LIBRARY LEARNING TEACHING PARTNERSHIP FRAMEWORK

2021
La Trobe University Library
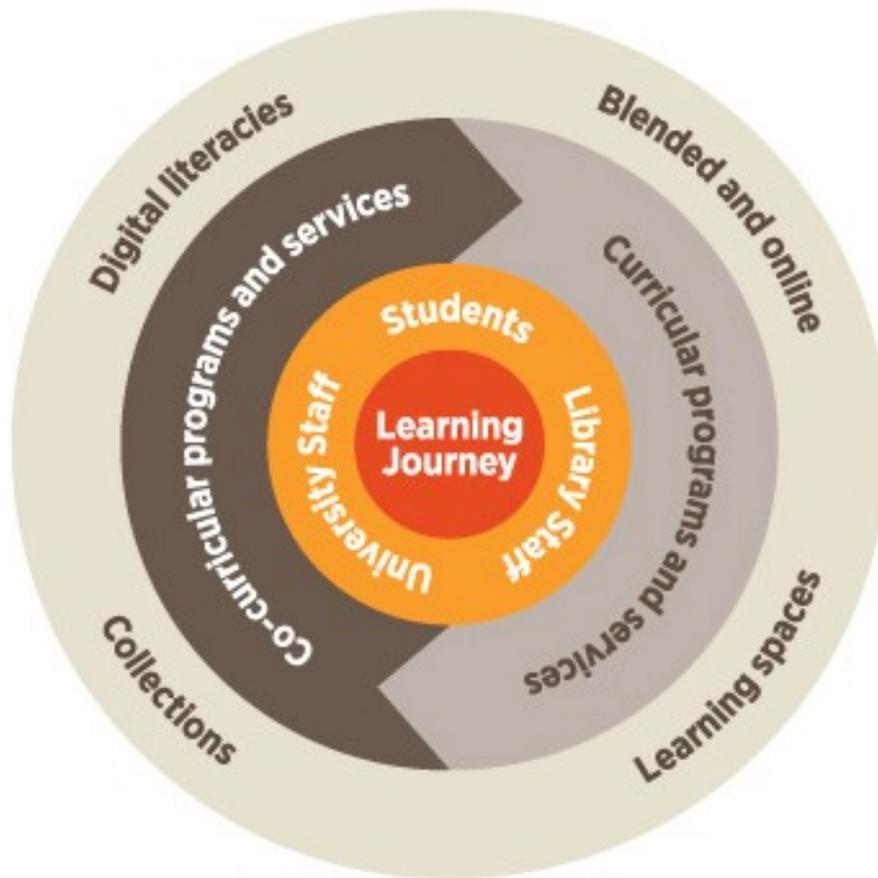
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1. Overview

1.1   Purpose of the LLTP Framework

Learning and teaching at La Trobe University is a partnership that involves students and staff from all areas of the University community including clinical schools and other partners. In this environment Library staff collaborate with University staff so that all students have:

- the opportunity within the curriculum to develop information and digital literacies[1]
- support to develop information and digital literacies independently of curriculum activities
- easy and ready access to relevant information resources and collections
- access to a range of Library learning and support spaces.

All these components are critical to student academic success and contribute to a positive student learning experience.

The Library Learning and Teaching Partnership Framework (LLTP Framework) provides a broad overview of the Library's commitment and approach to supporting learning and teaching in partnership with University staff and students. It articulates and guides how Library staff partner with University colleagues to embed information and digital literacy skills development in the curriculum and support the development these skills through library co-curricular programs and services.

Information literacy knowledge and skills[2] are key to student achievement of course and subject intended learning outcomes related to 'Research and Evidence-Based Inquiry' and 'Digital Capability' which are included in the La Trobe Graduate Capabilities.[3] The Library collaborates across the University so that students learn to find, use, evaluate, manage and apply relevant information in a range of digital environments.

