

# Information Literacy Program Review of 2005 - Looking forward to 2006

## SUMMARY

### **Program fundamentals**

1. Service Delivery - Blended and multimodal delivery ensures interlinked, cascading learning experiences to build skills across: information searching and management; IT; and scholarly writing/presentations.
2. New initiatives - A major focus for 2005 has been to develop, pilot and review 4 online training modules

### **Staff and student acceptance and satisfaction**

High user acceptance is indicated through: repeat requests for inclusion in courses from academics across the campus; continued strong attendance rates at ILP hands-on training sessions; strong attendances at information sessions; sustained demand for support at InfoPlace; good attendances at faculty based training programs.

### **ILP as a work in progress** – discovering more about our learning community in 2005

1. Online modules are just one aspect of the matrix of a students' learning experience and are not a substitute for face-to-face.
2. Students are increasingly seeking activities outside of core university teaching times
3. There are significant numbers of staff and students who seek IL upskilling – see Statistics.

### **Challenges for 2005**

1. With the increase in wireless, more and more students will require FTP and printing access to the facilities around them, which is currently unavailable.
2. Online enrolment in ILP courses remains imperfect
3. Despite the saturation advertising we still sometimes don't get through to everyone

### **Significant relationships**

The ILP works across the DOI and the university community to ensure that the program remains vital and relevant. Some of these partnerships are: SASS, SRIE, Faculties, Academic schools and centres, Counselling, ASLC, and International Education Office.

### **Statistics Report for 2005**

ILP activities continue to attract high attendance rates across all subprograms

### **ILP outlook for 2006**

1. expand the complexity of the Program offerings. 2006 will focus specifically on meeting the specialised needs of researchers and disabled
2. Increase the range of online options
3. Continue to quantify and qualify our understandings of the competencies, capabilities and drivers of our staff and students
4. Consult with academic staff to meet their needs for teaching, administration and research
5. Seek to bundle skill building and recognition of skills development
6. Review ANU staff IT training to maximise choice and minimise cost
7. Explore options for all training to appear on ISIS/HORUS training records.
8. Continue to seek a balance between generic and in-curriculum
9. Provide services for the new ANU Secondary College
10. Constantly remind ourselves that each year we have new students and staff for whom the university experience and the riches of the ANU information infrastructure are a brave new world

*Karen Visser, on behalf of the ILP team, 12 October 2005*

# Information Literacy Program

## Review of 2005 Looking forward to 2006

### Program fundamentals

#### 1. *Service Delivery*

The ILP maintains a complex web of support to enable staff and students to effectively use the ANU's information infrastructure at a time when it is appropriate to them and in a way which is most meaningful. Blended and multimodal delivery ensures interlinked, cascading learning experiences to build skills across: information searching and management; IT; and scholarly writing/presentations. The program takes into account:

- Learner preferences - online, one-to-one at InfoPlace, travelling trainer "at elbow" support, small group in-curriculum, campus-wide generic training
- Early intervention – eg 4 week Preparation programs for AusAid students, Tutors Induction, Library orientation (tour + hands-on)
- Targeted subprograms – eg Information Session for the Medical Education Unit, multilingual Library tours and online animations, faculty based training (2005 focus on Language teaching)
- Certificated bundling of courses – Graduate Course Award in Research Information Literacy
- Differentiated skill levels – Beginner to high level technical training for LITSS
- Evaluation and review to keep pace with emerging ICT opportunities on campus eg new sessions for 2005 include: Adobe products, XML, StarOffice; Wireless advice at InfoPlace; Pictures, Video and Sound on IC Macs; Update on Science Search Engines; Using the Baldessin Language Lab, Serials Solutions, ThunderBird (2006)
- new courses as we discover more about the diverse capabilities of the ANU community e.g. "introduction to library web pages" is a new course for those with limited/nil experience with retrieving appropriate and scholarly online materials

#### 2. *New initiatives*

A major focus for 2005 has been to develop, pilot and review 4 online training modules. This has had a threefold effect for students who can now:

1. review and internalize information. Language, disability and work commitments can impinge on tutorial participation, but online allow access at any time and at any place
2. complete one online exercise before moving on to discipline specific resources
3. participate in higher level content delivered within face-to-face tutorials

