

Teaching and fostering information literacy in TAFE

Current status, future directions

Report to the Victorian Association of TAFE Libraries

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Disclaimer

This report contains the opinions of the researcher and does not represent the official views of the Victorian Association of TAFE Libraries or Kangan Batman Institute of TAFE.

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Summary and recommendations

A key concern of librarians employed in the Technical and Further Education (TAFE) sector in Australia is to help students improve in their ability to find and use information. Information literacy programs are a service provided by most TAFE libraries for this purpose.

There is little empirical research about TAFE librarians' information literacy practices as a collective. This survey research fills this gap by describing current practice and suggesting areas where further research is required. Two research questions are answered: What are the practices that TAFE librarians use to teach and foster information literacy? What changes have occurred since the last TAFE information literacy survey (Harrison 2001)?

TAFE librarians were found to exhibit a range of understandings about information literacy, ranging from seeing it as a very limited process concerned with finding or accessing information to a complex phenomenon that includes analysis, synthesis and creating new knowledge. The majority of librarians understand information literacy to be a skills-based process concerned with accessing, evaluating and using information.

Nearly half of all information literacy programs provided by TAFE librarians were found to be based on the well-recognized CAUL/ANZIIL definition of information literacy however a combination of definitions are used. There were 36% of respondents that lack a definition of information literacy, an 8% decrease since the 2001 survey. Notwithstanding, 47% of respondents indicated their willingness to participate in a potential project that had the stated aim of adapting the CAUL standards to the TAFE environment. Given this level of interest, it is recommended that the Victorian Association of TAFE Libraries (VATL) proceeds with this project, ideally in conjunction with TAFE Libraries Australia and with input from teachers, students and representatives from industry.

The information literacy programs provided by TAFE librarians were found to generally resemble library skills or information skills programs. These range from introductory to advanced level information skills and include the library orientation, catalogue instruction, introduction to the library website, database training, advanced internet searching and to a lesser extent, research level skills. Assessment measures used to

evaluate student outcomes are predominantly collaborative learning exercises, short answers and peer and self review.

Librarians were found to put forth considerable and sustained effort to promote information literacy, using traditional print and online publicity methods. Teachers and students were perceived to value information literacy more than TAFE management, likely because they are the main recipients of librarians' teaching and promotional efforts.

TAFE teaching staff were found to have a fairly superficial level of involvement with the development of information literacy programs. Sixty-five percent of respondents said that programs were developed in consultation with teachers, and 28% said that programs were developed without input from teachers. Lack of interest and lack of time on the part of teachers were seen by librarians as factors affecting their involvement. The finding that 62% of respondents consider information literacy to be integrated in some subject units is questionable given this low level of involvement of teaching staff. To foster the growth of information literacy in TAFE, librarians will need to focus on developing educational partnerships in the future.

The barriers that librarians face when advocating or providing information literacy fall into the categories of: insufficient resources, TAFE management, teachers, time constraints and students. Teachers were seen to lack a fundamental understanding about information literacy and trades teachers in particular were perceived as not interested or saw information literacy as irrelevant for their students. The terminology surrounding the concept was also seen to compound misunderstandings. TAFE librarians need to address teachers' misunderstandings about information literacy. Therefore, it is recommended that VATL sponsors research that 1. explores TAFE teachers' conceptions of information literacy; and 2. seeks understanding of the information needs of industry groups to provide a basis for developing information literacy programs for trades students.

Finally, the educational needs of librarians were considered and many librarians were found to hold a variety of teaching qualifications, particularly the Certificate 4 in Assessment and Training. Many librarians were interested in obtaining further qualifications to assist them in their job roles, particularly the Graduate Certificate in Information Literacy. Given the wide range of understandings about information literacy

held by librarians, they would be well served by professional development activities that clarify and expand their understanding of this complex phenomenon.

Introduction

Information literacy, the ability to locate, evaluate, manage and use information, is a life skill needed by individuals in the information society. People need to develop the capacity to cope with overwhelming amounts of largely unfiltered information and develop the skills to judge its quality, accuracy and reliability (Humes 2002).

A key concern of librarians employed in the TAFE sector in Australia is to help students improve in their ability to find and use information. Information literacy programs are a service provided by most TAFE libraries for this purpose. As outlined in the *Focus on Learning* framework, these programs may include:

- Accessing information from a variety of sources
 - Planning, research and information seeking techniques
 - Data gathering, data analysis and problem solving
 - Information evaluation, organization and presentation
 - Using technology to access information
- (Booker, Murphy & Watson 1995, p. 24)

While there are examples of individual TAFE information literacy programs and initiatives in the literature (Mare 2004 ; Barnett, Brunner & White 2003), there is little empirical research about TAFE librarians' information literacy practices as a collective. This research aims to fill this gap by describing current practice and suggesting areas where further research is required. Two research questions are answered: What are the practices that TAFE librarians use to teach and foster information literacy? What changes have occurred since the last TAFE information literacy survey (Harrison 2001)? The information literacy practices examined include the following:

- Definition of information literacy used as a framework for training programs
- Librarians' understanding of information literacy
- Range of training programs provided (eg. introductory information skills, research level skills, computer skills training etc.)
- Methods of delivery and assessment
- Level of collaboration with teaching staff
- Level of integration in the curriculum; and
- Methods of promoting information literacy.

Associated issues explored include the training needs of librarians, the barriers experienced by librarians when advocating or providing information literacy and librarians' perceptions of whether their institutions value information literacy.

Scope and limitations of the study

This report was submitted in fulfilment of an eight point subject in the Master of Applied Science (L&IM) degree at Charles Sturt University. As such, it is narrowly focused on librarians' employed by TAFE providers within the Vocational Education and Training (VET) sector. Further research into the information literacy practices of librarians employed by other providers of VET is needed to provide a more complete picture of VET librarians' information literacy practices.

The small number of participants from some states and territories and from dual sector¹ institutes in states and territories other than Victoria was another limitation of the study. This precluded addressing one of the original research questions "Are there any differences in practice between single and dual sector institutes, and between states and territories?"

Literature review

The purpose of this review is to set the scene for the research that follows. It is not an exhaustive review of the information literacy literature, but rather highlights important milestones in its development in the United States and Australia. Persistent themes in the literature pertinent to TAFE such as definitional and terminology issues are addressed before outlining relevant empirical research by TAFE practitioners.

Early use of the term and important milestones

The first use of the term 'information literacy' is attributed to Paul Zurkowski in 1974 in a proposal submitted to the US National Commission on Libraries and Information Science (Behrens 1994, p. 126). Zurkowski's use of the term was in a business context and he associated information literacy with using information resources, specifically in relation to problem solving (Behrens 1994, p. 127 ; Bawden 2001, p. 9). Two years later the term was used by Lee Burchinal at a Texas A & M library symposium. Burchinal's definition was in a similar vein, associating information literacy with skills

¹ Universities which incorporate both the higher education and vocational education and training sectors within one institution

such as information location and use, problem solving and decision making (Behrens 1994, p. 127). A broader meaning of the term was also suggested at this early stage by Owens in 1976 (cited in Bawden 2001, p. 10) when he suggested that “information literacy is needed to guarantee the survival of democratic institutions”.

The term was first introduced to the library literature by Taylor (1979, cited in Bawden 2001, p. 10) when he said:

an approximate definition of [information literacy] would include the following elements: that solutions to many (not all) problems can be aided by the acquisition of appropriate facts and information; that knowledge of the variety of information resources available (who and where) is a requisite of this literacy; that the informing process, which is continual, is as important as the spot information process, which is occasional; and that there are strategies (when and how) of information acquisition.

Since this time there have been a plethora of definitions with different connotations. A comprehensive historical overview of these is provided by Behrens (1994).

An important milestone in the development of information literacy in the USA was identified by Spitzer, Eisenberg and Lowe (1998 cited in Webber & Johnston 2000, p. 382). They associate information literacy with the democratic ideals of the 1970s and note that interest increased during the 1980s in response to the realization that computers and networks would radically change the field of information management and communication (Webber & Johnston 2000, p. 382). The other significant milestone in the USA was in 1989 with the *Final Report of the American Library Association's (ALA 1989) Presidential Committee on Information Literacy*. This document clearly articulated the importance of information literacy to individuals, business and citizenship and defined an information literate person as follows:

To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.

The report firmly positioned information literacy as an education issue and outlined the role of libraries and information professionals in developing students' information

literacy skills. Most current thinking about information literacy can be traced back to the ALA report .

The information literacy movement was also gathering momentum in Australia during the 1990s. Three conferences were held and several publications issued, raising the profile of information literacy as a national, regional and global issue (Bundy 1999, p. 244). Christine Bruce's 1997 doctoral dissertation on higher educators' ways of experiencing information literacy was perhaps the most significant milestone of the decade. Bruce (1997) discovered that there are seven different ways of experiencing information literacy: 1. the information technology conception, 2. the information sources conception, 3. the information process conception, 4. the information control conception, 5. the knowledge construction conception, 6. the knowledge extension conception and 7. the wisdom conception. This phenomenographic research provides a different picture of information literacy compared to the predominant skills-based conceptualizations of the time (Bruce 1997).