La Trobe University's Strategic Plan 2018-2022[4] provides the context for the LLTP Framework. In this context, the focus for the library is to meet the needs of our diverse student body, and offer a consistently high-quality student experience that is engaging and supports academic and career success.

The LLTP Framework also includes service and program delivery options that are face-to-face, online or blended[5]. Within the broad principles outlined in the LLTP Framework the varying needs of students at different geographic locations are supported using mixed mode delivery.[6]

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[1] https://www.latrobe.edu.au/library/teaching-support/digital-literacies-framework

[2] Information literacy refers to finding, using, evaluating, managing and applying information. If a person is information literate they have "learned how to learn, they know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning." https://www.utas.edu.au/__data/assets/pdf_file/0003/79068/anz-info-lit-policy.pdf

[3] Schedule A - La Trobe Graduate Capabilities - https://policies.latrobe.edu.au/document/view.php?id=218&version=3

[4] *University Strategic Plan 2018-2022*
https://www.latrobe.edu.au/_data/assets/pdf_file/0005/846455/2018-2022-Strategic-Plan.pdf

[5] Blended learning is mixed mode delivery - learning activities are a mix of face to face and online.

[6] i.e. across metropolitan and regional campuses, as well as off-campus (and including other groups in the wider university community who use the library learning and teaching services and resources)

1.2   The LLTP Framework features

At the centre of the LLTP Framework is the student learning journey (Figure 1) which highlights teaching, services and resources required for the development of digital literacy skills. Furthermore, the LLTP Framework acknowledges the importance of partnerships between Library and University staff in developing these skills. This creates opportunities for students to improve their proficiency and fluency in a range of information and digital literacies at various stages of the learning journey.

Through learning and teaching partnerships the Library contributes to enhancing students' existing knowledge and skills; provides skills development embedded in the curriculum; offers co-curricular programs and services at point of need; and provides resources to support learning and teaching. Resources include print and electronic collections, managed study spaces, and personal research help.

The LLTP Framework includes an annual review and development cycle to improve services, programs and learning outcomes for all students and is organised around the following areas:

- Student learning journey
- People - learning and teaching community
- Programs and Services
    - o Curricular programs and services
    - o Co-curricular programs and services
    - o Graduate researcher education
- Expertise
    - o Digital literacies
    - o Advanced systematic searching
    - o Blended program delivery
    - o Collections
    - o Learning spaces
- Evaluation