There were 4 online initiatives, with more planned for 2006

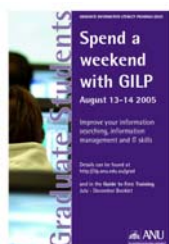
1. "InfoStart" – piloted in Semester 1 with SOCY1002, POLS1002, ACEN1001 and ACEN1006. which contained an interactive quiz and reading activities, followed by practical hands-on tutorials. These addressed advanced search techniques and locating resources at ANU and beyond and were specific to their next assignment.  
*"InfoStart not only provided a good introduction to the library and academic research, but to the whole WebCT platform as well."* Dr Alastair Greig, 6/6/2005
2. Foundations of Australian Law, LAWS1201. All first year Law students completed 4x1 hour tutorials, WebCT online course materials, weekly self tests and online assessment worth 10%. This was very successful and resulted in a remarkable 100% completion rate of the online component.
3. "Intro to Information Literacy" for beginning research postgraduates. The learning outcomes of this module include an awareness of the Australian Information Literacy Standards and the role of well developed information literacy skills within the ANU research context.
4. Virtual tours of the ANU information infrastructure, especially for those new to ANU:
  - Library Catalogue in a choice of 8 languages (English, Cantonese, Indonesian, Japanese, Mandarin, Thai, Dzongkha (Bhutanese), Vietnamese) A parallel initiative was multilingual guided tours of library buildings.
  - Information Commons
  - Library webpage.

### **Staff and student acceptance and satisfaction**

High user acceptance is indicated through:

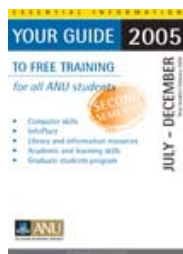
- Repeat requests for inclusion in courses from academics across the campus - the following examples include, but are not limited to SRES1001, GEOG3028, POLS1002, ANTH1002, LAWS3201 & 8259, JPNS3104, 3550HBAS, ARTV1032, BIOL2121, ENGN1211, COMP1200
- Continued strong attendance rates at ILP hands-on training sessions eg over 16,000 average attendances per year between 2003-2004
- High attendance at Information Literacy information sessions, eg.365 students attended the "Thriving in the information system" lecture in Manning Clark during O week, Information Session for a Clinical Group (Canberra Hospital), ANU Medical School at their request.
- Sustained high demand for troubleshooting support at InfoPlace - over 11,000 requests Jan-Sept 05
- Mid year academic training Blitz attracted 73 academic and tutor attendances to short-course intensives held between June-August. The courses were focussed on Information Communication Technologies - presentation software, language teaching software, WebCT and online delivery options.

The ILP has retained its reputation for quality service and delivery and records consistently high levels of user satisfaction across all subprograms:



1. Graduate ILP

In 2005 in a survey of 973 responses, 91% of graduate students attending Graduate only ILP sessions rated their satisfaction with the experience as Very High or High. The *Weekend with GILP* student satisfaction was 4.6 out of a maximum possible of 5, and an astounding 45 students attended. We had expected 10-15 to register.



2. Student training

Over 12,500 students (both graduate and undergraduate) attended ILP hands-on training in 2005. These figures reflect strong attendances at Library and IT training. What was the most useful thing you learned today?, *Everything! I had no idea what to do!*, AM, Undergraduate, Social Science/ Law, Excel Fundamentals 28/02/2005

3. Academic and general staff training

Staff who attended IT training during 2005 recorded the following satisfaction levels. In 2005 for the first time Medical School academic staff attended ILP training.

	Strongly Agree or Agree
a) The session content was relevant to my needs	94.1%
b) The instructor presented the material clearly	96.6%
c) The instructor answered questions effectively	93.9%
d) The examples/exercises were appropriate and helpful	95.3%
e) The written materials/notes were clear and comprehensive	92.2%
f) The time spent on each part of the session was about right	86.5%

These high levels of user satisfaction and acceptance are gained through:

- Carefully crafted courses which deal with the subject specific information needs of students and staff eg *Chinese, Japanese and Korean Library Resources; EndNote for Art and Music; Music software; Finding that elusive full text Law journal; Update on Internet search engines for Science*
- Wide promotion and effective advertising – information is available in print, through the web, face-to-face, by email, and by telephone
- Flexibility – repeat courses, after hours, weekends, 24/7 online availability, single and back-to-back sessions for students, academic programs during breaks and prior to start of semester
- Emphasis on embedding training within course programs – sessions are within tutorial time, tutors and lecturers often attend to build/refresh their own skills
- Dovetailing program delivery and session content with other areas eg Academic Skills and Learning Centre, Graduate School, Statistical Consulting Unit

