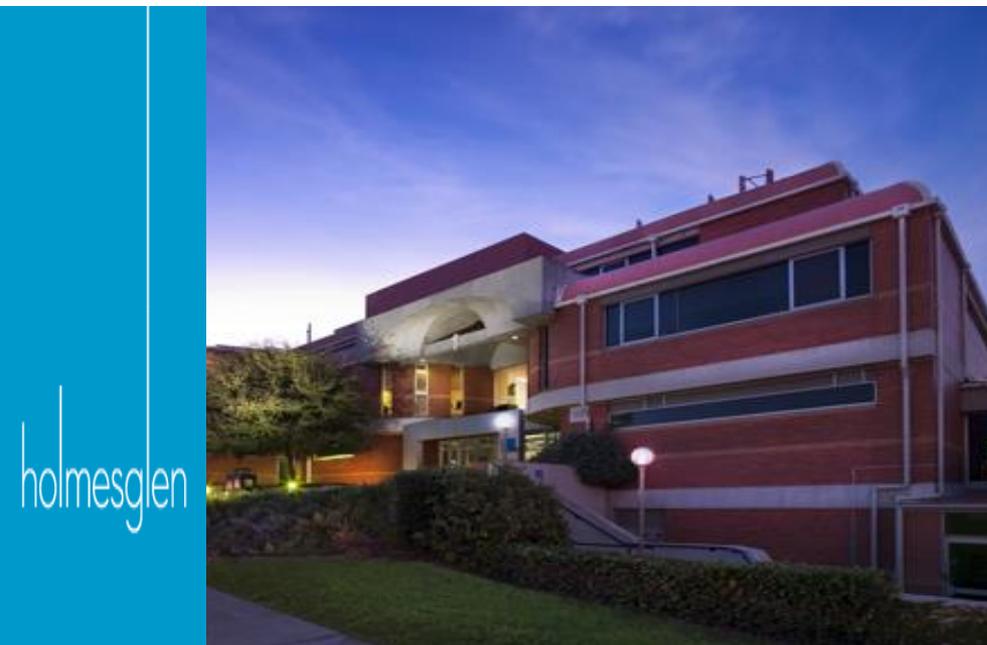


**BOX HILL
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"Same Truth, Different Reality": Information literacy practices in Vocational and Vocational/Higher Education TAFE libraries.

Research Problem:

**TAFE libraries providing IL training to different
cohorts of VET and HE students**

Christine Ruddy, NMIT &
Paul Kloppenborg, William Angliss



What we are talking about?

- Background to the study
- Literature review
- Research questions
- Methodology
- Results
- Conclusion
- Research implications

Background to the study

- HE and VET sectors
- TAFE: VET based and “Mixed” type of institute
- Victoria: 14 standalone TAFEs
 - ❑ 5 “Mixed”
 - ❑ 9 VET based
- ❑ Information Literacy library practices to two types of student cohorts
 - ❑ VET student by VET based libraries
 - ❑ VET & HE students by Mixed sector libraries

Literature review themes

- ❑ IL training in TAFEs

(Fafeita, 2006; Harrison, 2001; Eraclides, 2014)

- ❑ Collaboration with teachers

(Leong, 2007; Kloppenborg & Ruddy, 2013)

- ❑ Integration and embedding IL

- ❑ Higher Education

Methodology

- Quantitative survey
- 12 questions to Library Managers and IL librarians
- Multiple choice and scaled preference
- Comments section
- Survey monkey (March 2014)
- 11 different TAFE libraries
 - 4 of the 5 HE/VET
 - 7 of the 9 VET based libraries