2.   The LLTP Framework

The Learning journey for information and digital literacies

Acknowledging prior knowledge

Prospective students from diverse backgrounds

Undergraduates, Postgraduates - Early years

Building foundational knowledge and skills

Consolidating critical knowledge and skills

Undergraduates, Postgraduates - Middle years

Undergraduates, Postgraduates - Final year

Establishing proficiency - fluent skills and knowledge

Independent and connected life-long learner
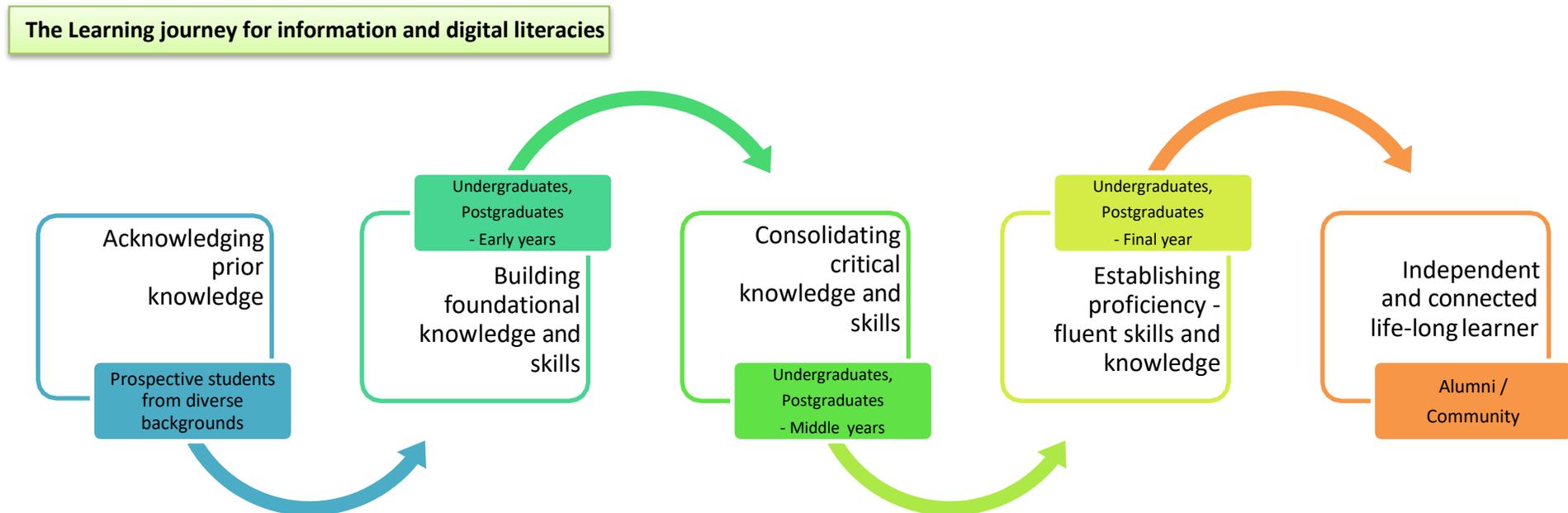
Alumni / Community

Figure 1 – The stages of the Learning journey for information and digital literacies

As students progress through each year of their chosen course of study, they will continually build on their skills

2.1   Learning journey

Students and staff enter the university environment with a diverse range of existing knowledge and skills related to information and digital literacies, and may move quickly or more slowly through the stages of their learning journey (see Figure 1) which include:

- Recognising prior knowledge
- Building foundational knowledge and skills
- Consolidating critical knowledge and skills
- Establishing proficiency – fluent skills and knowledge
- Independent and connected lifelong learner

This learning journey is not a linear process and students' development of competence and confidence will vary. As students move through their course of study, they will continually build on skills as they encounter new knowledge through curricular and co-curricular learning activities and support. The Library offers a range of resources designed for specific stages in the learning journey, such as orientation for new students, searching and referencing classes, and others that can be accessed throughout students' course of study.

The information literacy competencies required across the student learning journey (from building foundational knowledge and skills to becoming independent and connected lifelong learners) are outlined in the Library Information Literacy Matrix (Appendix 1).

2.2   People - Learning and teaching community

The University learning and teaching community supports and contributes to the learning journey for information and digital literacies through being cognisant of different modes of student engagement and learning styles. The Library is involved in collaborations with academic teaching staff, LTLT educational designers, College education teams, Student Services staff, Information Services, and clinical or placement supervisors. Through these collaborations, curricular and co-curricular services and programs are offered, which are designed to enhance the three modes of student engagement.

1. Learner – Teacher interaction

    Library staff collaborate with academic teaching staff to embed learning programs and activities in the curriculum; Library staff facilitate student learning through co-curricular services.

2. Learner - Learner interaction

    Students facilitate their own learning through participation in group work activities.

3. Learner - Content interaction

    Students complete the required course tasks supported by Library reading list resources, Library elearning modules, activities and quizzes.

2.3 Curricular programs and services

Information literacy is one of the essential elements that make up the spectrum of digital literacies that students require to live, learn and work in the digital society.[7] The three essential elements of the Library's learning-centred model for giving all students opportunities to develop information and digital literacy skills include collaboration with university learning and teach staff, curriculum embedded skills, and library practice informed by educational theory.