Definitional issues

The information literacy literature is characterized by a superabundance of definitions indicating a range of understandings. A comprehensive review of information literacy definitions and their meaning is beyond the scope of this review; however interested readers may wish to consult Lupton (2004), Bawden (2001), Behrens (1994) and Webber and Johnston (2000).

One of the definitional issues of pertinence to TAFE practice is the difference between library skills programs, bibliographic instruction and information literacy. The synonymous use of these terms by theoreticians and practitioners alike results in confusion (Snaveley and Cooper 1997, p. 10). In answering the question "what is the difference between longstanding library based programs such as user education, information skills and information literacy education" Lupton (2004, p. 16 citing Young and Harmony, 1999, p. 1) writes:

They describe bibliographic instruction as being librarian and library centred, print based, involving information location and retrieval, and set within a formal educational environment. In contrast, they assert that information literacy is an educational outcome, involves all information formats, includes evaluation, analysis and synthesis, is learner centred and involves the learner in all aspects of their lives – education, work and personal.

Another outstanding feature of the information literacy discourse is the dissension among librarians and educators about terminology, particularly the 'literacy' aspect of the term. Langford (1998) points out that researchers have described the term as "fuzzy" and that teachers are not clear about the term or its implications for classroom practice. Clarification of the definition is required to ensure that all stakeholders understand and embrace the concept (Snaveley & Cooper 1997, pp. 9-11).

A characteristic of many definitions is a description of a set of skills or attributes that an information literate person should exhibit. This type of definition is common within current educational practice which requires the demonstration and assessment of learning outcomes. The Australian and New Zealand Information Literacy (ANZIL) Framework (Bundy 2004, p. 11), describes the information literate person as one who:

- Recognises the need for information and determines the nature and extent of the information needed
- Finds needed information effectively and efficiently
- Critically evaluates information and the information seeking process
- Manages information collected or generated
- Applies prior and new information to construct new concepts or create new understandings
- Uses information with understanding and acknowledges cultural, ethical, economic, legal, and social issues surrounding the use of information

Professional associations, such as the Australian Library and Information Association (ALIA) have issued policy statements about information literacy. The ALIA (2001) statement, clearly of relevance to TAFE practice, firmly positions information literacy as a prerequisite for personal and vocational empowerment and lifelong learning, noting that

Information literacy can contribute to:

- participative citizenship;
- social inclusion;
- acquisition of skills;
- innovation and enterprise;
- the creation of new knowledge;
- personal, vocational, corporate and organisational empowerment; and,

- learning for life

Developments within TAFE

In the early 1990s significant changes were occurring in TAFE with the introduction of the competency based training curriculum. The Finn Report (1991, cited in Mayer 1992, p. 1) identified six areas of competence that young people need in preparation for work and recommended the development of employment related key competencies. The Mayer Committee developed the following seven key competencies: 1. Collecting, analyzing and organizing information, 2. Communicating ideas and information, 3. Planning and organizing activities, 4. Working with others and in teams, 5. Using mathematical ideas and techniques, 6. Solving problems, and 7. Using technology (Mayer 1992, p. 3). The competency “collecting, analyzing and organizing information” is fundamental to most TAFE information literacy programs.

The first librarian to establish the connection between the key competencies and information literacy was Robert Burnheim. He recognized that collecting, analyzing and organizing ideas and information was a component of the broader concept of information literacy, and recommended that the Mayer Committee develop an information skills curriculum to support the development of information literacy across all educational sectors (Burnheim 1992, p. 188). Floyd and Burnheim (1992) conducted a statewide study on the delivery of competency based training curricula. The study involving approximately 230 teachers and library staff from TAFE and Senior Colleges in Queensland focused on activities associated with mastering the effective use of information. Important findings included the wide range of understandings of the term ‘competency based training’ and that teachers wanted the library to provide training in the development of information literacy skills for themselves and students in support of the new curriculum (Floyd & Burnheim 1992, pp. 94, 96). TAFE librarians clearly had an educational role and by 1995 information literacy programs were described as a core service that TAFE libraries should offer in support of independent learning (Booker, Murphy & Watson 1995, pp. 21, 22).

The link between library literacy and the key competency “collecting, analyzing and organizing information” was explored in Zobec’s (1998) master’s thesis. The research was the first formally documented study of library literacy levels in a TAFE environment. Zobec (1998, p. 2) attempted to measure the library literacy levels of flexible learners at Canberra Institute of Technology (CIT) in the 1995 academic year and found that CIT courses did not meet one component of the key competency

“collecting, analyzing and organizing information”, the ability to locate or collect information. Another finding of the study was that measuring library literacy levels was difficult in the absence of a standard measuring instrument (Zobec 1998, p. 185). A number of recommendations were made as a result of the study to improve professional practice.

Another practitioner that investigated issues related to professional practice was Harrison (2001). Harrison’s unpublished survey research, reported at the ALIA 2001 TAFE libraries conference, investigated librarians’ consistency of understanding about information literacy, the information literacy training provided by TAFE libraries, the barriers librarians’ experience when advocating information literacy to their institutions, whether information literacy is valued by their institutions and the inclusion of information literacy in the curriculum. Forty-one responses were received from librarians in all states and territories other than Tasmania. An important finding was that librarians did not share a uniform definition of information literacy, prompting Harrison to recommend that a definition be developed. Another recommendation was that TAFE libraries should adapt and implement the CAUL information literacy standards. The limitations of the study include the small number of participants and the use of convenience sampling; however the research is of value in that it provides a snapshot of TAFE information literacy practice in 2001.

More recently, Smith and Martina (2004, pp. 325-329) conducted research about the information needs of bakers. Thirty bakers from Brisbane and regional Queensland and nine first-year apprentices from Southbank Institute were surveyed. Bakery staff were found to have a wide range of needs, but did not always know appropriate sources of information. Many bakers and managers were found to access information outside business hours, leading the authors to assume that information seeking was of low priority. The authors concluded that bakery students need to develop information literacy skills to cope with the information requirements of the workplace.

Conclusion

This review highlighted significant milestones in the development of information literacy in the United States and Australia before turning attention to empirical research by TAFE practitioners.

A persistent theme in the literature is the numerous definitions and understandings of the concept and dissension among librarians and educators about terminology. The

lack of published empirical research about the professional practices of TAFE librarians is another characteristic of the literature which prompted this research project about TAFE librarians' information literacy practices.

Research method

The survey method is widely used in information management research to collect primary data from all or part of a population (Tanner 2002, p. 89), and was used to provide a current status of TAFE librarians' information literacy practices. A questionnaire (Appendix 1) was developed and placed on the web using a web-based survey tool called SurveyMonkey.com (www.surveymonkey.com). Harrison's (2001) research was used as inspiration for questions 3, 4, 6, 8, 10, 11 and 13; however some guesswork was involved as her survey was unpublished and the questions asked were not explicit in the conference proceedings.

The project was conducted in three stages: 1. Pilot testing, 2. Victorian survey, and 3. National survey.

Pilot testing

The questionnaire was piloted in early 2005 by ten librarians known to be involved in information literacy from TAFE Colleges/Institutes (TAFEs) in Victoria. Pilot testers took the survey and shortly afterwards participated in a telephone interview that identified further problems with the instrument. The interview questions were based on Bell's (1993, p. 85) following suggestions:

1. How long did it take you to complete?
2. Were the instructions clear?
3. Were any of the questions unclear or ambiguous? If so, which ones and why?
4. Did you object to answering any of the questions?
5. In your opinion, has any major topic been omitted?
6. Was the layout of the questionnaire clear / attractive?
7. Do you have any further comments?

The results of the pilot testing were discussed with the VATL Executive and modifications were made to the questionnaire. Instructions for several questions were clarified, a question about computer skills training provided by TAFE staff was added and response options for Question 3 were modified as they were not mutually

exclusive. Question 10 was replaced by two questions; the first aimed at discovering educational qualifications held by TAFE staff, the second asked what qualifications were perceived to be of help to staff in their information literacy role. Question 11 was modified to distinguish between librarian's perceptions of students, staff and institution management. Pilot testers provided feedback about these modifications.

Victorian survey

The questionnaire (Appendix 2) was distributed to Victorian TAFE librarians during March 2005. The Victorian TAFE Reference Interest Group email list and the VATL listserv were used to distribute the email link to the survey and send out reminders. Data collection was completed by mid-April 2005.

