



# **DEPARTMENT OF LIBRARY SERVICES**

## ***INFORMATION LITERACY***

### **Study Guide**

**2023**

## 1. Introduction

Access to information has become easy because of the digital environment. Society can easily access, share and use information for numerous reasons. This includes paying bills, writing reports and going on holidays. The digital environment allows society to also access, produce and share information across various online platforms. Although information is easily accessible when using the digital environment, not all information is suitable and trustworthy. Therefore, it is important to develop appropriate skills when finding, using, and sharing information from the digital environment.

Finding relevant information among the vast amounts available, understanding its value and then using it to create new knowledge is commonly referred to as Information Literacy. However, the importance of the digital environment has gained momentum and prominence during recent years. Nowadays, it has become critical when searching, accessing, identifying, using, and sharing information to apply Digital Information Literacy skills.

Digital Information literacy (DIL) is the ability to apply critical thinking skills in finding, evaluating and using information within a digital environment in order to create new knowledge for your research. These skills will contribute towards becoming an independent and adaptive graduate

In developing these skills, you will be able to:

- Identify and select appropriate sources of information (print and online) for your information and research needs
- Understand, access and navigate information sources in the print and digital environment
- Critically evaluate and select information to answer your assignment question or research problem
- Use, modify and share information ethically
- Communicate information using digital technologies
- Acknowledge information sources using appropriate referencing techniques

The core competencies that are required in developing digital information literacies are:



Understanding



Discovering



Questioning



Creating



Communication



Referencing

## 2. Learning outcomes

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### Understanding

Plan your search in a systematic way by understanding and defining your information needs and developing appropriate search strategies for the digital environment.

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#### Students will be able to:

- Understand and identify their information needs
- Analyse the question or topic
- Develop a search strategy
- Identify suitable information sources in the subject area

Level 1	Level 2	Level 3
<ul style="list-style-type: none"><li>• Identify the information needed for your assignment or project</li><li>• Develop search strategies to find relevant information from different sources</li></ul>	<ul style="list-style-type: none"><li>• Plan and adapt search strategies by broadening or narrowing the focus</li><li>• Recognise and understand the value of information from a range of print and digital sources.</li></ul>	<ul style="list-style-type: none"><li>• Construct advanced search strategies using discipline specific words or phrases (e.g. systematic review)</li><li>• Identify a range of search filters or limiters</li></ul>



## Discovering

Apply search strategies and utilise a broad range of generic and discipline specific resources

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### Students will be able to:

- Conduct a literature search
- Review a variety of resources

Level 1	Level 2	Level 3
<ul style="list-style-type: none"><li>• Apply basic online search skills</li><li>• Use guided reading to search for information resources (e.g. Discovery tool, Google searching)</li></ul>	<ul style="list-style-type: none"><li>• Apply intermediate online search skills</li><li>• Critically engage with a variety of information resources (e.g. Google Scholar search tips e.g. linking library Databases and E-Books)</li></ul>	<ul style="list-style-type: none"><li>• Apply advanced online search skills</li><li>• Critically engage with specific resources (e.g. E-Journals DUT Open Scholar Discipline specific databases Abstract databases e.g. Scopus, Web of Science)</li><li>• Create alerts for new publications in research area</li></ul>



## Questioning

Analyse, evaluate, interpret, and think critically about information.

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### Students will be able to:

- Apply evaluating criteria to identify and select relevant sources (Relevancy, currency, authority and purpose)

Level 1	Level 2	Level 3
<ul style="list-style-type: none"><li>• Apply basic evaluation techniques to identify credible and relevant sources such as books and e-books</li><li>• Recognise and avoid fake content</li></ul>	<ul style="list-style-type: none"><li>• Apply advanced evaluation techniques to identify credible and relevant sources such as articles</li><li>• Identify information bias</li></ul>	<ul style="list-style-type: none"><li>• Understand what is academically credible information</li><li>• Recognise, engage and use peer reviewed publications</li><li>• Recognise and avoid predatory journal articles</li><li>• Use citation metrics to identify and evaluate research publications</li></ul>



## Creating

Demonstrate the ability to create and publish content in the digital environment.

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### Students will be able to:

- Contribute new ideas or opinions through engagement with digital information

Level 1	Level 2	Level 3
<ul style="list-style-type: none"><li>• Use content creation tools and share knowledge on a digital platform. E.g. Blogs Wikis, vodcasts</li></ul>	<ul style="list-style-type: none"><li>• Participate in a scholarly conversation in a digital environment. E.g. online discussions</li></ul>	<ul style="list-style-type: none"><li>• Engage with scholarly works to create new knowledge using digital technologies. E.g. publications</li></ul>



## Referencing and plagiarism

Avoid plagiarism and acknowledge the sources used by applying referencing techniques in your assignments/projects

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### Students will be able to:

- Understand basic referencing techniques
- Acknowledge sources of information
- Quote, paraphrase and summarize
- Understand and avoid plagiarism
- Create in-text references and lists of references

Level 1	Level 2	Level 3
<ul style="list-style-type: none"><li>• Understand what plagiarism is and how to avoid it.</li><li>• Be aware of copyright compliance.</li><li>• Acknowledge the work of others by applying basic referencing techniques (e.g., books and internet sources)</li><li>• Can quote, summarise and paraphrase.</li><li>• Utilise the referencing guide.</li></ul>	<ul style="list-style-type: none"><li>• Understand academic referencing in the context of the discipline.</li><li>• Acknowledge the work of others by applying advanced referencing techniques. (e.g., journal articles, including DOI's)</li><li>• Use basic features of a reference management software.</li></ul>	<ul style="list-style-type: none"><li>• Use advanced features of a reference management software (e.g., EndNote).</li><li>• Collaborate with other researchers using the reference management software.</li></ul>

### **3. Learning, teaching and assessment strategies**

Assessments will be designed to assess the skills learnt in Digital Information Literacy

- Various assessment methods may be used including group work participation, observations, practice exercises as well as standardised tests. These assessments will be incorporated into the IL programme being offered within your discipline and the marks may contribute toward the module mark.
- Appropriate platforms will be used to administer the assessments.
- The assessments will be used to develop teaching and learning of digital information literacy