

Notes towards possible policy and strategy on Information Literacy – D2

Rationale for a policy and strategy on Information Literacy

The ever-accelerating growth and turnover, both of information / knowledge and of sources, require graduates to practice an increasingly sophisticated, critical and questioning approach to sources, knowledge and information.

Purpose

Essential graduate qualities; alongside and as part of their other academic, disciplinary and professional capabilities and knowledge; include the commitment and the critical capabilities to specify, identify, locate, obtain, use and reference appropriately, information, in work, research, study and life

The primary purpose of a possible policy / strategy on Information Literacy would be to ensure that graduates of the University have developed and demonstrated such essential qualities.

More colloquially, such policy / strategy can ensure that University graduates are, and have the passion and the ability to remain, full members of the global knowledge and information society.

Enhanced student satisfaction, retention, performance and employability, and enhanced University reputation and finances, would be additional benefits.

Possible core of a policy

Through course design, teaching, learning and assessment, students will develop and demonstrate; in ways appropriate to the discipline or profession they are studying; the commitment and the capability critically to specify, identify, locate, obtain, use and reference appropriately, information, in ways that build on and go beyond subject benchmark requirements.

Implementation considerations

Information Literacy, as considered here, should be included; in discipline-appropriate terms; in programme and core module learning outcomes. Courses should provide opportunity, teaching, support and resources for students to develop the necessary capabilities and commitments.

Attainment of Information Literacy should be assessed as a part of module / programme assessment.

Implementation may best be achieved by co-operation between discipline and information specialists.

Monitoring Considerations

QA processes would monitor, report, and as required make recommendations, on practice and attainment in information literacy.

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