Results from the survey indicated that minor alterations to the questionnaire were required. For example, one of the findings indicated that librarians are providing programs that focus on the training of information skills relating to the use of libraries, the Internet and databases, a narrow conceptualisation of information literacy (Fafeita 2005). A question about librarians' conceptualisation of information literacy was rejected prior to pilot testing as it was considered more suited to qualitative methods of inquiry. However, it now seemed important to ask librarians what their understanding of information literacy is and whether they are conveying an overview of this broader concept to their students. Another finding was that 75% of librarians indicated that information literacy is integrated into some subject units, while at the same time 80% of librarians indicated teachers were involved in the development of information literacy programs on a very superficial level. This necessitated the qualifying of response options for the question about the integration of information literacy in the curriculum to ensure that respondents had understood the response options.

National survey

The national survey (Appendix 3) was distributed to librarians from other states and territories during October 2005. ALIA e-lists, TAFE list serves, an EdNA Focus on Flexible Learning discussion list, library email addresses sourced from a library directory (Bundy & Bundy 2004) and an email contact list of staff from TAFE Tasmania were used to send out the email link to the survey and send out reminders. Data collection was completed by the end of October. The Victorian data was merged with the data from other states and territories. The survey software was used to aggregate the data for the multiple-choice questions and filter responses to selected questions.

Responses to open-ended questions were analyzed by grouping into common themes. The use of convenience sampling for this research limits the findings to the participants of the study and not all TAFE librarians.

Results and discussion

There were approximately 330 full time equivalent librarians employed in TAFE libraries throughout Australia in 2003 (VATL 2003 ; L. Thornton² 2005, pers comm., 14 Dec. ; TLA 2003). 154 librarians from all states and territories participated in the survey. The number of respondents for each state and territory is shown below in Table 1.

Table 1: Respondents by state and territory

State / Territory	Respondents (% of Total)
Australian Capital Territory	2 (1%)
New South Wales	33 (22%)
Northern Territory	2 (1%)
Queensland	25 (16%)
South Australia	20 (13%)
Tasmania	5 (3%)
Victoria	60 (39%)
Western Australia	7 (5%)
Total	154 (100%)

The results of the survey are presented as follows: librarians' understanding of information literacy, the definition of information literacy used as a framework for training programs, information literacy and computer skills training provided at TAFE, methods of delivery and assessment, the level of involvement of teaching staff with the development of information literacy programs, the level of integration of information literacy into the curriculum, methods of promoting information literacy, perceptions of the value of information literacy and the educational needs of librarians.

² Supplied by Luanne Thornton, then Victorian representative of TAFE Libraries Australia.

Librarians' understanding of information literacy

Question 8, added following the Victorian survey, asked respondents to "Describe your understanding of information literacy (in less than 100 words)".

Eighty-nine responses were received, 13 respondents skipped the question. Six librarians directly referred to the CAUL definition, or pasted the definition into the survey software. The other responses were sorted in order of complexity. Responses were found to contain common elements, such as 'finding' 'locating' or 'using' information. A basic count of these elements was performed to ascertain how often they occurred. These are shown in Table 2 with the number of responses for each element.

Table 2: Common elements of information literacy definitions

	Number of Respondents
Recognise / identify information need	22
Find / search / locate information	47
Access information	17
Use / apply information	42
Evaluate information found / search process	39
Organise / manage information / referencing	13
Includes analysis	8
Includes synthesis	2
Includes knowledge of resources / search tools	4
Research skills	6
Related to learning / life long learning	19
Includes creating new information	1

Table 2 shows that the information skills finding, using and evaluating information were mentioned most frequently; however, not all definitions included these elements. There were 10 respondents that described as information literacy a simple process concerned with finding and/or accessing information. Consider the following comments:

Information literacy is the student's ability to find the information they need quickly and easily. By teaching Info Lit we are helping them to develop these skills.

Introduction to skills used in accessing information in all its forms.

The majority of respondents conveyed the idea that information literacy also includes evaluating and using the information found, such as the following definitions:

The ability to understand what one's need is for information, where to find it, how to access it effectively, how to evaluate its usefulness, how to work with it to fulfil the original information need.

IL is the provision of skills to Library users to enable them to be confident, effective, independent researchers. Teaching both generic & library specific skills, so users can maximise their use of library resources, to find and evaluate the information they need both on & off campus.

There were also a few definitions that were more complex and theory-based, including the understanding that information literacy includes analysis and synthesis, such as the following:

Information literate students will: ... 3.Refine and modify information requirements using a problem-based approach to reduce complex information needs into a manageable focus. ... 5.Develop the capability to analyse, evaluate and synthesize the information content. ... 7.Critically evaluate and assess the information search products and strategies. ...

...To assist with retrieval and organising information obtained through the research processes To evaluate and critically analyse information To encourage using such information immediately or in the future as part of the process of lifelong learning To facilitate learning through the teaching of info. lit. that will contribute to the foundation of self-empowerment through knowledge for each individual.

It is clear that librarians exhibit a range of understandings about information literacy; the majority of respondents perceiving information literacy to be a skills-based process focusing on accessing, evaluating and using information, mainly within the context of a formal education environment, and strongly associated with library skills and text-based

information resources. This range of understandings about the concept of information literacy is unsurprising, given the number of definitions and ambiguity of meaning in the library literature. However, clarification of understanding is required so that librarians can advocate and teach information literacy to key stakeholders and differentiate it from library skills and user education programs (Snaveley & Cooper 1997, p. 9).

Definition of information literacy used as a framework for programs

Question 9 analysed whether TAFE information literacy programs were based on a recognized definition or teaching framework of information literacy. Librarians were asked “Do you have a definition of information literacy that is used as a framework for your training programs?” Responses are shown in Table 3.

Table 3: Definition of information literacy used

Definition	Response Total	Response %
CAUL/ANZIIL Framework	76	49
American Library Association	1	1
Researchers (eg. Doyle, Breivik)	0	0
ALIA statement on information literacy	30	20
No	55	36

Although the CAUL standards were designed for higher education, it is clear that they are used by many librarians in the TAFE sector. Seventeen respondents indicated that their programs are based on both the ALIA statement on information literacy and the CAUL/ANZIIL Framework. Other definitions cited by respondents include the Prague Declaration, the SA TAFE information literacy policy and the graduate attributes of specific institutes. Responses to the “other” option of this question also support the use of a combination of definitions. Consider the following comments:

Blend them all – not fussed about exact definition. More important to understand that information is both highly contextual to the objectives and particular discipline and that meaning is socially constructed.

What I do is & always has been (i.e. before IL formalised) [is] generally driven by need & would retrofit any of the different ‘definitions’ rather than rely on one.

Refer to Appendix 4 for full details of 'other' responses.

Changes since the 2001 survey

A noteworthy change is a decrease in the percentage of respondents not having a definition of information literacy from 44% to 36%. There is also a narrower range of definitions used by TAFE librarians in 2005, with a clear preference for statements from education and library-based organizations such as CAUL/ANZIIL and ALIA. Unlike the previous survey, there were no respondents that indicated that they had created a generic definition, or any reference to the Mayer competencies.

An information literacy framework for TAFE?

The VATL requested the inclusion of a question that sought volunteers for a project that had the stated aim of adapting the CAUL standards to the TAFE environment (Question 18). Sixty-six (46.8%) respondents indicated interest in this potential project. Given this level of interest, it is recommended that VATL proceeds with this project, ideally in conjunction with TAFE Libraries Australia and with input from teachers, students and representatives from industry.

Information literacy training provided at TAFE

Respondents were asked to indicate the information literacy training provided at their TAFEs (Question 4). There were 154 (100%) responses to the question. Response options were: library tour/orientation session, introductory information skills (eg. library catalogue instruction, introduction to library website), advanced information skills (eg. database training), research level skills and topic-specific and resource-specific information skills programs. The option 'overview of information literacy' was added to the question following the Victorian phase of the study; percentages for this option are calculated out of 102 respondents.