Embedding information literacy into course design provides all students with an opportunity to engage with targeted and tailored information literacy learning activities, assessment and resources relevant to each stage of their course. Library staff and learning and teaching staff collaborate to embed information literacy skill development into the curriculum design where 'Research and Evidence-Based Inquiry' and/or 'Digital Capability' are assessable subject learning outcomes.[8] This approach enables opportunities for students to develop information skills in a scaffolded environment that starts with acknowledging prior knowledge, and leads to building, consolidating and establishing advanced information and digital literacy skills and knowledge.

The Library's learning-centred draws on the theory of constructive alignment[9] to inform embedding information and digital literacy into the curriculum (Figure 2). This includes:

- Explicit linking of information literacy intended learning outcomes (ILOs), learning activities and assessments to discipline learning outcomes, activities and assessment.
- Information Literacy ILOs across four progressive levels of proficiency aligned with existing subject or course ILOs.
- Library learning activities aligned with the Library Information Literacy Matrix and subject ILOs, activities and assessments. This gives students the opportunity to achieve appropriate learning outcomes within the context of their specific course.
- Skill development progressively tailored and scaffolded throughout a course, in collaboration with academic teaching staff, with delivery face-to-face, online or blended.
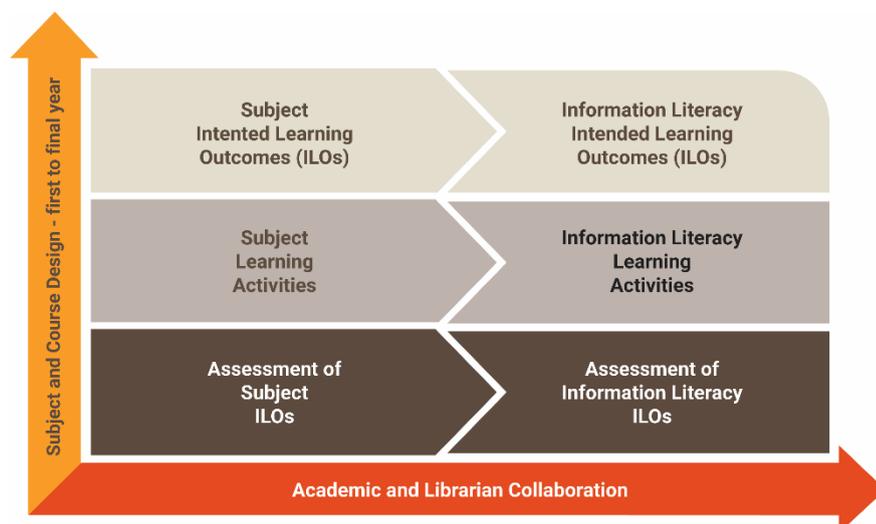

Figure 2 – A constructively aligned approach to embedding information literacy into subject or course design

Information Literacy ILOs are set out in the Library Information Literacy Matrix (Appendix 1). The

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[7] https://www.latrobe.edu.au/library/teaching-support/digital-literacies-framework

[8] Schedule A - La Trobe Graduate Capabilities - https://policies.latrobe.edu.au/document/view.php?id=218&version=3

[9] Constructive alignment is the systematic alignment of the teaching/learning activities and the assessment tasks to the intended learning outcomes (Biggs, J.B. & Tang, C. (2011). *Teaching for quality learning at university* (4th ed.). Maidenhead: McGraw Hill)

principles of constructive alignment are also used in developing online learning resources.

In working with academic staff to embed information and digital literacies in course design library staff work at three levels of engagement and partnership:

- Level 1: Embedded and constructively aligned – a constructively aligned approach for developing information literacy skills within a subject or course.
- Level 2: Integrated resources – online resource curation, online assessment help guides, integrating existing self-help materials and links to co-curricular programs and services in the LMS.
- Level 3: Partnership opportunity – explore possibilities for a constructively aligned and embedded approach or integrated resources with subject coordinators.

