Manukau Institute of Technology Library
Information Literacy Policy

Purpose

The current Manukau Institute of Technology ‘Graduate Capabilities Statement’ defines one of the graduate capabilities as the ability to demonstrate information literacy. The library acknowledges the importance of this attribute in our mission statement by listing information literacy as part of our core business. Information literacy strategies are an integral part of the library's policies and planning. This policy provides a definition of information literacy and identifies library objectives to implement information literacy initiatives.

Manukau Institute of Technology Library’s Mission Statement

What is our purpose and core business?

- To provide access to the best resources and services that support the teaching and learning goals of MIT
- To provide assistance and instruction in finding, evaluating, organising and using information ethically, so that staff and students can develop the information literacy skills needed for lifelong learning

Definition

To be information literate a person must be able to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information...Ultimately, information literate people are those who have learned how to learn. They know how to learn because 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 because they can always find the information needed for any task or decision at hand. (American Library Association, 1989, ¶ 3).

Standards

The Australian/New Zealand Information Literacy Standards http://www.library.unisa.edu.au/learn/infolit/Infolit-2nd-edition.pdf provide the framework for establishing and embedding information literacy. This framework identifies six characteristics of the information literate person:

1. Recognises the need for information and determines the nature and extent of the information needed.
2. Finds needed information effectively and efficiently.
3. Critically evaluates information and the information seeking process.
4. Manages information collected or generated.
5. Applies prior and new information to construct new concepts or create new understandings.
6. Uses information with understanding and acknowledges cultural, ethical, economic, legal, and social issues surrounding the use of information.

Information Literacy Framework

The Unitec Information Literacy Rubric, developed in 2012, was adopted by the library as an Information Literacy Framework in 2014. It has been utilised as a resource to assist Information Services staff in identifying how tasks that they have integrated into their classes correspond to key elements of the information literacy process. The Framework also facilitates the sharing of ideas regarding information literacy classes among colleagues and communication with lecturers regarding the information literacy process.
Implementation

Information Services staff will be information literate and able to provide innovative formal and informal library training for all MIT staff and students in the identification, retrieval, evaluation and use of information through the provision of:

1. Informal one-to-one or group assistance as requested, using services such as the Information Desk.
2. Course specific library tours and orientations.
3. Course integrated sessions on information sources, their access, retrieval and evaluation including but are not limited to, orientation to the Library, research skills, search skills (catalogue, Super Search, databases, internet), use of print and electronic sources, evaluation of sources, referencing and citation software (EndNote).
4. Information Services staff will create and maintain resource tools such as handouts, subject and online guides that provide guidance on the access and effective use of a variety of resources. They will be promoted where appropriate by library staff.

Information Services staff will:
- be supported with appropriate professional development, training and resources.
- be aware of current information literacy initiatives; so that new strategies can be promoted within the Institute’s teaching programmes.
- work collaboratively with academic and administrative staff to develop relevant and timely information literacy strategies that are integrated/embedded into MIT course curricula.

Role of academic staff

In support of the library information literacy policy, academic staff need to develop information literate students who are prepared for lifelong learning by:
- incorporating information literacy strategies in teaching and learning plans
- seeking guidance on current information literacy trends and initiatives
- working collaboratively with Information Services staff to develop information literacy strategies
- working collaboratively with Information Services staff to embed appropriate information literacy skills in the full range of courses offered at Manukau Institute of Technology

References