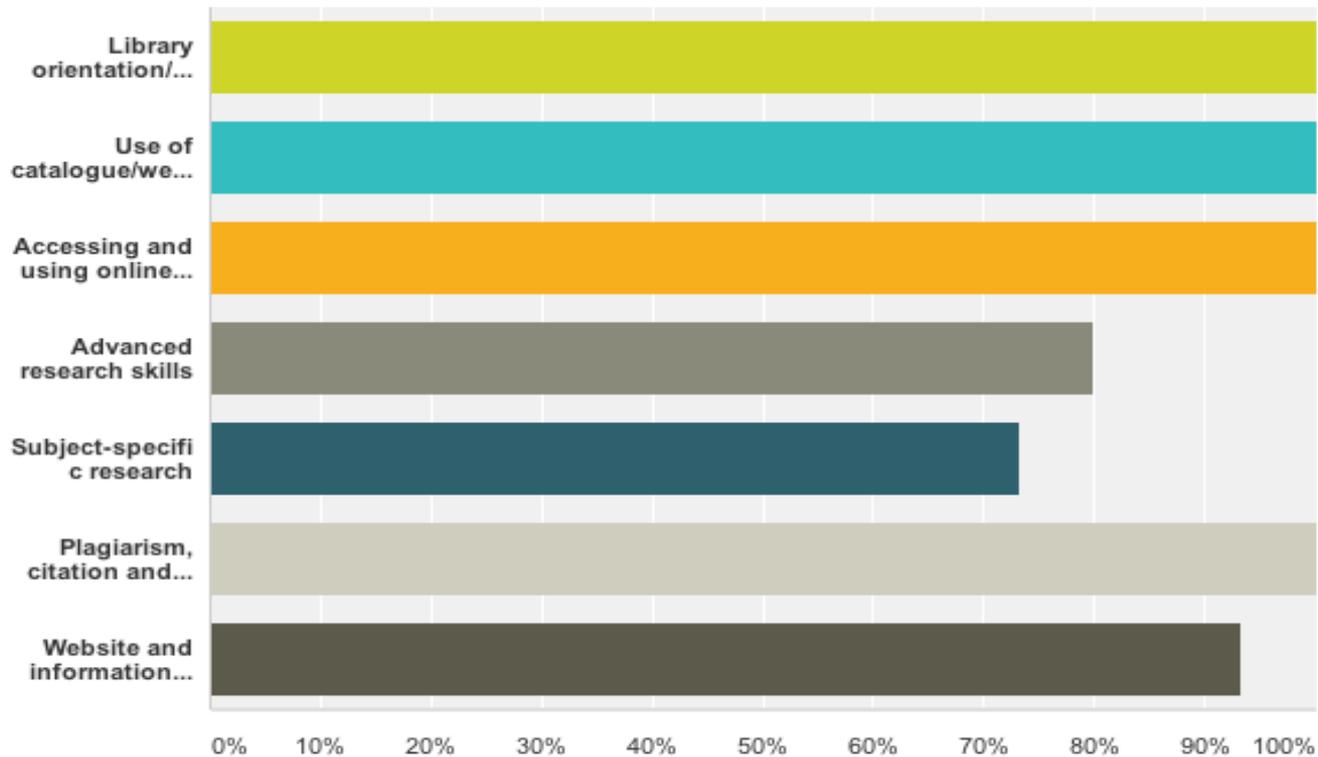
Research questions

- IL coverage
- IL development
- IL focus
- IL integration with curricula
- IL delivery
- IL frameworks and policies
- Reference management software

IL coverage

What areas are covered by IL training at your institute?