- Bundling courses into holistic programs such as the Graduate Course Award in Research Information Literacy – 13 full completions in 2005 with over 60 students needing to complete only 4 more modules to gain their course award
- Effective, enthusiastic and professional trainers - 14 staff who work within the ILP are currently completing the new Certificate IV in Training and Assessment (5 completed in 2004) and 3 will have completed the Certificate in Higher Education through CEDAM by December 2005

### **ILP as a work in progress – discovering more about our learning community in 2005**

1. Online modules are seen by students as just one aspect of the matrix of their learning experience at ANU. They are selective in their take up of online modules when these are not firmly embedded in their coursework or when there are no explicit rewards eg 100% completion for LAWS1002 with compulsory assessment vs 53% completion for InfoStart across 4 courses in First Year Arts which was voluntary
2. Online learning/modules are not a substitute for face-to-face. Students commented that they prefer an integrated and blended model.  
*“the class helps one see how to do things, the notes on the webCT alone are not enough”* Anon, First year Arts, August 2005
3. Students are increasingly seeking activities outside of core university teaching times (Mon-Fri, 9-6pm) – our 2006 program will reflect these requests by bundling courses into day or half-day intensives, and by offering some weekend intensives and after-hours courses.  
*‘I work fulltime so cannot attend weekday courses. There was more I would have liked to attend but needed study time too! More weekends would be fantastic!’* SL, PhD, 14/08/05  
  
*Having a lot of courses at one time suits me as I am based interstate mostly and I can’t make the trip to Canberra for 1 2 hour session, but it’s a worthwhile trip for 2 days’. LB PhD, SRES. 14/08/05*
4. Despite this being the first year that we have students on campus who were born after the widespread adoption of the desktop computer, we had significant numbers of staff and students who require upskilling. The Graduate Skills Audit seeks to provide feedback to Graduate students about their skills competencies. As a result of this Audit in 2005:
  - a. 64% of students who did the audit were recommended to do additional information searching training
  - b. 90% of students were recommended to do additional information management training
  - c. and surprisingly over 90% of students were recommended to do some additional word processing training. This reflects the classic 80/20 rule... knowing only 20% of Word/Latex capabilities is not sufficient to produce a PhD thesis without tears  
*“This survey revealed the true extent of my ignorance!”* GA, PhD, Social Science, 14/8/2005

## Challenges for 2005

1. Info Place at Chifley face a dual challenge as students don't only come to access computers but are seeking space to access wireless technology. Queues for computers remain an issue, especially in peak times. With the increase in wireless, more and more students will require FTP and printing access to the facilities around them, which is currently unavailable.
2. Online enrolment in ILP courses remains imperfect. Despite ongoing modifications, ESP does not meet our requirements for online enrolment in terms of ease of use for either administrators or users. An online survey of graduate students has revealed that 25% of respondents expressed dissatisfaction with ESP as a course registration system.
3. Despite the saturation advertising we still sometimes don't get through to everyone: *I don't believe most students realise how beneficial these courses are! You need to promote more!* Anon, Undergraduate, Science, Excel Fundamentals 21/09/2005

## Significant relationships

The ILP works both across the DOI and the university community to ensure that the program remains vital and relevant. Some of these partnerships are:

1. SASS and SRIE to achieve consistencies between the 2 major student information centres i.e. ANU Information Centre and the DOI Contact Centre.
2. Graduate School to administer the Graduate Course Award and keep in touch with the needs of graduate students.
3. Faculties eg FAS and Art (School of Languages) for language lab training, FAS, Arts and FEIT for tutors training  
*...the induction seminar was great, I certainly learnt a lot about the university and about methods of teaching and learning, you might be pleased to know I have started with some of the ideas and I am using them in the classroom, PP, Tutors Induction Program, email, 18/8/05*
4. Schools and Centres eg APSEG for pre-enrolment preparation programs, and RSSS and NGSM as part of their induction programs.
5. Counselling and International Education Office. The ILP is part of a working group which is investigating the question "So much student support but who knows about it?" through the Student Services Advisory Committee chaired by the Pro Vice Chancellor (University Community
6. DOI other Programs: The ILP works intensively with the other DOI Programs and Program Leaders in order to deliver the breadth and depth of courses needed to support the diversity of needs of our learning community.  
*I am very impressed with the professionalism and courtesy shown by all your people in supporting us. The course is an unusual one and, as this was the first time we'd run it, we needed a great deal of handholding to get things organised. I'm especially happy with the excellent level of communication: your people really understand how important it is to let us know what's going on and when things are needed. Dr P Raftos, DMS Program Leader, re:XML training, email, 10/10/2005*