Chart 1: Information literacy training provided at TAFE

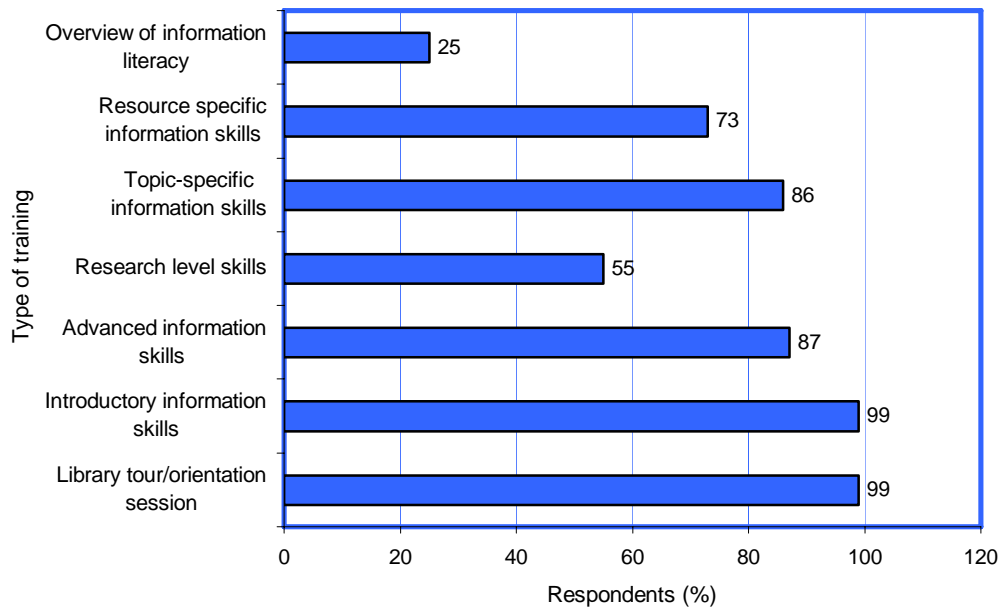


Chart 1 indicates that respondents are providing a wide range of training, ranging from introductory to advanced level programs. There are significantly fewer respondents providing training in research level skills compared to the other types of training provided. One possible reason for this is that some TAFE courses do not have a requirement for research skills. Respondents may have also had a problem with interpreting what 'research skills' means, as this was not defined. The finding that only 25% of respondents include an overview of information literacy in their programs is further support for the author's previous contention that TAFE information literacy programs likely focus on a skills-based conceptualisation of information literacy relating to the use of libraries, databases and the Internet (Fafeita 2005).

Thirty respondents listed various types of training provided by their TAFEs in the 'other' option of the question. Consider the following comments:

Subject specific internet training

As required eg copyright, bibliography writing

Plagiarism, evaluating internet resources

SAIL – Southbank Assignment-writing and Information Literacy online course

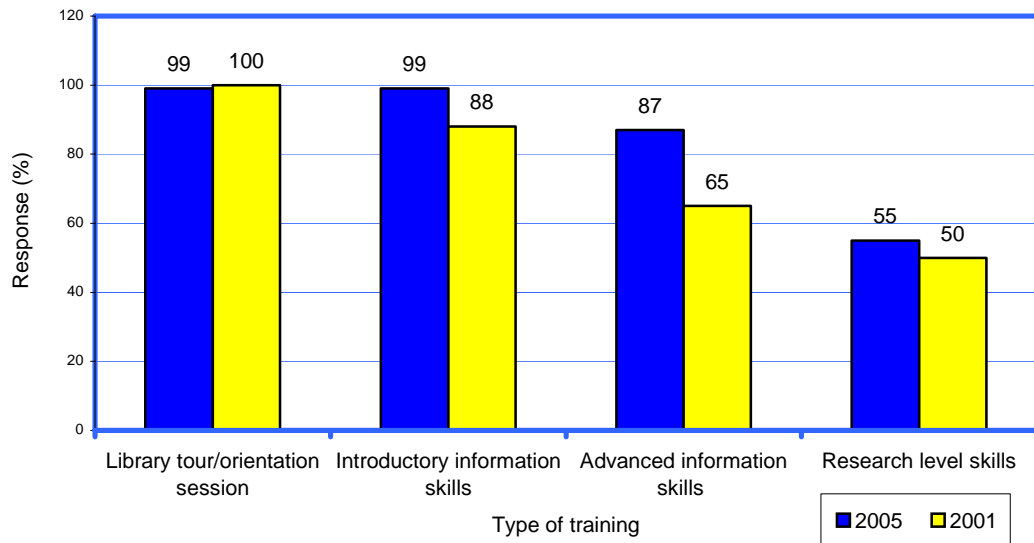
In addition to teaching students to search the internet and use information legally and ethically, respondents also listed information technology training such as the use of email, software packages and equipment. Four respondents indicated that training is provided on request, one in particular indicating a degree of flexibility in whatever training was on offer, commenting “While there are standard tour / orientation etc session, everything else is pretty much open to negotiation & all the above (& more e.g. I recently did a session of free email accounts) are possible”. Further comments are provided in Appendix 5.

Although this question was provided general information about the range of information skills programs provided by TAFE and allowed comparisons to the previous survey, it did not delve into the specific content of each program. Another limitation of the question is that it required respondents to interpret whether their programs were at the introductory, advanced or research skills level and it is expected that respondents may have interpreted some options differently.

Changes since the 2001 survey

The findings for this question were compared with the previous survey to ascertain whether anything had changed. Topic-specific and resource-specific programs were excluded as the 2001 survey asked respondents if they provided either, rather than both of these. Chart 2 shows that there were increases in response percentages for all of the information skills programs, particularly advanced information skills such as database training. Further research is required to determine the reasons for this increase. Possible reasons may include the increasing number and complexity of resources in the information environment as well as librarians’ efforts in advocating training in information literacy skills to students and TAFE teachers.

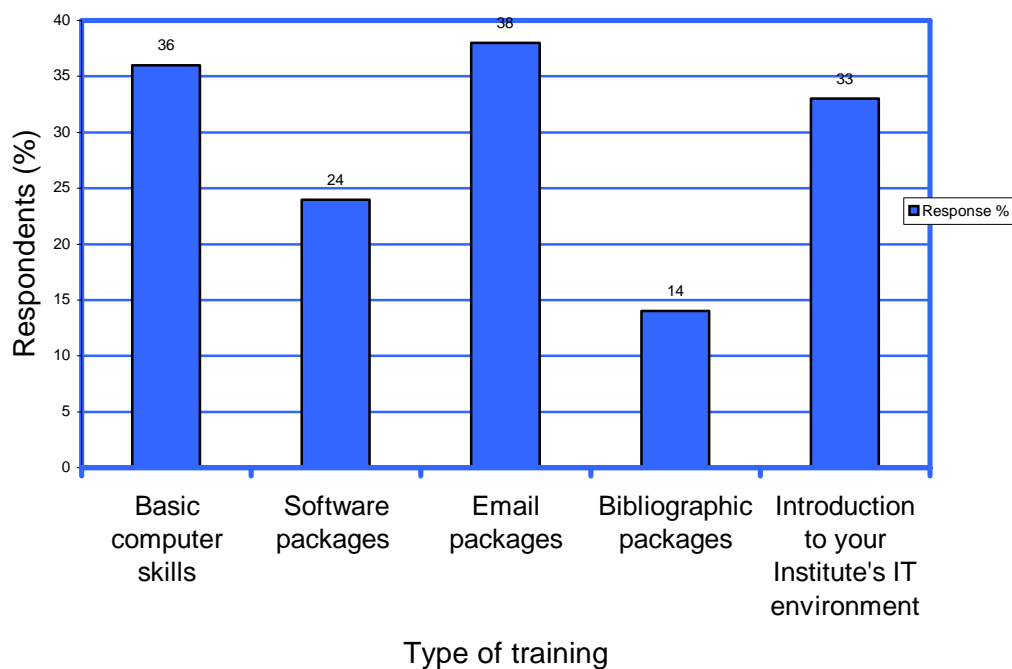
Chart 2: Changes since the previous survey



Computer skills training provided by library staff

The survey also questioned respondents about the computer skills training provided by library staff at their TAFE (Question 5). Students need basic computer skills to successfully engage in information skills training; however, library staff are often required to assist students with file management, emailing and the use of software loaded on library computers. Chart 3 illustrates the responses to the question “Indicate the computer skills training provided by library staff at your TAFE”.

Chart 3: Computer skills training provided by TAFE Library staff



As Chart 3 indicates, many respondents are involved in providing basic computer skills training. Fifteen respondents also associated training in searching the internet, library databases and catalogues as computer skills training. 'Other' comments that follow indicate that training includes both hardware and software:

Hardware use, eg. Scanner, CD burner

Basic skills in WP on ad hoc basis for individual students

Scanning, using digital cameras

Printing

Course management software (CMS) Blackboard training & support

Training is provided formally, informally and on an on-demand basis. This training makes a difference to TAFE students, as indicated by the following success story (Question 19):

We have a large number of mature age students doing Health & Community services certificates. Many of these students have little or no computer skills – they feel embarrassed by this, but after they have participated in some of our introductory sessions their confidence levels just sky-rocket and now they are our most frequent users.

The survey did not examine what percentage of training is provided on a formal basis; it is assumed that training by librarians is provided in support of the curriculum, as indicated by the following comments:

Computer skills training is generally carried out by teaching staff, with backup from library staff

Most of these are ‘taught’ by IT/Office teachers etc. We act as backup in a ‘Blended librarian’ fashion esp via our eLearning centre (ie computerbank, staffed by rostered Ref/Help Librarian

Further details are provided in Appendix 6.

Training delivery methods

Question 6 asked respondents to indicate training delivery methods and locations used by library staff. Response options and totals are indicated in Table 4.