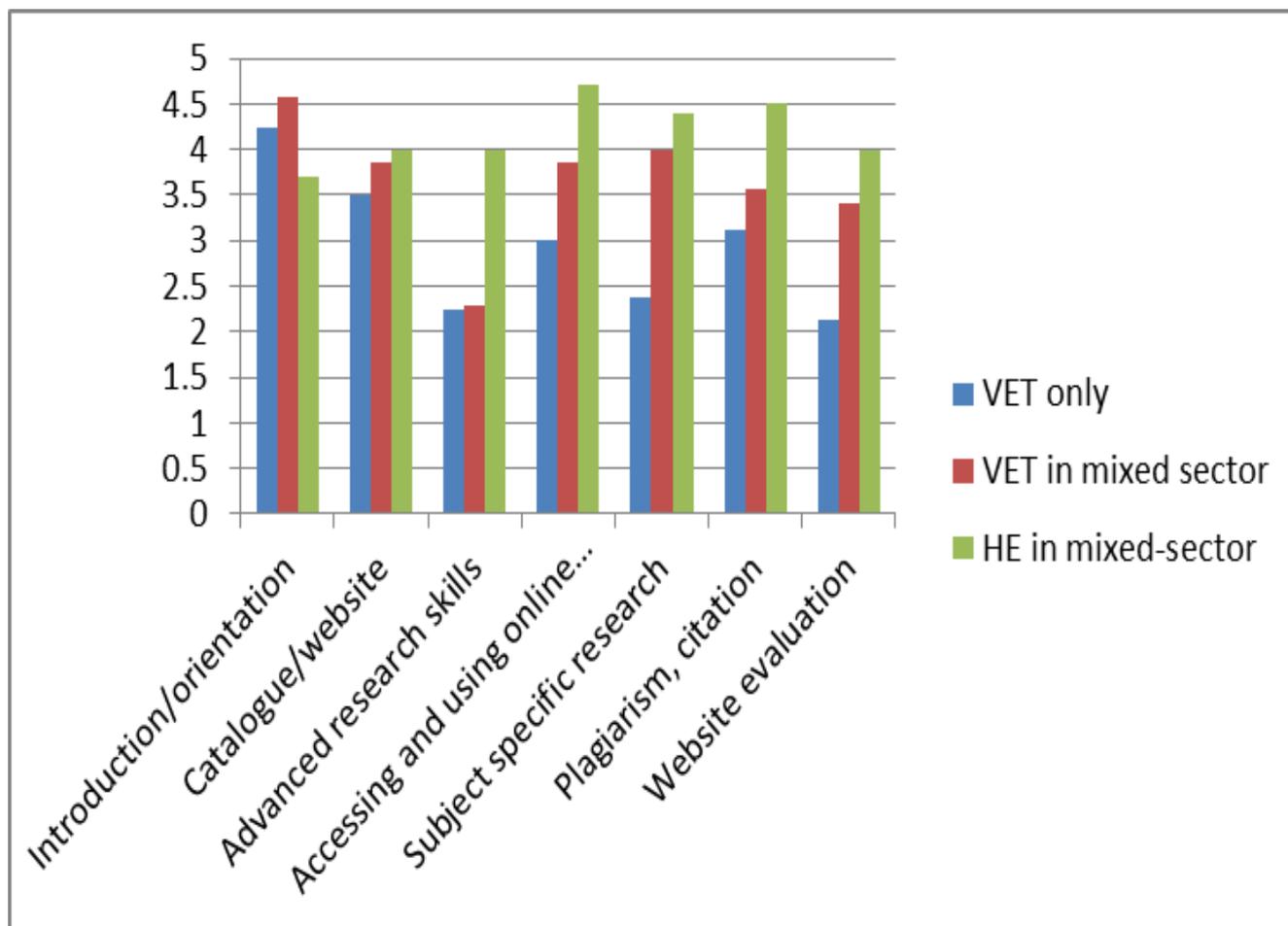
Answered: 15 Skipped: 0



IL development

In consultation with individual teachers	100%
In consultation with faculty	33.3%
IL is integrated into curriculum	26.67%
By librarians without teacher input	73.3%
By information literacy librarian or IL unit or similar	53.3%

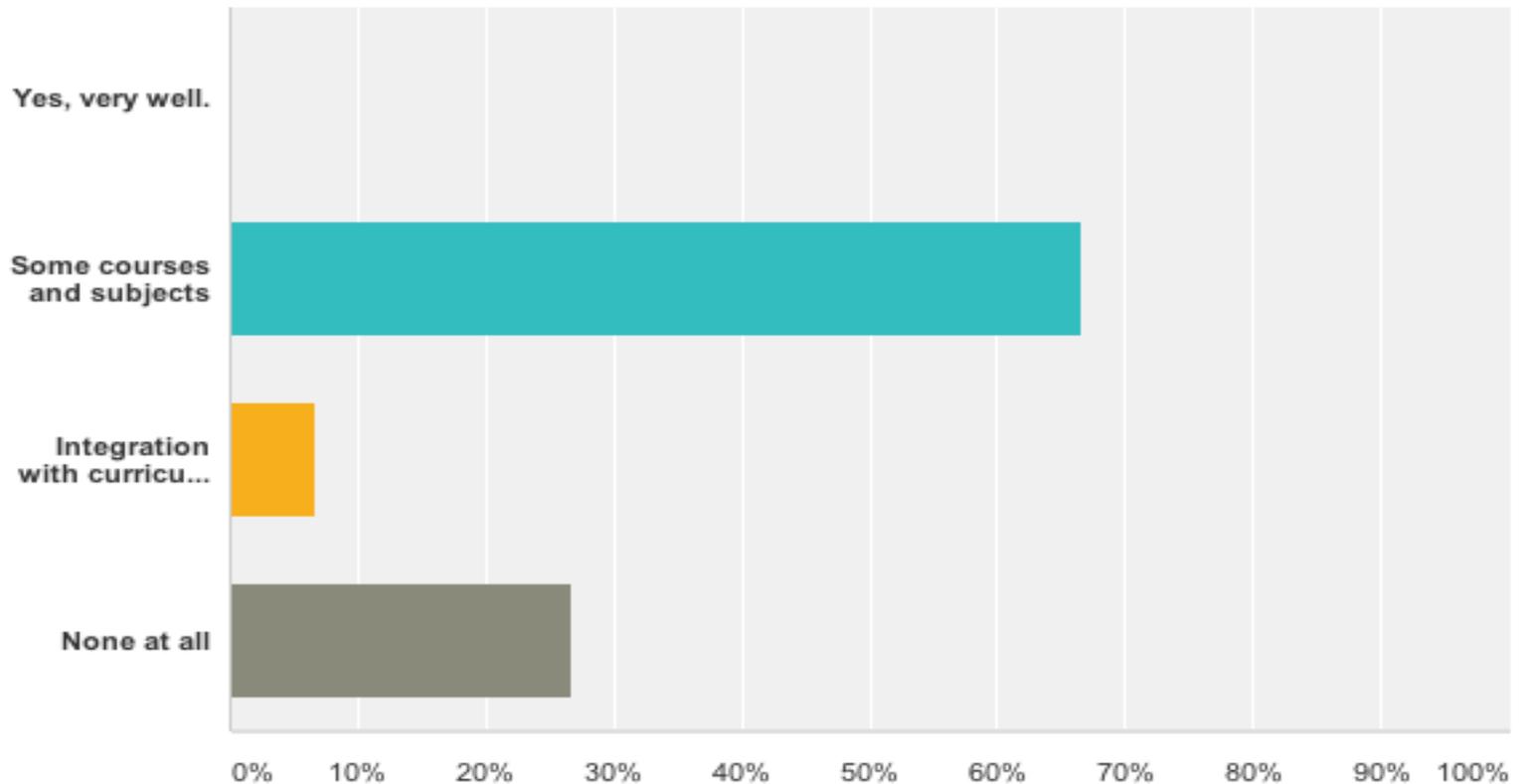
IL focus



IL integration with curricula

Is IL integrated with the curricula at your institute?