2.3.1 *Resources for embedding information literacy learning activities in the curriculum*

The Teaching Services page on the Library website[10] links to tools for setting up learning resources for new courses and linking students to relevant collections. Flexible online learning resources are created in collaboration with academic teaching staff to support student information literacy skill development within the curriculum.[11]

2.4 Co-curricular programs and services

In collaboration with academic and professional partners the Library offers a range of co-curricular programs and services, provided face-to-face and online, which students can access as needed:

- ASK La Trobe Help Zones at Melbourne and Bendigo
- Library service desks at Albury-Wodonga, Mildura and Shepparton
- Learning Hub at all campuses
- Achieve@Uni
- Training programs
- Online instruction and eLearning development

2.4.1 *ASK La Trobe*

The ASK La Trobe Service Model is a partnership between the Library and Student Services and Administration. Support categories in the ASK La Trobe model include concierge and self-help, advisor and expert help. All categories in the model are connected, and together provide a comprehensive service that ensures students get the most appropriate Library, Student Services and Student IT support at the time of need.

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[10] https://www.latrobe.edu.au/library/teaching-support

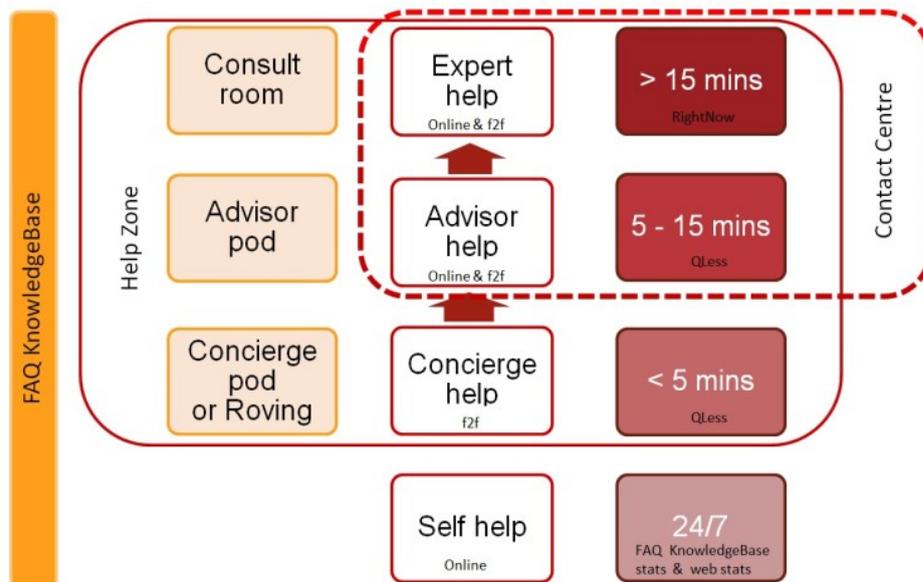[11] http://www.lib.latrobe.edu.au/elearning/

Figure 3 – ASK La Trobe service model for Library co-curricular services

Self-help includes information and services that the user can access independently on webpages, self-check machines, signage, Library guides, FAQs and elearning resources.

Concierge help is quick query assistance (e.g. how do I book a group study room?) available during opening hours operated by the Library and Student Services staff. This level is delivered at face to face points, and includes triage to manage queues and roving assistance.

Advisor help provides answers to more complex or lengthier queries (e.g. how do I find peer reviewed articles on drugs in sport?). This category of help is available during opening hours operated by Library and Student services staff and is delivered as individual assistance at service points and by online chat, and email.

Expert help is prompt referral to a discipline or subject matter expert within the Library or Student Services for individual consultation

Staff working in the ASK La Trobe help zones are part of one service team even though individuals are based in different operational teams in either the Library or Student Services. Regardless of their operational team when working in the help zone service team, staff may answer a wide range of questions.