Table 4: Methods / locations of training delivery

Method	Response Total	Response %
Face-to-face in library training room	134	87
Face-to-face in venue external to library	95	62
Online	47	31
Mixture of face-to-face and online	58	38

Delivery is predominantly by face-to-face methods in the library training room and venues external to the library; however ‘other’ comments indicate that training is also provided within the library proper. “Face-to-face within open Library environment”, wrote one respondent, “on library floor” wrote another. There were also 41 more respondents reporting online delivery methods than the previous survey, an overall 16% increase. Examples of online delivery methods cited in answer to Question 19 include Chisholm Institute’s COIL tutorial and Southbank Institute’s SAIL online course.

Other delivery methods used by respondents include teleconferencing, videoconferencing, telephone and facsimile. Training is delivered in groups and on a one-to-one basis. Full details are provided in Appendix 7.

Assessment used to evaluate student outcomes

This question asked respondents to indicate assessment measures used to evaluate student outcomes of information literacy programs (Question 10). All respondents answered the question, 6 (4%) respondents indicated that teachers assessed student outcomes, and 14 (9%) respondents wrote that no formal assessment was performed.

As shown by Chart 4, several types of assessment strategies are used. Collaborative learning exercises are used by more than half of all respondents and additional measures used include observation, verbal feedback and a research task. Consider the following comments:

I judge by the questions they ask and the information that they give me when I ask them questions.

Research task – literature search – bibliography – primary research assignment – reports.

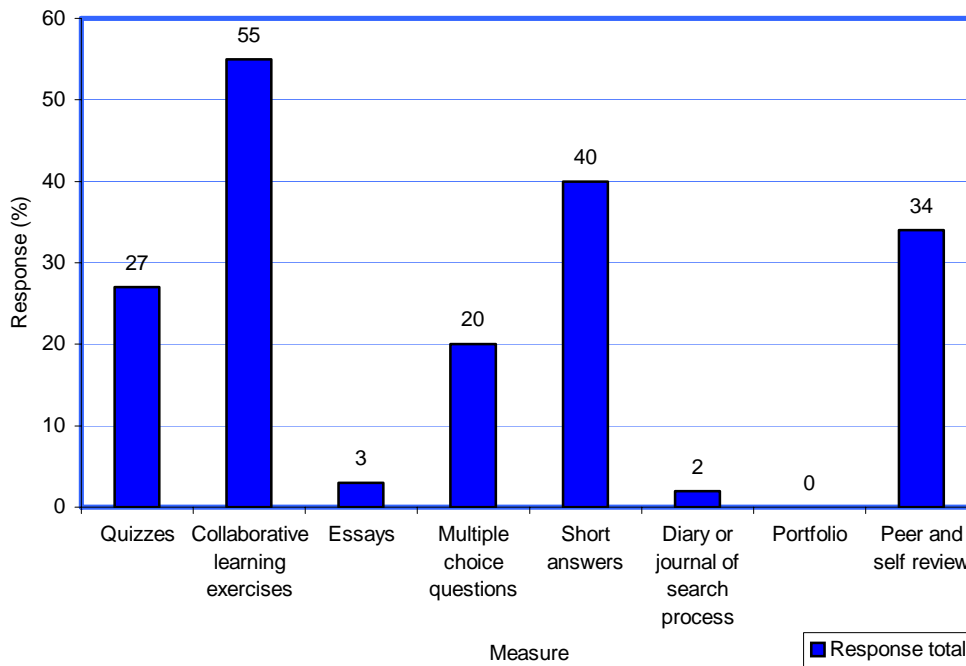
None in a formal way. I personally use a practical exercise for using the catalogue and finding items from the shelves, and get them to research a relevant topic with databases, but this is not assessable.

Teaching and assessing information literacy is fraught with difficulties, since it is not a TAFE competency, according to one respondent:

.....Getting an audience is hard enough, we can't RPL the smart arses, & assessment is problematic. Info lit is not build into competencies as yet & thus can rarely be formally sequenced: we have no real claim over time or assessment: it takes from teaching time, but we try to promote it as much as possible.

The more complex qualitative evaluation strategies such as the essay, diary and portfolio are infrequently or not used. Refer to Appendix 8 for further details.

Chart 4: Assessment measures



Involving teaching staff when developing information literacy programs

Respondents were asked to provide an indication of the level of teacher involvement in the development of information literacy programs. The response options were: ‘partnerships with teachers’, i.e. mutual cooperation and responsibility, ‘consultation with teachers’, a fairly superficial level of involvement, and ‘no input’.

Table 5: Involvement of teachers in program development

Level of involvement	Response Total	Response (%)
Programs developed in partnership with teachers	35	25
Programs developed in consultation with teachers	92	65
Programs developed without input from teachers	40	28

The level of teacher involvement ranges from no involvement at all to a partnership relationship. Respondents’ comments indicate that teacher involvement varies according to the subject or program being taught. “Some programs are developed with

teachers, some without”, wrote one librarian. While it is positive that 25% of respondents indicated that their programs were developed in partnership with teachers, it is clear that the majority of information literacy programs are developed with little or no involvement from them.

Teachers’ level of interest in information literacy is a factor in their level of involvement in program development according to several respondents. “This ranges depending on the lecturers’ interest”, was one comment. Another wrote “There would be a few that are developed in consultation with teachers, but the majority of teachers don’t seem to have time to do this or don’t see the importance”.

It is clear from Table 5 that librarians predominantly consult with teachers when developing information literacy programs. Respondents describe the consultation in various ways, some describing a very low level of consultation, for example, “Teachers leave the content of the program up to library staff but will offer information on what sort of focus is required when invited”. Other comments indicate that more direction is provided, as one respondent wrote “Usually get an outline of topics/skills to be covered and then the class plan is prepared by Library staff, this varies in the amount of consultation depending on the teaching staff”. Full details of ‘other’ responses are in Appendix 9.

To foster the growth of information literacy in the TAFE sector, librarians will need to focus more on developing educational partnerships. Librarian-faculty partnerships have been successful in advancing the information literacy agenda in some Australian universities and many have been built on the foundation of successful subject liaison relationships. A close scrutiny of successful partnerships in the literature is recommended, particularly those that have been used to influence policy (Wright & McGurk 2000, pp 83-88 ; Radomski 2000, p. 70), develop curriculum and supporting products (Hobbs & Aspland 2003, p. 342 ; Callan et al 2001 ; Palmer & Tucker 2004, p. 21) and undertake information literacy research, including bidding for supporting funds (Radomski 2000, p. 72 ; Logan 2004, p. 131).

Integration of information literacy in the TAFE curriculum

This question asked respondents to indicate the extent that information literacy is integrated into the curriculum. Table 6 shows the response options and response totals for the question.

Table 6: Level of integration in the curriculum

Level of integration	Response Total	Response (%)
Integrated well into curriculum (IL skills are developed incrementally in the curriculum)	10	7
Integrated into some subject units (IL is embedded in subject assignments)	88	62
Not integrated at all	39	28

It is clear that the majority of respondents consider information literacy to be integrated into some subject units. This finding is questionable, given the low level of teacher involvement in the development of information literacy programs. One possible explanation for this is that information literacy may be taught at some TAFEs as training package support materials (formerly unendorsed components of training packages). This correlates with respondents' comments such as the following:

Lecturers request IL sessions for students at particular times eg. to assist in researching a topic

It is not formally integrated, although some teachers informally integrate our sessions into their curriculums

Officially it isn't however there are staff that are strong supporters of information literacy. Overall we provide literacy classes to approximately 2000 students per year. ...

Respondents were also positive about the plans or progress they were making in relation to getting information literacy integrated in the curriculum in the future, one respondent in particular indicating involvement in a project to get information literacy embedded into the national training packages. Full details of 'other' responses are in Appendix 10.

Methods used to promote information literacy

Question 16 asked librarians to indicate the methods used to promote information literacy at their TAFEs. The 131 responses were grouped into two main themes: methods used and staff involved in promoting information literacy. Most promotional activities are directed at students and teachers.

Traditional library and institute publicity methods are commonly used to promote information literacy at TAFEs. These methods include: printed and electronic handouts, guides, booklets, newsletters, flyers, posters, sandwich boards and displays. Online methods are used, such as: email, library and/or institute websites, intranet and the student computer network. Personal contact with teachers features the most prominently, as illustrated by the following comments:

Promotions are carried out through: flyers, newsletters, emails, senior staff meetings, general college staff meetings, by walking around campus dropping into teachers offices, dropping off flyers, posters in their workspaces, ie tea-rooms, bulletin boards, College Intranet ... and any time a teacher comes to the loans desk we have flyers ready there to hand out to staff.

Over the years by talking to lecturers and students Being available when needed.

Orientation sessions for new students and staff are another opportunity seized by library staff to promote information literacy. "All beginning students (and staff) are given library orientation and basic information literacy training", wrote one respondent. Information literacy is also offered as a staff professional development activity at many TAFEs.