Answered: 15 Skipped: 0



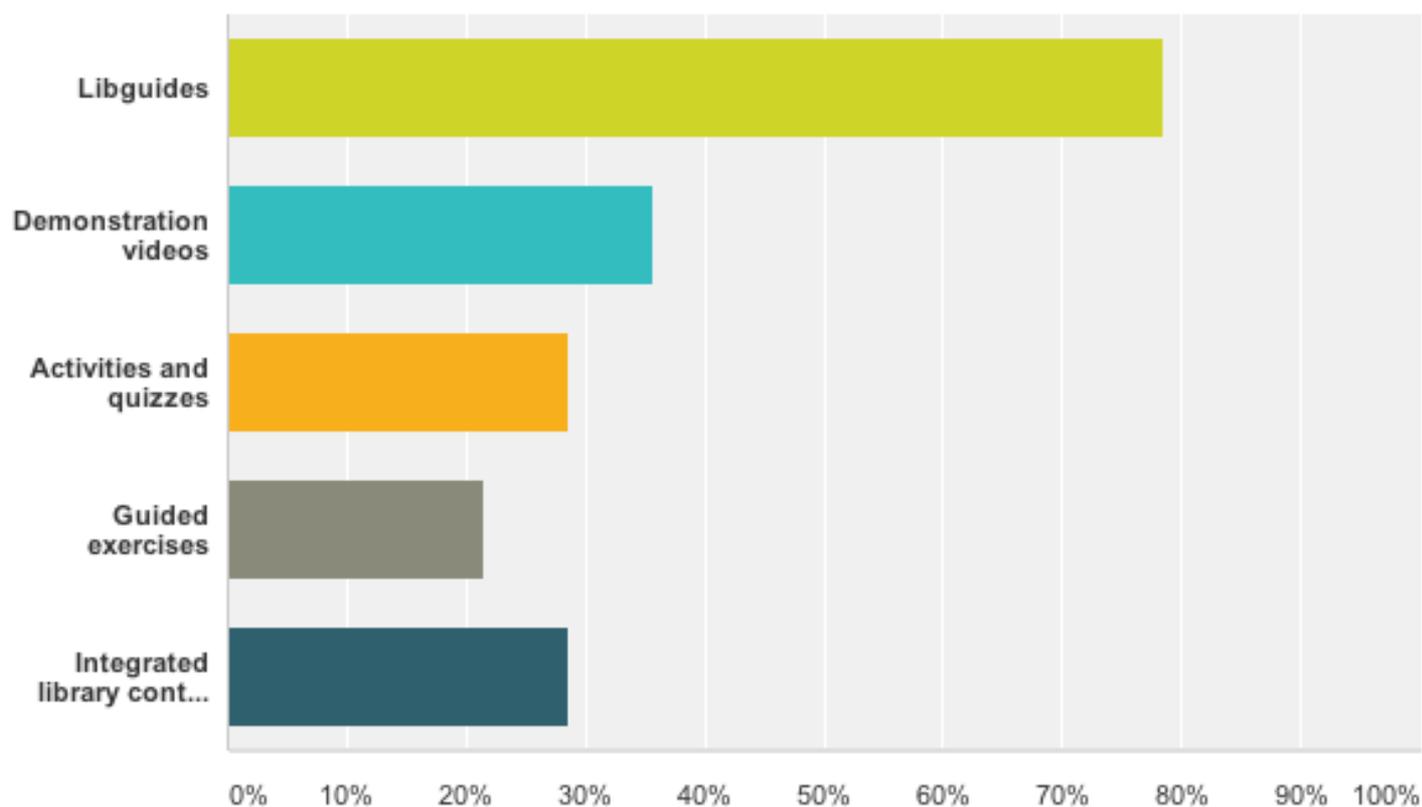
IL traditional delivery

Traditional		Online	
Library/training room	93.3	Libguides	78.5
Classroom/lecture theatre	86.6	Demonstration videos	35.7
Small groups/one-on-one	73.3	Activities and quizzes	28.5
		Guided exercises	21.4
		Integrated library content in LMS	28.5

IL online delivery

If IL support or information is available online, please identify the method.

