> "Information Literacy lies at the core of lifelong learning. It empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion of all nations"
>
> *(UNESCO, 2005 ς The Alexandra Declaration.)*
>
> *Personal note ς it may also be a basic human obligation.*

Implementing and integrating Information Literacy in UoLW Programmes

As the title suggests, this account focuses on University London Worldwide (UoLW) programmes. For this reason, the accounts of information literacy and other information capabilities used here may differ from wider and more general accounts.

This difference arises because students on UoLW programmes cannot be assumed to have the same almost constant and high-bandwidth access, to information and library sources and to the wider Internet, that are enjoyed by most students on mostly face-to-face University of London courses. This in turn means that they cannot reasonably be required or expected to be able to locate and access information in a variety of formats including print books, newspapers, radio, television, videos, and the other internet sources.
So UoLW must provide as many as possible of the necessary resources and materials, ideally all, whether literally "inside the box" or through the provision of PDFs, access to online editions of books, and links to Library and selected databases. This provision ensures that UoLW student have access to the essential course materials and readings. But it can make it harder to develop students' information capabilities beyond the basics suggested here.

Basic Information Literacy

In UoLW, we can usefully take basic information literacy to mean the abilities to:

1. Locate and gain access to a specified source; for example, a journal article; given a reference and / or web link to the source[1].
2. Use the information appropriately; and
3. Reference the source properly in accordance with a defined referencing system.

Basic information literacy elements 1 and 3 are essential technical abilities for academic work at any level. The abilities are for the most part generic across disciplines, although disciplines may also have particular sources and resources which students need to be able to access and reference correctly.

These basic abilities may be technical, but they are not trivial. Students need support to become, not just confident, but skilled and fluent in them.

Element 2 by contrast is a fundamental part of the practice of a discipline. It should, for the most part at least, be learned within the discipline.

Implementing Basic Information Literacy

Undergraduate students should be required to develop, and to demonstrate through assessment, basic information literacy during their first or second semester of study, acknowledging the

challenge of demonstrating this in an examination. So should any postgraduate students who have not already achieved it. All students should continue to practise and develop basic information literacy throughout their studies.

The set of abilities we are here calling basic information literacy may be included as a separate learning outcome, or it may be considered to be an assessment criterion for any student work that refers to published material. It is in the nature of academic work that these abilities will be required in most if not all modules.

For students to practise these basic abilities, they will need to be able to use Library information systems and a range of academic databases and sources as required by their discipline. There is perhaps no need to assess separately the skills to use such systems. These skills are essential components of item 1 described above. Also,

included in course learning outcomes, teaching and assessment, again starting early but coming to fruition in later years of the course. Critical information fluency is likely to be more discipline specific than basic information literacy.

Implementing Critical Information Fluency

Submit both forum entries to TurnItIn no later than 11.59pm (London time) on the date of the submission. E-tivity submission dates are detailed in the Study Calendar.

You will be able to search the University's databases, identify and access and evaluate appropriate academic journal articles, and present the required bibliographic information accurately.

This Rofe Model draws on the work of HEA National Teaching Fellow, Professor Gilly Salmon. Her work in 2002 established the of value of E-tivities as the "frameworks for online active and interactive learning" http://www.atimod.com/e-tivities/intro.shtml and the five stage model of implementation http://www.atimod.com/e-tivities/5stage.shtml

Appendix 3 – Reference Management Software

Students can usefully be encouraged and supported to use reference management software as a tool for information literacy / fluency at all levels. Of course, students should use it critically. Their use of it should be founded on sound knowledge and understanding of referencing conv

entions, and of the purposes of referencing. This knowledge and understanding will enable them to check what the reference management software produces, and to produce a defensible reference when the software misbehaves or does not deliver.

However, with these precautions, and used properly and intelligently, good reference management software: