A bunch of IRISs

Teaching Information Literacy Skills for Lifelong Learning

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UWA & Lifelong Learning

UWA has defined 8 educational principles

No. 3
“to acquire the skills required to learn, and to continue through life to learn, from a variety of sources and experiences”

Information literacy & lifelong learning

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.

The Alexandria Proclamation on Information Literacy and Lifelong Learning, IFLA 2005
Information Literacy at UWA

• Lack of human resources and rising student numbers increasingly restrict face to face classes to higher level students

• In their first year at University the first contact with the library for many students may be not recognised as such - a link to material in an e-reserve from the Unit’s online course component.
Simplistic yet indicative

- 18,000 students ➔ 14 librarians
- 1 hour and 20.50002 minutes for each student

PER YEAR

Forget academic staff, forget collection building, forget tea breaks ......
UWA Student Statistics

UWA undergraduate population (2007) (extrapolated from EFTS figure)

• 14,951 – total
• 2282 – Arts, Humanities & Social Sciences
• 3681 – Sciences (Life & Physical Sciences and Natural and Agricultural Sciences faculties)
• 2698 – Business School undergraduates
• Arts, Sciences and Business account for 58% of all UWA undergraduates

From UWA in Brief 2007 (UWA Statistics Office) and Callista data for IRIS students
The Librarian’s dream

- Faculty level information literacy modules
- To be complete by all newly enrolled students
- Units to be compulsory zero credit points.
- Delivered on fully online in the WebCT VLE
- Implemented for the Faculty of AHSS in 2006, FNAS & FLPS in 2007 and planned for the Business School in 2009.
Same but different

The original intention to have all the IRISes exactly the same had to be abandoned:

• Contextualisation proved to be a major issue
• Different assessment requirements by the faculties
• Different concepts of content sequencing between the Faculties
Differences in course structure

• Arts & Business IRIS – Self directed. Students encouraged to complete the modules in sequence but they are free to choose their own path and skip anything if they wish.

• Science IRIS – Sequenced. Students must complete a small assessment in one section before being able to move on to the next and finally to the exam.
Welcome to

Introductory Research and Information Skills
i.e. ARTS IRIS

This is the IRIS homepage. Click on the Home Page link on the top of every IRIS page to return to this page.

Click on the icons below to access the IRIS modules. You can work through the modules in any order you choose, although we recommend the order they are presented, i.e. left to right, top to bottom, finishing with the Quiz.

**Getting Started:**
Find out what you need to do, how to go about it and why you should complete IRIS. This module also contains a glossary and FAQ.

**Information Types:**
Learn about the different types of information you will be required to use at university.
Science IRIS homepage - First

This course consists of 5 learning modules, 5 quizzes and 1 exam.

1. **Read** the course information under Must READ.
2. **Study** the first learning module, SearchSmart. Complete the mini-quiz at the end with a score of 80% to release the next module.
3. **Repeat** till you have completed all 5 learning modules. Completing the mini-quiz for the final module, Orepo/Copy right, releases the Exam
4. **Score 80%** to pass the Exam quiz. You have unlimited attempts to achieve this.

**ScienceInfo** pages have been provided for specific subject areas. Study them for tips on the best information sources for your 1st year Science Units.

If you have any questions about Science IRIS contact the reference staff in the Biological Sciences Library or the Mathematics and Physical Sciences Library
Science IRIS homepage - Last

- **Must READ**
- **SearchSmart**
- **Know your resources**
- **InfoTrail**
- **Info or Misinfo?**
- **Cite’n’Copy right**
- **ScienceInfo**
- **Science IRIS exam**
- **Survey**

This course consists of 5 learning modules, 5 quizzes and 1 exam.