The staff involved in promoting information literacy are primarily library staff; however several respondents acknowledged the efforts of others such as teachers and departments that manage institute promotional activities. Subject liaison librarians have the primary responsibility for promoting information literacy at many TAFEs, a few libraries have positions dedicated to information literacy and there were also comments describing the involvement or leadership of library management. Note the following comments:

The Library promotes information literacy through orientation sessions for new general and teaching staff. Liaison librarians are the main promoters of Info Lit with both teachers and students through face-to-face contact (formal and informal).

Embedded in policy with measurables per annum to be reported against to the Director's Advisory Committee. Liaison librarians directly target Departmental Heads

... nearly all IL is driven by librarians recognising needs through working with our student population. Where needs are identified plans are put forward to address these and where possible included into the lesson time of the courses.

It is clear from the foregoing that library staff are putting forth considerable and sustained effort to promote IL at their TAFEs. This requires a great deal of persistence on the part of library staff, but eventually pays off, as illustrated by the following information literacy success story (Question 19).

When I first started at a regional college in WA, they had never heard of information literacy and many of the teaching staff treated me as if I was some sort of pleasant, but intellectually disadvantaged pain in the neck who was constantly reminding them of the services I could provide. When I left two years later, I felt I had made significant headway into their information literacy development :-) From little things, big things grow.

The following section examines whether librarians' perceive that information literacy is valued by their major stakeholders.

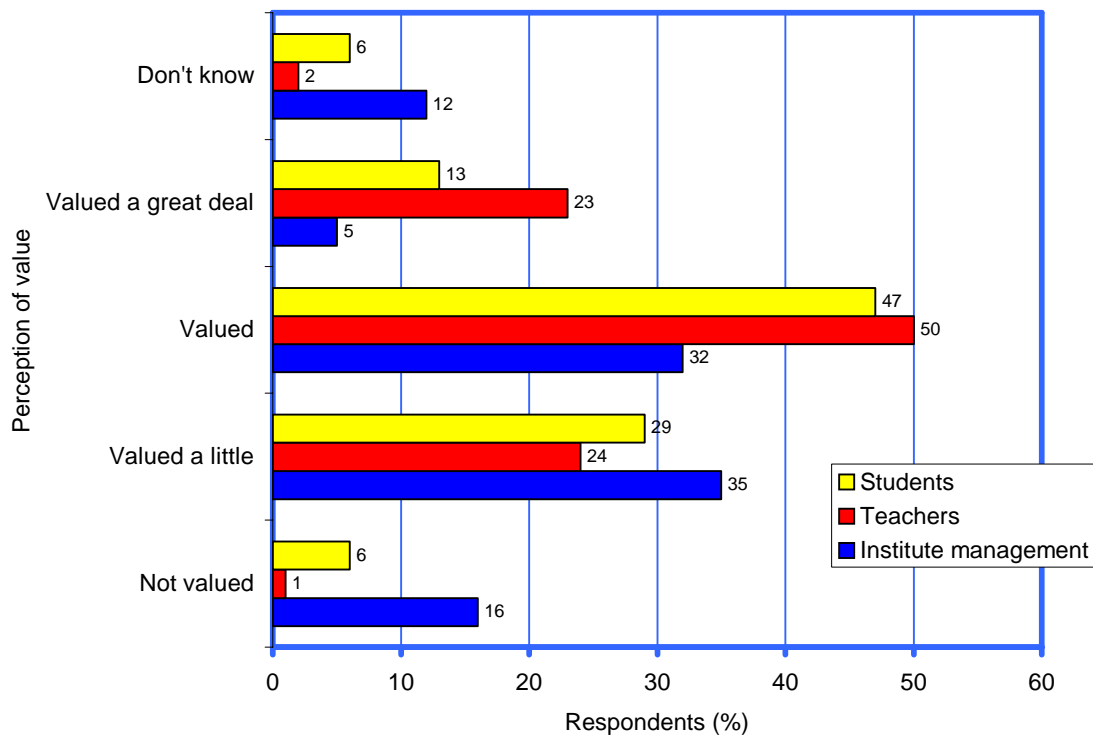
Librarians' perceptions of whether information literacy is valued by key stakeholders

This question asked respondents to indicate their perception of whether their students, teachers and institute management value information literacy (Question 15). One hundred and forty-one respondents answered the question. It should be emphasized that librarians' perceptions will vary; therefore this question captures their perceptions at a single point in time.

As indicated by Chart 5, respondents perceive that teachers value information literacy the most, followed by students and then institute management. This finding is to be expected, since teachers and students are the primary recipients of librarians' promotional and teaching endeavours. The finding that 32% and 35% of institute

management respectively value or value information literacy a little is very positive as it may indicate that the message about information literacy is getting through to appropriate levels.

Chart 5: Librarians' perceptions of whether stakeholders value information literacy



Information literacy success stories (Question 19) provided by respondents provide actual examples of TAFE teachers and students that actually value information literacy. Teachers recognize that their students need information literacy education and that it contributes to improving assessment outcomes, as the following comments illustrate.

I have run a specific course designed to address persistent needs of one of our diploma courses. Teacher support was commendable and I spent three hours teaching hands on skills like use of online legislation, web page evaluation and advanced internet searching. Feedback has been extremely positive and a much closer rapport with students was created. Teachers have now included the session as part of their courses to equip the students with research skills pertinent to their future profession.

Teachers who attend state wide marking panels have commented that they can see a significant increased quality in their student's work and they attribute part of this to the library's involvement in information literacy.

Students can also see the practical value of information literacy training, as illustrated by the following success story.

We have received some great feedback from students who have used our SAIL online course both via email and in person. When I hear their comments of how it has helped them overcome hurdles with their first assignment it makes me feel proud that I was a part of the development team for SAIL, and that it is helping and guiding students just like we planned it to.

Although this question deals with perceptions, it seems reasonable to suggest that librarians still have much work to do in the way of advocating and providing information literacy to their stakeholders. This is easier said than done; however, as there are a number of barriers that librarians encounter that impede their efforts to advocate and provide information literacy instruction at their TAFEs. These are considered in the next section.

Barriers faced by librarians when advocating or providing information literacy

Librarians were asked to provide comments about the barriers they face when advocating or providing information literacy at their TAFE (Question 17). The most frequently mentioned barriers in the 2001 survey were a lack of time and lack of understanding about information literacy (Harrison 2001). One hundred and thirty-one respondents provided comments to the 2005 survey and these were grouped into the following common themes: insufficient resources, TAFE management, teachers, time constraints and students. Limited resources (facilities/equipment, staffing, time) and faculty and student attitudes were also identified by surveys of academic libraries in Canada and New Zealand as common barriers to user education and information literacy programs (Julien 2000, p. 520; 1998, p. 308).

Limited resources to support the provision of information literacy programs were perceived to be a barrier by many respondents. Extra funds were seen as needed to

provide backfill for staff involved in developing and delivering training, as noted by the following comments:

Lack of support or funding for a full time permanent staff member. Expectation that you can be training, wading out resources and helping students find resources all at once. ...

... the usual problem ie: money, with it we can get more staff in, therefore we librarians can develop more skilled literacy classes we can do things like deliver classes off campus or go to classes. Due to a lack of staff numbers we make do with the limited resources and time that we have.

... Preparation time is woefully inadequate.

Access to training rooms with suitable computer facilities was another common barrier. "Not enough equipment to run large sessions" wrote one respondent, "no specific training room at any campus, have to use open access computer[s] in [the] middle of the LRC". IT problems were also described as a barrier to delivering IL programs. In general, respondents expressed a need for more reliable technology and back up support when needed. "Constant battles to keep the IT going – poor IT support", wrote one respondent. "Computers never work at the right time", wrote another.

Several comments revealed that TAFE management was perceived to be a barrier when advocating or providing information literacy. The attitude of management towards libraries and information literacy is one of the issues, as noted by the following respondents:

... Lack of "real" support from top management. They are too 'business model' oriented and you really have to promote aggressively before the worth of libraries and information literacy is acknowledged.

... Some executives don't see the benefits of having the Library. I'm assuming that they would not heard of IL.

Senior TAFE management who can't see the need for libraries because it is all on the net ...

Another issue raised by respondents are the shortcomings of the competency based training system. As the following respondent explains, this is at odds with lifelong learning and information literacy:

...The major barrier is the current obsession with competency based education. This divides learning into disconnected discrete units. These are presented and assessed in very short periods of time allowing no real study. ... Students are now leaving TAFE with no overall understanding of their area. They have no theory to link all the little competencies they have achieved and, for the most part, forgotten. They have not been taught how to study. Libraries are promoting life long learning. Our management is promoting serial learning. ... They are definitely not encouraged to learn by themselves. Until there is a recognition of the shortcomings of the current training paradigm information literacy training in TAFE is going to be hard to sell. ...

