

C8. Reflects sound pedagogical practice, and in particular:

- Emphasizes student centred learning.
- Supports diverse approaches to teaching.
- Incorporates appropriate information technology and other media.
- Includes active and collaborative exercises.
- Encompasses critical thinking and reflection.
- Responds to multi-learning styles.
- Builds on students' existing knowledge.
- Links information literacy to ongoing coursework and real-life experiences appropriate to discipline and course levels.

C9. Identifies the depth and complexity of competencies to be acquired on a discipline level, as well as at the course level.

C10. Sequences and integrates competencies of increasing complexity throughout a student's academic career.

**Staff involved with information literacy:**

C11. Serve as role models, exemplifying and advocating information literacy and lifelong learning.

C12. Develop experience in teaching and assessment of student learning.

C13. Develop experience in curriculum development and expertise to develop, coordinate, implement, maintain, and evaluate information literacy teaching and learning.

C14. Receive and actively engage in systematic and continual professional development and training.

C15. Receive regular evaluations about the quality of their contribution to information literacy teaching and learning.

C16. Engage in outreach activities to advance information literacy by:

- Participating in campus professional development training by offering or cosponsoring workshops and programmes that relate to information literacy
- Sharing information, methods and plans with peers from other institutions
- Communicate a clear message defining, describing and promoting information literacy and its value to stakeholders.

**Information literacy assessment and evaluation includes:**

C17. Curriculum effectiveness:

- Establishes a process of ongoing planning and improvement.
- Measures direct progress toward meeting goals and objectives.
- Integrates with course and curriculum assessment, as well as, institutional evaluations and regional/professional accreditation initiatives.
- Assumes multiple methods and purposes for assessment and evaluation, such as formative and summative; short term and longitudinal.

C18. Student outcomes

- Acknowledges differences in learning and teaching styles by using a variety of appropriate outcome measures, such as portfolio assessment, quizzes, direct observation, peer and self review and experience.
- Focuses on student performance, knowledge acquisition and attitude appraisal.
- Assesses both process and product.
- Includes student, peer and self evaluation.

C19. Periodic review of all assessment and evaluation methods.



Council of New Zealand University Librarians

Kaunihera o ngā Kaimahi Whare Pukapuka i ngā Whare Wānanga o Aotearoa

## Best Practice Characteristics for Developing Information Literacy in New Zealand Universities: a guideline

This Guideline articulates the characteristics of quality teaching and learning of information literacy in New Zealand higher education.

These characteristics represent a synthesis of practices and principles. They are drawn from a wide variety of approaches to information literacy teaching and learning, ranging from standalone programmes through to information literacy that is integrated in core university curricula.

## Purpose and Use

The Guideline defines three levels of involvement. The first level sets out best practice from the perspective of those who are engaged in establishing the strategic directions of the university. The second level covers operational planning and administration. The third level covers implementation. Such a division should not be regarded as absolute: no level can exist independently of the others and overlap is to be expected.

Information literacy is the responsibility of all in the higher education sector; this Guideline will be of interest to university administrators, as those who provide policy, funding and infrastructure for information literacy development, and to librarians, IT specialists and academic staff as those who design and deliver curriculum and learning experiences.

While this document is intended for universities, the concepts encompassed within it are also applicable to other educational sectors and to industry and the community. Considering the diversity of New Zealand universities, the Guideline should not be regarded as prescriptive. Rather, it proposes a range of practices and principles that can be used as an aid to establishing, developing, assessing or improving information literacy teaching and learning.

The Guideline supports and complements the fundamental principles and standards laid out in the Australian and New Zealand Information Literacy Framework (2nd ed). developed by the Australian and New Zealand Institute for Information Literacy (ANZIIL) and the Council of Australian University Librarians (CAUL).

For further information about information literacy, see:  
<http://www.anziil.org>

## History

This guideline is an edited version of the Council of Australian University Librarians' Best Practice Characteristics for Developing Information Literacy in Australian Universities: a guideline, May 2004. (<http://www.caul.edu.au/info-literacy/publications.html#guidelines>). Minor changes were made to the CAUL guideline to suit the New Zealand university sector.

The CAUL guideline was adapted from the Association of College and Research Libraries' Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline, June 2003. (<http://www.ala.org/ala/acrl/acrlstandards/characteristics.htm>)

The Council of New Zealand University Librarians  
September 2006

## LEVEL A: Institutional / Strategic Planning

### Institutional documentation and policy is developed that:

- A1. Includes a vision of information literacy consistent with the institution's vision.
- A2. Includes a definition of information literacy consistent with the *Australian and New Zealand Information Literacy Framework*.
- A3. Emphasises information literacy as a core graduate attribute.
- A4. Reflects strong institutional support for information literacy.
- A5. Establishes formal mechanisms for communication and ongoing dialogue across the academic community, to advocate information literacy and lifelong learning.
- A6. Supports the view that information literacy is the responsibility of all those in the university governance bodies, policy and senior administrators, and teaching and learning practitioners such as academics, researchers, librarians and IT specialists.
- A7. Affirms availability of opportunities for all to participate in relevant
- A8. lifelong learning.

## LEVEL B: Operational / Administrative Planning

### Operational planning for information literacy is supported by:

- B1. Wide dissemination of documentation and policy on information literacy via a range of media in a range of contexts and opportunities.
- B2. Endorsement of the *Australian and New Zealand Information Literacy Framework* by appropriate institutional committees and academic boards.
- B3. Identification and assignment of information literacy leadership and responsibilities.
- B4. Establishment of funds to ensure adequate staffing, resources and ongoing training and professional development.
- B5. Recognition and encouragement of collaboration among academics, librarians and other staff within, and across, institutions.
- B6. Formal embedding of information literacy within the curriculum, and development of mechanisms for articulation with the curriculum.
- B7. Identification of priorities for courses and programmes charged with implementation of information literacy into the curriculum.
- B8. Periodic reviews, and revisions if necessary, of documentation and policy
- B9. Provision of targeted, marketing and publicity to stakeholders, support groups and media channels when required.

## LEVEL C: Implementation / Curriculum Planning and Development

### Information literacy development:

- C1. Includes goals and objectives consistent with those of academic programmes, departments and the institution.
- C2. Identifies measurable outcomes for the evaluation of programmes.
- C3. Anticipates current and future opportunities and challenges.
- C4. Embeds information literacy into academic and vocational curricula.
- C5. Results in a fusion of information literacy concepts and disciplinary context.
- C6. Endorses and facilitates a collaborative approach and includes librarians, academics, curriculum developers, teaching and learning specialists, and others.
- C7. Ensures collaboration continues throughout a programme lifecycle from planning through to delivery, assessment of student learning, evaluation and revision.