Help zones are open to all La Trobe students and other public users including: CAVAL borrowers, community users, Alumni and La Trobe Melbourne students. Library consultations are provided to higher degree students, students registered with Equity and Diversity and at-risk students as appropriate.

2.4.2   Training

Co-curricular training includes:
- Orientation Week activities
- Training in person - small group, optional, aligned to discipline or more generic skills
- Training for special cohorts e.g. international students, College mentors
- Transition programs for advanced and late entry
- Research education training
- Peer Learning Adviser training

- Staff induction training for other university teams
- Schools partnership programs and membership
- VCE+ program

2.4.3   Online instruction and elearning development

Independent online learning is developmentally sustainable and has the potential to reach all students, providing equitable access to the full range of Library services and resources. Ongoing online content development is designed to enrich and extend the student learning experience including:

- Library elearning resources
- LibGuides – expert help guides and assessment help
- FAQs
- Library website
- Training using Zoom

Online training is provided to higher degree students and researchers using the Zoom platform.

2.5 Expertise

The underlying assumption of the LLTP Framework is that the combined expertise and experience of all partners will improve the student learning experience. In addition to the specialised knowledge and expertise that Library staff bring to partnerships is the Library's collections expertise and experience, and knowledge in managing and curating learning spaces.

2.5.1   Collections

The Library provides collections of print and online resources, to support learning and teaching, in particular, access to essential readings, and relevant materials to enable completion of assessment tasks, and to encourage deeper knowledge in specific disciplines.

Providing access to collections is a critical part of the Library's role and includes:

- Provision of print and electronic materials – prompt acquisitions, processing, effective signage and access, and regular reviewing and refreshing of collections
- Reading Lists
- Library Search, Database list, LibGuides, Reading lists, Library presence in the LMS, and appropriate signage
- Circulation of print materials – self-check-out and assistance at service desks, holds, renewals, short term loans, and access to national and international collections

2.5.2   Learning spaces

The Library provides a range of learning spaces to meet the demands of students studying in a variety of modes. These include single study spaces, group study spaces, training rooms and access to computers, wireless access and power.

2.6   Evaluation of programs and services

Data is regularly collected and analysed to inform service and program improvements. Routine evaluation methods include:

- Regular review of the service delivery models outlined in the LLTP Framework

- Evaluation and review of information literacy intended learning outcomes in embedded curricular programs
- Usability testing and usage monitoring of elearning resources
- Student feedback on their student experience and satisfaction for curricular and co-curricular programs[12]
- Student feedback on their digital experience
- Library staff feedback on impact of services on the student experience and satisfaction
- Academic learning and teaching staff feedback on impact on student learning outcomes and experience

The LLTP Framework will be reviewed annually to check that it is aligned to University policies, other Library frameworks and current initiatives.

3. Delivering the LLTP Framework

Delivering the LLTP Framework involves all Library teams. Delivery of programs and services involves collaboration across the Library and the University. The Library Learning and Teaching team plays a key role in bringing together people, programs and expertise to deliver services and programs outlined in the LLTP Framework.

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[12] For example, this may include Library evaluation form, Student Feedback on Subject, Course Experience Questionnaire, Orientation and Transition Survey