## Statistics Report for 2005

ILP activities continue to attract high attendance rates across all subprograms

### 2005 TOTAL

	Jan-April	Apr-July	July-Sept	Sept-Dec	Total 2005
Participants	7935	2203	2451	775	14276
Sessions	805	323	337	164	1629
Hours	1151.22	574.6	544.7	324.5	2595.02

### By Students, Staff and all ANU

	Jan-April	Apr-July	July-Sept	Sept-Dec	Total 2005
<b>STUDENTS ONLY</b>					
ONLINE		560 <sup>1</sup>	300 <sup>2</sup>	52 <sup>3</sup>	912
Participants	7020	1879	2108	527	11534
Sessions	663	245	237	102	1247
Hours	905.22	405.05	349.2	163	1822.47
<b>STAFF ONLY</b>					
Participants	133	208	228	213	782
Sessions	54	52	54	47	207
Hours	133	139.25	135.5	136	543.75
<b>SESSIONS FOR ALL ANU COMMUNITY</b>					
Participants	782	116	115	35	1048
Sessions	88	26	46	15	175
Hours	113	30.3	60	25.5	228.8

Notes:

1. InfoStart: First year Arts
2. BILT: first year Biology BIOL 1001
3. Introduction to Information Literacy: Graduate Students foundation module for Graduate Course Award in Research Information Literacy

### Student sessions

	Jan-April	Apr-July	July-Sept	Sept-Dec	Total 2005
<b>GENERIC</b>					
Participants	2324	893	1135	465	4817
Sessions	363	183	205	95	846
Hours	559.3	344.25	371.2	216	1490.75
<b>IN-CURRICULUM</b>					
Participants	5611	1310	1316	310	8547
Sessions	442	140	132	69	783
Hours	591.92	230.35	173.5	108.5	1104.27

## ILP outlook for 2006

1. In response to new opportunities offered to the ILP through the emerging College model, we plan to expand the number and complexity of programs particularly those for Graduate students and first years.
2. Increase the range of online options for students through creation, modification or purchase, particularly for commonly used applications  
*I like the way you can access the courses available on the web. i also like the ease at which you can pick courses available at any time. IM, PhD, Science, skills audit comment, 2005*
3. Continue to quantify and qualify our understandings of the competencies, capabilities and drivers of our staff and students. This will be achieved through a variety of mechanisms – entry/exit audits, evaluations, surveys, interviews with academic staff.  
*All research students should have to address the level and nature of their skills in relation to those that they will likely require during their project. This will obviously benefit students in terms of identifying needs and hopefully providing the opportunities for filling any knowledge gaps. It is important that this process occur at induction and that all schools have a formal and compulsory induction process. SD, PhD, Science/Social Science, skills audit comment, 13 August 2005*
4. Seek to bundle skill building and thus recognition of skills development for undergraduate students similar to the Graduate Course Award.
5. Review ANU staff IT training to maximise choice and minimise cost in a new partnership agreement with CCE. This is intended to offer staff an increased range of courses, as well as more date/time options including evenings and weekends.
6. Review training offerings to ensure we are meeting the specialised needs of:
  - a. researchers – this may include offering software training in non-standard packages such as NVIVO
  - b. disabled students – inclusion of assistive technology software available from Semester 1 2006 on the Info Commons into ILP session materials
7. Explore options for all training to appear on ISIS/HORUS training records.
8. Continue to seek a balance between online/face-to-face and generic/in-curriculum:  
Q: Are there better ways to learn this information [other than face-to-face]?  
*"I don't think so - by having someone physically there telling me the info, i take it in better than a handout" Anon, First Year Arts, Aug 2005*
9. Providing services for the new ANU Secondary College
10. Constantly remind ourselves that each year we have students and staff for whom the university experience and the riches of its information infrastructure is a brave new world:  
*"everything that lady said and showed us was new for me.." Anon, First year Arts, June 2005*

*Karen Visser, on behalf of the ILP team  
Program Leader  
ILP and Ask ANU*

*February 2006*