliver to my students. *Dr M. R. Rossiter, Lecturer, Department of Engineering*

The table below indicates the overall satisfaction ratings for ILP activities taken from a sample of online (using Apollo) and paper evaluation forms received from 965 staff and students during 2004.

	<b>Strongly Agree Agree</b>	<b>No opinion</b>	<b>Disagree Strongly disagree</b>
<b>Content was relevant</b>	<b>97</b>	<b>2</b>	<b>1</b>
<b>Instructor presented the material clearly</b>	<b>98</b>	<b>2</b>	<b>1</b>
<b>Instructor answered questions effectively</b>	<b>97</b>	<b>3</b>	<b>0</b>
<b>Exercises were appropriate and helpful</b>	<b>94</b>	<b>5</b>	<b>0</b>
<b>Materials were clear and comprehensive</b>	<b>91</b>	<b>8</b>	<b>1</b>
<b>The time spent on each section was about right</b>	<b>87</b>	<b>7</b>	<b>6</b>

## ILP key activities

Key activities are designed to meet the needs staff and students. Priorities for scheduling activities are determined by requests from academics to support course requirements; focus groups and surveys which indicate new trends; new software; analysis of evaluation feedback and attendance statistics.

### Key activities for Academic and General Staff

Staff training is of critical importance as the IL competence of academic and general staff impact directly on student learning and the ability of staff to carry out their research, teaching and administrative roles:

1. **WebCT:** ILP works closely with STS and academic staff to provide support for the use of online teaching. WebCT is support throughout the year through the Travelling Trainer and

[webcthelp@anu.edu.au](mailto:webcthelp@anu.edu.au) but intensive training rounds are held at critical times throughout the academic year:

- a. Jan/Feb 2004 Blitz: 91 attendances were recorded over 16 classes.
  - b. June 2004: 36 staff attended the round of 4 introductory classes.
  - c. Nov/Dec 2004 Blitz: 153 attendances at 30 small group sessions
  - d. The Travelling Trainer 64 staff in their office throughout the year
2. **Faculty/School/Centre based training:** RSPAS and RSSS have is working with the ILP to provide a customized training program for their academic staff and graduate students. [http://ilp.anu.edu.au/RSSS\\_RSPAS/2004Program.htm](http://ilp.anu.edu.au/RSSS_RSPAS/2004Program.htm)
- a. 12 sessions attracted 79 postgraduate students and staff
  - b. 27% academic; 41% graduate student; 32% general staff
3. **Tutors training** for FEIT, Faculty of Arts and Asian Studies: 5 sessions have been run this year attracting 122 mostly beginning tutors <http://ilp.anu.edu.au/tutors.html> This program is being used as a template for the Faculty of Economics and Commerce Tutors program organized by QESS for February 2005.
4. **DOI professional development training:** see: [http://ilp.anu.edu.au/using\\_il/for\\_ilp\\_staff.html](http://ilp.anu.edu.au/using_il/for_ilp_staff.html)
- a. **Train the Trainer:** Introduction and Advanced Train the Trainer sessions quality assure the professionalism of the presenters at ILP activities. These courses build towards Certificate IV Workplace training and Assessor and it is expected that 8 staff will have completed Certificate IV by the end of this year
  - b. **National Library of Australia Tour Guides workshop**
  - c. **Show and Share** is a peer training and team building initiative where each subgroup within the ILP showcases their best practice IL subprograms
5. **IT training** for all ANU staff has continued to be well attended with 105 staff attending courses on Access, Excel, Dreamweaver, SPSS, Latex, Word, PowerPoint, Adobe InDesign.
6. **LITSS:** a new flexible arrangement for training has been very successful this year. LITSS can attend regular monthly seminars, regular on campus training and/or use the Aspect voucher system where they can attend heavily discounted training when it suits their work flow. 56 LITSS from 18 areas attended courses which are either free or attract a 20% discount through group purchasing arrangements brokered by the ILP.

### Key activities for Students

1. **IL within coursework.** The percentage of IL contacts which are embedded within the students academic program continues to grow. Almost 100% of the IL work done in Law is within coursework. For the first time, all other Faculties have taken up opportunities to integrate IL principles into their courses during 2004. On average, approximately 60% of all IL training is aligned directly with assessment tasks or coursework. The other 40% is delivered generically – either because academic staff require these skills as prerequisites and do not teach it in their courses, or because the students who attend wish to extend their skill base to excel, rather than simply pass.

## Draft

2. **Preparation Programs** are a significant aspect of IL training. This year IDEC began a pilot program along similar lines to APSEG and the AusAid program IAP. This pilot program was so successful that they have opted to join the Jan/Feb 4 week intensive induction program. Many of these students feed into the Graduate ILP on completion.
3. **Generic Training:** Students continue to make positive decisions to increase their IL competencies of their own volition. eg 3781 attendances were recorded for generic IT sessions between 1 Jan and 26 Sept 2004
4. **InfoPlace@Chifley** is almost always used to capacity – 18,364 enquiries were directed to InfoPlace consultants during 2004, averaging 7 queries per hour. The “milk runs” and “consultant on call” services also proved a successful outreach service.

### Key activities for Graduate Students

The 2 new GILP staff have made considerable contacts within the academic community. GILP projects of note are available at: <http://ilp.anu.edu.au/grad/Examples.htm>

- The new Graduate Course Award in Research Information Literacy has been keenly sought by graduate students with 9 completions and approximately 30 more indicating their intention to complete early in 2005
- Graduate students recorded just over 1,665 attendances in 2004, 84.3% of which were within the generic voluntary program. Some of these activities will always need to be delivered through generic subprograms for Graduate “orphans” – single or very few students in the discipline. To provide a benchmark for these statistics, there are approx 1,300 doctoral students and 80 Masters by Research students currently enrolled

Repeat business is a critical factor in whether a service is valued by clients. During 2004 the ILP tracked 640 individual graduate students who are eligible for the Graduate Course Award in Research Information Literacy. The average number of sessions attended per person was 3.47. Given these attendances are almost entirely from generic course offerings, this is a powerful indicator of the value students place on this service which is new this year and did not start operation until May 2004.

No of graduate students who have attended <b>Thirteen</b> GILP courses....	15
<b>Twelve</b>	9
<b>Eleven</b>	8
<b>Ten</b>	14
<b>Nine</b>	12

## Emerging Pressures

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- The need to keep pace with emerging Information communication technologies (ICTs) and expand the range of course complexity
  - staff and students with poor competencies are still a feature of the ANU demographic: these competency gaps are applicable to IT, information searching and information management
  - New and higher level IT applications: there is a continual rise in expectation that technological and research competence should be used in both teaching and learning, including research, by both students and academic staff
  
- Academic staff are requesting increasingly Intensified in-curriculum content
  - Online support for teaching and learning: technical and pedagogical training are needed in tandem and this will involved increased partnership initiatives between CEDAM and ILP
  - The development of online IL modules will raise the pre-contact knowledge of first year students, allowing greater depth and contextualisation of content for in-curriculum work
  
- Continuation of the ILP's enabling role
  - The ILP uses an enabling model as the framework to interpret the ANU information infrastructure for staff and students. Its programs are dependent on being able to continue to harness the expertise of those within, and beyond, the Division.

Karen Visser  
Trainer-Manager, ILP

December 04