Information Literacy Matrix

	CAPABILITY LEVEL			
INFORMATION LITERACY STANDARDS CAUL (2004)	**FOUNDATION**	**CONSOLIDATING**	**PROFICIENT**	**ADVANCED**
	The information literate person engages in closed or open inquiry with predetermined questions, issues and criteria.	The information literate person engages in closed or open inquiry, within structured guidelines.	The information literate person engages in open inquiry, within structured guidelines.	The information literate person engages in open inquiry within self-determined guidelines.
1. Recognises the need for information and determines the nature and extent of the information needed	• 1.1 Recognises different information types from a reading list. • 1.2 Identifies key search concepts in a research topic or question.	• 1.3 Identifies the types of information needed for a research topic or question.	• 1.4 Asks appropriate questions to guide the inquiry. • 1.5 Determines nature and extent of information needed. • 1.6 Chooses advanced search concepts (synonyms etc) to describe a topic.	• 1.7 Generates research questions based on experience, expertise and/or literature reviews.
2. Finds needed information effectively and efficiently	• 2.1 Recalls the Library's basic facilities and processes. • 2.2 Distinguishes between the different types of search tools for finding scholarly information. • 2.3 Devises basic search strategies using keywords. • 2.4 Identifies relevant information from search results. • 2.5 Locates information within the university library system – online and print. • 2.6 Organises time to find information for an assignment.	• 2.7 Identifies sources appropriate to discipline. • 2.8 Uses multiple source types. • 2.9 Organises time to ensure an effective and thorough approach to research. • 2.10 Locates information at other institutions as appropriate.	• 2.11 Devises complex search strategies. • 2.12 Independently identifies sources appropriate to discipline. • 2.13 Uses multiple source types including primary sources.	• 2.13 Devises multiple search strategies and methods within self-determined guidelines.
3. Critically evaluates information and the information-seeking process	• 3.1 Recognises when to modify search strategy to refine results. • 3.2 Identifies relevant information within a source.	• 3.3 Recognises how scholarly information is produced and disseminated. • 3.4 Examines/compares information found to assess the quality, reliability, accuracy, authority etc.	• 3.5 Defines criteria for evaluating information from a critical perspective. • 3.6 Modifies the search strategy using synonyms, related terms and appropriate commands (e.g. Boolean operators) to refine results to meet the information need. • 3.7 Considers if other sources should be used.	• 3.8 Evaluates sources from multiple critical perspectives. • 3.9 Analyses structure, logic, scope, perspective and relevance of sources and search strategies.
4. Manages information collected andg generated	• 4.1 Recognises different elements of citations. • 4.2 Records all relevant citation information using a given referencing style.	• 4.3 Understands elements of a citation. • 4.4 Formats citation elements in an appropriate bibliographic style. • 4.5 Uses in-text citations or footnotes appropriately.	• 4.6 Formats citations in any given style as required.	• 4.7 Utilises a bibliographic management system to organise retrieval and access of multiple references (e.g. Endnote).
5. Applies prior and new information to construct new concepts or create new understandings	• 5.1 Summarises the main ideas from information gathered. • 5.2 Explains main ideas understood from information gathered.	• 5.3 Synthesises the main ideas from information gathered. • 5.4 Uses forms of presentation appropriate to audience.	• 5.5 Integrates new understandings from various sources in original work.	5.6 Synthesises information to develop new hypotheses, models or research agenda.
6. Uses information with understanding and acknowledges cultural, ethical, economic, legal, and social issues in the use of information	• 6.1 Understands when to acknowledge (cite) sources to avoid plagiarism. • 6.2 Conforms with legal and ethical requirements related to accessing and using and storing information.	• 6.3 Demonstrates an ability to evaluate balance/fairness of information. • 6.4 Demonstrates an ability to state a rationale for legal and ethical requirements related to accessing and storing information.	• 6.5 Identifies the value and belief systems underlying the information.	6.6 Actively seeks out a range of perspectives critiquing the underlying belief and value systems.

• **Capability levels** *Foundation* to *Proficient* **are recommended for undergraduate information literacy skill development.**

Glossary of terms used in this Framework

Open inquiry – Student initiated and specified in terms of question, procedure, further inquiry (Willison, 2009, Handbook for research skill development)
Closed inquiry – Lecturer specified in terms of question, procedure and answer (Willison, 2009, Handbook for research skill development)
Basic search strategy – involves identification of main keywords in a topic and combining the keywords with a Boolean operator
Complex search strategy – involves identification of main keywords in a topic and possible alternatives to those terms, and then combining the terms using Boolean operators and/or proximity operators to locate relevant references.
Information Literacy – the capacity of individuals to realise when they need information, and be able to find, access and use that information as required.