Answered: 14 Skipped: 1



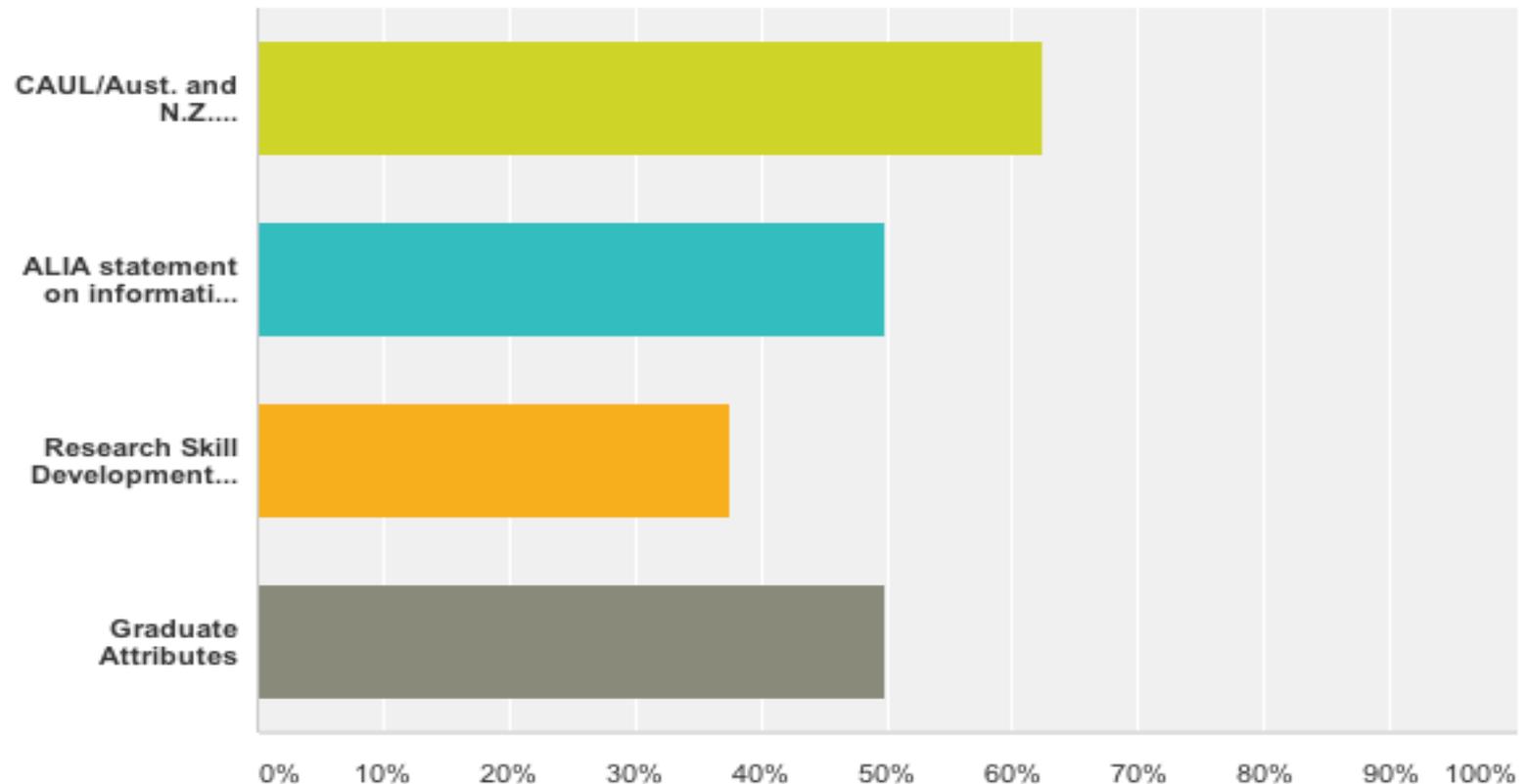
Reference management software

Zotero	2
Endnote and Refworks	1
Microsoft add-on	2
Not applicable	2

IL frameworks and policies

Is IL training at your institute informed by any external policies, standards or frameworks? If so, please select from options below.