TAFE teachers were frequently mentioned by librarians as a barrier encountered when advocating or providing information literacy. One recurring theme was that teachers lacked an understanding of what information literacy is and how it could benefit their students. This point is clearly made by the following respondent:

Some TAFE teachers are not aware of the resources and services the Library provides and therefore do not know enough to know that their students, and they, would benefit from information literacy session. ...

Getting the message through to teachers can be challenging for librarians, noted humorously by the following respondent:

The majority of teachers have NO idea about what information literacy is and the biggest barrier: 'you can always tell a teacher, but you can't tell them much' – teachers typically are awful students!

The terminology associated with information literacy is seen by librarians as a factor impacting on the lack of understanding and/or acceptance of the concept within TAFE. It is "... confused by some facilitators/teachers with Adult Learning competencies &

literacy/numeracy” wrote one librarian. “We need to drop the libraryishness of this term and make it understandable to everyone .. “ wrote another librarian. Some TAFEs use alternative terms such as research skills or information skills, and others have sought terms more acceptable to teachers as the following comment indicates:

Many teachers balk at the use of the literacy term. Coaching seems to be the buzz word of the moment and information coaching sits more comfortably with most teachers. Same program, new name, greater understanding and acceptance.

Several respondents made the point that some teachers had the view that their students didn't need information literacy training. “Teachers do not feel any time spent on information literacy is necessary”, wrote one respondent. “Lack of awareness of students' need for information literacy training”, was another comment, “too many lecturers presume students know how to research, reference etc.”. Echoing a teacher's remarks, another librarian wrote “My students don't need to know that. My students already know about information”.

The difficulty of contacting and liaising with sessional teachers was noted by many respondents. Management issues within some teaching areas was also cited as a problem, impacting on the provision of training to students. “...Lack of coordination between teachers within departments - some students get the sessions and some don't, some get the session in third year and the penny drops ... "I wish I knew about this before!" ...”

Respondents' comments also revealed that teachers in trades areas did not see information literacy training to be useful or relevant for their students. As one librarian wrote “some trade teachers don't think it's worthwhile, and I think, for the majority of their students, they're probably right”. Another respondent wrote that the “lack of research on information seeking behaviours by different industry groupings” was a barrier to advocating and providing information literacy adding “we ourselves lack the groundwork to justify our case”. TAFE librarians need to understand the information needs and practices of industry groups that they serve to develop information literacy programs that are relevant for their students (Lloyd 2005, p. 235). The research by Smith and Martines (2004) into the information needs of bakers is an excellent example

of how TAFE practitioners can provide a research base for their information literacy programs for the vocational trades.

Time constraints were described as a barrier by the majority of respondents. Information literacy is difficult to slot into existing timetables, as many TAFE curricula are overcrowded. As one respondent wrote “Not enough time for the students to attend more than just orientation tours”.

Students also presented barriers to providing information literacy programs. There were some that were simply not interested or had negative attitudes towards libraries, seeing them as irrelevant. Many students have a clear preference for Internet resources, as noted by the following comment “Gen X student confident with Google and web – and see no need to look beyond that”. Respondents perceived that students did not value information literacy classes when they were not an assessable part of the curriculum.

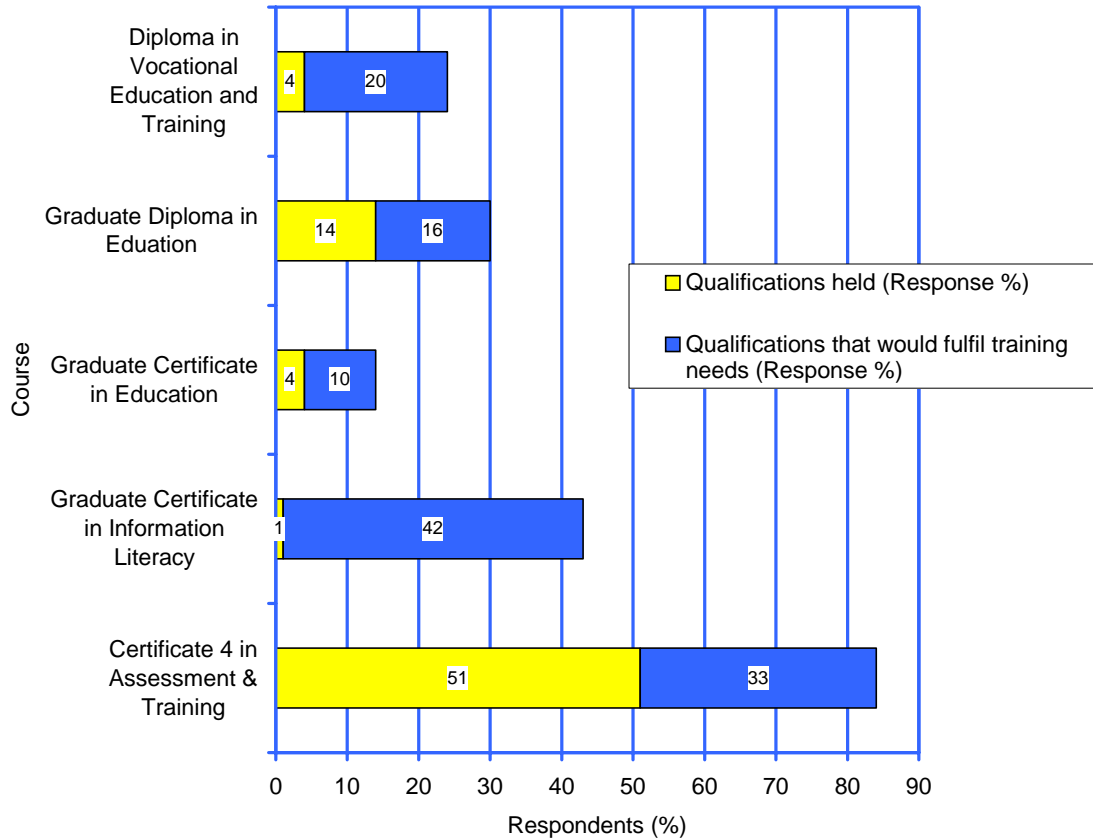
In summary, the main barriers that librarians encounter when teaching and fostering information literacy can be categorised as follows: insufficient resources, TAFE management, teachers, time constraints and students. The lack of understanding about information literacy and associated terminology issues is a fundamental issue that needs to be addressed to ensure that all stakeholders understand what information literacy is and that all students will benefit by learning this essential life skill. It is recommended that any definition of information literacy developed for use in the TAFE environment use terminology that is both understandable and acceptable to all stakeholders. Furthermore, it is recommended that further research is undertaken about the information needs of key industry groups to provide a basis for developing relevant information literacy programs for the vocational trades.

Educational needs of librarians

Librarians require teaching expertise to cultivate information literacy in students and pedagogical knowledge to work with teachers to integrate information literacy in the curriculum (Peacock 2001, p. 28). Formal coursework is one way of developing these skills and knowledge. Question 13 in the survey asked respondents to indicate the education-related qualifications that they currently have, and Question 14 asked respondents to indicate if any of the courses listed would fulfill their training needs in relation to their role in information literacy at their TAFE. There were 142 respondents

for both questions. The response options and response percentages for both questions are shown in Chart 6.

Chart 6: Educational needs of Librarians



The yellow bars of the chart illustrate that respondents hold a range of teaching qualifications, predominantly the Certificate 4 in Assessment and Training. Other education-related qualifications held by respondents in addition to those listed in the question, include Bachelor, Masters and other Certificate level qualifications. Full details of these ‘other’ comments are provided in Appendix 11.

The blue bars the chart illustrate courses perceived by librarians to fulfil training needs and it is clear that the majority of respondents consider that the Graduate Certificate in Information Literacy would be useful to their job role. The Certificate 4 in Assessment and Training (33%) and the Diploma in VET (20%) were also perceived to fulfil training needs. Notable also were the 22 respondents in the ‘other’ option of the question that do not wish to undertake any further coursework or were unsure whether the listed courses would fulfil their training needs. Appendix 12 lists the ‘other’ responses for Question 14.

Although Questions 13 and 14 focus on education-related training needs, comments from respondents for Questions 17 and 19 indicate that IT skills are another area of training need. Consider the following comments:

I think our world is changing so fast. I have undertaken a number of IT courses (Web design, Multimedia, etc) and am very aware in IL sessions, the students are often more aware of technology capabilities than the library staff. I really think the currency of our skill is outdated but the TAFE management seem unwilling to invest in their staff. I attend classes in my own time and at my own expense....

...Other barriers is the diverse skills librarians have as the profession is ageing so too are the skills such as the use of technology and therefore many elder librarians who are in management positions lack an understanding of the possibilities of what such technologies can do for information literacy classes.

