



American International University Information Literacy Policy

(All policy is written as AIU and not AIC)

1. Definition

- 1.1. Information literacy is defined as having five components: identify, find, evaluate, apply, and acknowledge sources of information. It is intended to teach competency in seeking, handling and applying ethics in the use of information.
- 1.2. Information literacy is increasingly recognized as an important educational outcome for university students in all academic fields.

2. Purpose of Information Literacy Policy

- 2.1. To formalize the Information Literacy training offered by the library to enable students to gain the skills required to cope with an information saturated economy
- 2.2. To standardize the information literacy to avoid ad hoc arrangements which will result in differences in the overall student experience
- 2.3. To enable both faculty and the library to co-plan the academic program within a framework of standardized Information Literacy module
- 2.4. Information Literacy training will offer classes that will support teaching and learning at AIU to help students succeed, not only in their classes, but as life-long learners.

3. Skills imparted by the Information Literacy module upon students

- 3.1. The ability to recognize and articulate a need for information
- 3.2. Skills to locate and access relevant information and format
- 3.3. Gain information fluency to master a variety of information competencies not limited to the library
- 3.4. Critical evaluation skills in approaching information in all formats
- 3.5. Develop critical evaluation skills towards sources of information in terms of currency, authority, credibility and purpose
- 3.6. The ability to extract and organize information for an academic project
- 3.7. Synthesize the ideas abstracted from information content
- 3.8. Ethically and responsibly communicate one's understanding of created knowledge

4. The Information Literacy Framework

Information Literacy Framework		
Value	Practices	Information Literacy Training Module
Understand knowledge production practices and subject authority	Explore different types of subject authority and use research tools to establish such authority	Information resources training (Year 1)
Information as a creation process	Monitor the value placed on different types of information products across different scholarly contexts – differences in relevance ratings	Information resources training (Year 1)
The value of information	Give credit to original ideas through proper attribution and citation	Anti-plagiarism training workshop Citation training (Year 1)
Research as inquiry	Formulate questions for research, break down complex research and limit the scope of academic investigation	Research capacity training (Senior students from Year 2)
Scholarship as a conversation	Contribute to scholarly conversation through online community, creating research posters and presentations etc	Research capacity training (Senior students from Year 2)
Searching as strategic exploration	Determine the scope of the research tasks required by the research project and refine search strategy accordingly	Information resources training (Year 1) Research capacity training (Senior students from Year 2)
Information as a legally attributable asset	Understand laws relating to the ethical use of Information in research	Intellectual Property and Copyright training
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5. Information Literacy Training Plan

- 5.1. All undergraduate students will be offered a library induction at the start of their course. This is not the same as the library welcome during Orientation
 - 5.2. Foundation Degrees will have appropriate information literacy training at key points in their course, arranged in consultation with faculty
 - 5.3. It is envisaged that students will receive training before their first AIC academic project is due to give context to the training
 - 5.4. Library sessions work best when they are designed to support a specific project or assignment(s) so they serve a clear purpose
 - 5.5. Postgraduate students will have appropriate information literacy training relating to the various milestones of their research
 - 5.6. All academic staff and researchers will be offered an induction to library services and resources at the start of their employment
 - 5.7. A module managed by the library will be made available to students on the institutional Learning Management system (Currently CANVAS)
 - 5.8. Ongoing support shall be given to faculty and students in various formats. I may be in person, by telephone or email
 - 5.9. Librarians will work with faculty to identify information literacy goals in their programs and majors and identify the best ways to meet those goals.
 - 5.10. Information literacy instruction will adapt to varying learning styles and changing technology to engage the techno savvy learner
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