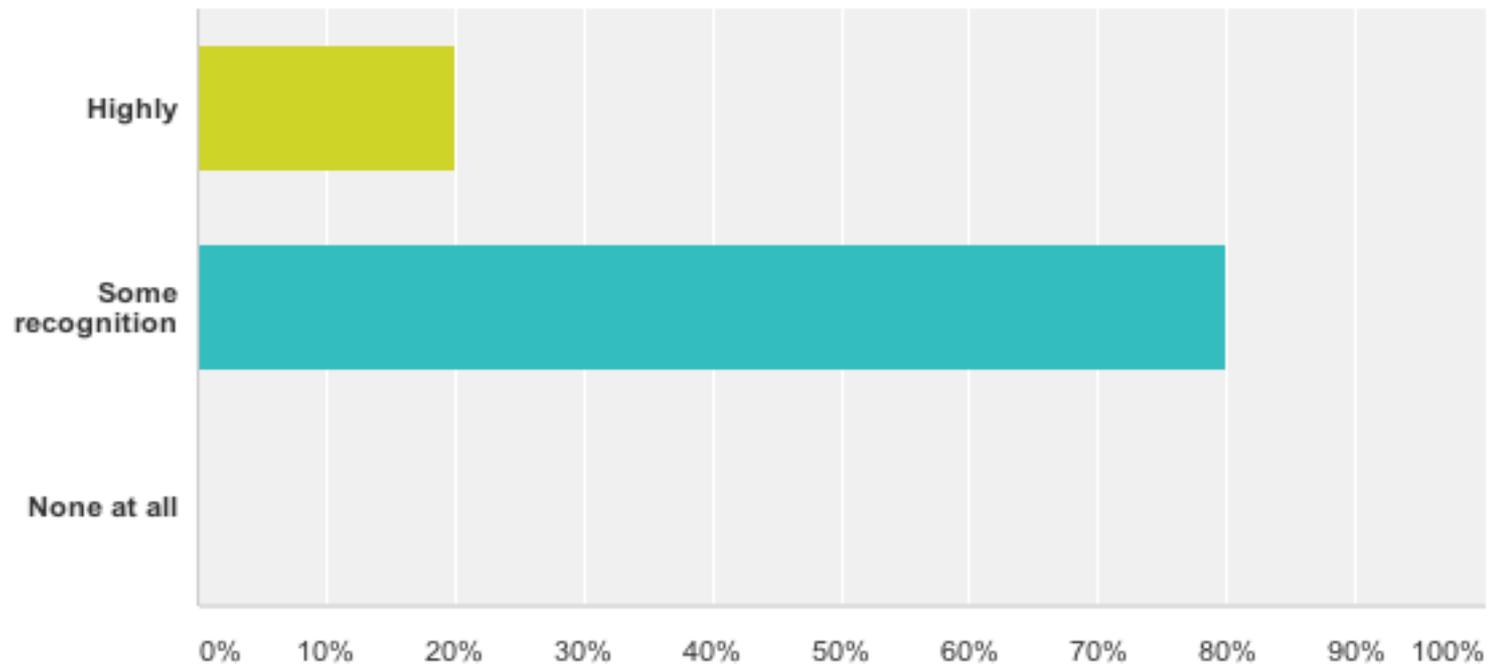
Answered: 8 Skipped: 6



IL institutional recognition and barriers

To what extent do you believe IL is recognised as important to learning and research at your institute?

Answered: 15 Skipped: 0



Conclusion

- ❑ VET students in HE TAFE libraries are receiving some benefit from stronger IL programs in those institutes
- ❑ Continuing importance of IL, for both VET and HE students
- ❑ Methods for IL delivery in TAFE libraries are advancing slowly, with integration fragmented across TAFE libraries
- ❑ The level of collaboration between the library and teaching staff remains crucial for successful IL programmes.

Research implications

- How to deliver a consistent program of IL training to vocational students that provides skills for the workplace and as a means of supporting lifelong learning?
- How IL for the HE and VET students can be clearly defined and delineated, and designed to cater to the specific needs of both cohorts appropriate?
- How to engage with VET teaching staff and students to promote IL that is fundamental to their learning and future study or work practice?
- What needs to be done to improve IL instruction for VET students, to retain focus on this IL (despite evidence that HE receives more attention), and what areas of IL are most relevant for VET students?

Thank you and any questions

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