1. **Read** the course information under Must READ.
2. **Study** the first learning module SearchSmart. Complete the mini-quiz at the end with a score of 80% to release the next module.
3. **Repeat** till you have completed all 5 learning modules. Completing the mini-quiz for the final module, Cite’n’Copy right, releases the Exam.
4. **Score 80%** to pass the Exam quiz. You have unlimited attempts to achieve this.
Welcome to Business IRIS - your Introductory Research and Information Skills online course designed specifically for Business students.

Business IRIS contains a number of modules - It is recommended that you work through the modules in the order they are presented, finish with the Test Yourself quiz and provide your feedback in the survey. To return to this page from anywhere in Business IRIS click on the 'Course Content Home' link on the top of every page.

If you have any questions about Business IRIS contact the Business Librarians on 6488 7056 or askbus@library.uwa.edu.au
IRIS STUDENTS - 2008

Total student numbers in the IRIS programme:

• **1017** Arts or **45%** of all Arts U/G
• **980** Science or **26%** of all Science U/G
• **952** Business* or **35%** of all Business U/G
• Within 4 years **58%** of all UWA undergraduates will have received their basic information literacy training through the IRIS programme.

*Based on enrolment in a core Economics Unit (ECON1101 but indicative of the probable enrolment

From UWA in Brief 2007 (UWA Statistics Office) and Callista data for IRIS students
Language skills

• In 2007, 18.7% of the student body was in the international fee paying category
• ~ 89% of both Arts & Science IRIS are Australian citizens
• ~ 7% of Arts and 9% of Science IRIS students are international students
• Predominantly from the Asia/Pacific region (Arts 58% and Science 71% of international cohort)
IRIS Gender distribution

Business IRIS population estimated on enrolment in core 1st year unit EC1101
Survey responses – Quiz valuable

Likert Scale

- Strongly disagree (SD)
- Neutral (N)
- Strongly agree (SA)

Categories:
- Arts
- Business
- Science
Survey - Research Skills improved

Likert Scale

- Strongly disagree
- Neutral
- Strongly agree

Arts
Business
Science
Some Arts comments

I have learned a lot and now I am able to search electronic databases for relevant journal articles. Many thanks!

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The objective of completing IRIS from my understanding...

(Another longish essay)
The Business approach overall undertaking business IRIS module was and I think will be of a great use for my future... Advice suggesting Proquest, Bus Source Prem & Factiva was priceless for a clueless 1st year! V. useful, cheers! Had no impact on my studies... THIS CRAP HAS GOT TO GO
I actually think that it was really important stuff!!

There's a lot of information which can get confusing so it helped that the most important pieces of information were emphasised and repeated. The structure of the unit also helped with this.

People who are technically challenged would find it easy to read. Instructions were clear. Content was all useful if you do not already know it.
<table>
<thead>
<tr>
<th>Enhancing Lifelong Learning</th>
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<tbody>
<tr>
<td>... provide a systematic introduction to the field of study?</td>
</tr>
<tr>
<td>... offer a comparative or contextual framework for viewing the field of study?</td>
</tr>
<tr>
<td>... seek to broaden the student and provide generic skills?</td>
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<tr>
<td>... offer some freedom of choice and flexibility in structure?</td>
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<tr>
<td>.... provide for the incremental development of self-directed learning?</td>
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<td>Candy 1994, p. xii</td>
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### Teaching for Lifelong Learning

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
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<tbody>
<tr>
<td>... Use peer-assisted and self-directed learning</td>
<td>🙁</td>
</tr>
<tr>
<td>... Include experiential and real-world learning?</td>
<td>🙁</td>
</tr>
<tr>
<td>... Use resource-based and problem-based teaching?</td>
<td>🙁</td>
</tr>
<tr>
<td>... encourage development of reflective practice and critical self-awareness?</td>
<td>😊</td>
</tr>
<tr>
<td>.... use open learning and alternative delivery mechanisms?</td>
<td>😊</td>
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Candy 1994, p. xii

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Future

• Ongoing development of the IRISs particularly in regard to interactive elements
• Arts IRIS team has been successful in obtaining a Faculty grant for the evaluation of IRIS