... Personal difficulty in keeping abreast of web use and e-technology (SMS, wireless, broadband etc.)

It is clear from the foregoing that TAFE librarians recognize the need for further education in the areas of information literacy, educational methods and IT skills. Teaching skills (design, delivery and evaluation) and professional competency (content knowledge, technological competence and professionalism) are described by Peacock (2001, pp. 26, 30-34) as another skill set required by reference librarians to enable the “librarian-teacher metamorphosis”. Given the wide range of understandings about information literacy in this research, TAFE staff would be well served by professional development activities that not only address teaching skills but also clarify and expand their understanding of information literacy.

Sharing information literacy programs and instruction materials

Question 7 in the survey polled librarians regarding their willingness to share their information literacy programs / instruction materials with other TAFE libraries. The sharing of this type of information with colleagues may reduce duplication of effort, save time and assist smaller TAFE libraries. Sustained collaboration on a project such

as this also has the potential for developing a community of practice among TAFE librarians. Table 7 indicates the responses to the question “Are you willing to share your information literacy programs / instruction materials with other TAFE libraries?”

Table 7: Willingness to share programs / instruction materials with other TAFE libraries

Program / instruction material	Response Total	Response %
Lesson plans	62	40
Training activities	87	57
Assessment activities	31	20
Online programs (generic or subject specific)	40	26
No	10	7

As Table 7 indicates, there are many librarians that are willing in principle to share their information literacy materials with other colleagues. “Other” comments indicate that librarians are already sharing with colleagues in the same region or state. While it is expected that some states or territories may not wish to participate, it is recommended that this idea is investigated further by the Victorian TAFE Reference Interest Group.

Conclusion

This research has described the status in 2005 of TAFE librarians' information literacy practices. TAFE librarians were found to exhibit a range of understandings about information literacy. The most common understanding is that information literacy is a skills-based process focusing on accessing, evaluating and using information, mainly within the context of a formal education environment. Librarians strongly associate information literacy with library skills and text-based information resources. Clarification of understanding is required so that librarians can advocate and teach information literacy to key stakeholders and differentiate it from library user education programs.

Nearly half of all information literacy programs provided by TAFE librarians are based on the well-recognized CAUL/ANZIIL definition of information literacy, sometimes combined with other definitions. Compared with 2001, fewer respondents lacked a definition of information literacy for their programs and the range of definitions had narrowed, with a preference for the CAUL/ANZIIL and ALIA definitions. Notwithstanding, 47% of respondents indicated their willingness to participate in a potential project that had the stated aim of adapting the standards to the TAFE environment.

The information literacy programs provided generally resemble library skills or information skills programs. Compared to 2001, there are increased response percentages for introductory (11%), advanced (22%) and research skills (5%) programs. Training is predominantly delivered by face to face methods in library training rooms. There is a 16% increase in respondents using online delivery methods since 2001. A range of assessment methods to evaluate student outcomes of information literacy programs are used by librarians, most commonly collaborative learning exercises, short answers and peer and self review. Nine per cent of respondents indicated that no formal assessment was performed.

TAFE teaching staff were found to have a fairly superficial level of involvement with the development of information literacy programs. Lack of interest and lack of time on the part of teachers were seen by librarians as factors affecting their involvement. To foster the growth of information literacy in TAFE in the future, librarians will need to focus on developing educational partnerships, particularly those that influence

information literacy policy, develop curriculum and supporting materials and undertake information literacy research.

The finding that 62% of respondents consider information literacy to be integrated in some subject units must be questioned given the low level of involvement of teaching staff. One possible explanation for this finding is that information literacy may be taught at some TAFE's as training package support materials. Only 7% of respondents thought that information literacy is developed incrementally in the curriculum.

Librarians were found to put forth considerable and sustained effort to promote information literacy. Traditional library and institute publicity methods used include: handouts, guides, newsletters, displays, etc. Online methods include email, library and institute websites, intranet and the student computer network. Personal contact with teachers was the predominant method used. Teachers and students were perceived to value information literacy more so than TAFE management, and this is likely because they are the main recipients of librarians' teaching and promotional efforts.

The barriers that librarians face when advocating or providing information literacy were found to include: insufficient resources, TAFE management, teachers, time constraints and students. Key barriers to delivery include the lack of resources in terms of providing support for staff involved in developing and delivering training and for training spaces with adequate computer facilities. Another area that needs to be addressed is teachers' lack of understanding about what information literacy is and how it could help their students. Trades teachers in particular were perceived as not interested or saw information literacy as irrelevant for their students. The terminology surrounding the concept was seen by librarians to compound misunderstandings.

Finally, the educational needs of librarians were considered and many librarians were found to hold a variety of teaching qualifications, particularly the Certificate 4 in Assessment and Training. Many were interested in obtaining further qualifications to assist them in their job roles. Given the wide range of understandings about information literacy in this research, TAFE staff would be well served by professional development activities that clarify and expand their understanding of this complex phenomenon.

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Appendices

Appendix 1

Questionnaire used for pilot testing

1. Please identify your institution
 - TAFE
 - Combined TAFE/Higher Education InstitutionName of Institution (please specify)

2. Please indicate your state or territory

3. Please indicate the information literacy training that is provided at your TAFE
 - Library tour/orientation session
 - Catalogue demonstration
 - Library website demonstration
 - Introductory information skills
 - Advanced information skills
 - Research level skills
 - Topic-specific information skills
 - Resource-specific information skills
 - Other (please specify)

4. Please indicate the methods of delivery used by library staff at your TAFE
 - Face-to-face in library training room
 - Face-to-face in venue external to the library eg. lecture theatre, classroom
 - Online, eg. web based
 - Mixture of face-to-face and online
 - Other (please specify)

5. Are you willing to share your information literacy programs / instruction materials with other TAFE libraries? If yes, please indicate
 - Lesson plans
 - Training activities
 - Assessment activities
 - Online programs (generic or subject specific)
 - Other (please specify)

6. Do you have a definition of information literacy that is used as a framework for your training programs?
 - Yes, based on CAUL/Aust. & N.Z. Information Literacy Framework
 - Yes, based on American Library Association definition
 - Yes, based on researchers eg. Doyle, Breivik etc.
 - Yes, based on ALIA statement of information literacy
 - No
 - Other (please specify)

7. Please indicate assessment measures used to evaluate student outcomes of your information literacy programs
 - Quizzes
 - Collaborative learning exercises in class
 - Essays
 - Multiple choice questions
 - Short answers
 - Diary or journal of search process
 - Portfolio
 - Peer and self-review
 - Other (please specify)

8. Is information literacy integrated into the curriculum offered at your TAFE?
 - Integrated well into curriculum
 - Integrated into some subject units
 - Not integrated at all
 - Other (please specify)

9. Are teaching staff involved with the development of information literacy programs?
 - Programs are developed in partnership with teachers
 - Programs are developed in consultation with teachers
 - Programs are developed without input of teachers
 - Other (please specify)

10. Please indicate training or support programs provided to staff that are involved in developing and presenting information literacy programs
 - Certificate 4 in Assessment & Training
 - Graduate Certificate in IL
 - Graduate Certificate in Education
 - Internal workshops
 - Other (please specify)

11. Please indicate whether your institution values information literacy
 - Valued a great deal
 - Valued
 - Valued a little
 - Not valued
 - Other (please specify)

12. Please indicate how information literacy is promoted at your institution

13. What barriers do you encounter when advocating or providing information literacy training at your institution?

14. Please indicate whether you would be willing to participate in a project that will adapt the CAUL information literacy standards to the TAFE environment.
 - Yes
 - No

15. Do you have any information literacy success stories that you would like to share with other TAFE staff?

Appendix 2

Victorian questionnaire

1. Please identify your institution
 - Standalone TAFE
 - Combined TAFE/Higher Education Institution
2. Please identify the name of your institute and campus (where appropriate)
3. Please indicate your state or territory
4. Please indicate the information literacy training that is provided at your TAFE (tick all that apply)
 - Library tour/orientation session
 - Introductory information skills (including library catalogue instruction, introduction to library website)
 - Advanced information skills (eg. database training)
 - Research level skills
 - Topic-specific information skills
 - Resource-specific information skills
 - Other (please specify)
5. Indicate the computer skills training provided by library staff at your TAFE (tick all that apply)
 - Basic computer skills (working in windows environment, file management etc.)
 - Software packages (eg. Powerpoint, Word, Excel etc.)
 - Email packages
 - Bibliographic packages (eg. EndNote, Procite)
 - Introduction to your institute's IT environment
 - Other (please specify)
6. Please indicate the methods of delivery used by library staff at your TAFE (tick all that apply)
 - Face-to-face in library training room
 - Face-to-face in venue external to the library eg. lecture theatre, classroom
 - Online, eg. web based
 - Mixture of face-to-face and online
 - Other (please specify)
7. Are you willing to share your information literacy programs / instruction materials with other TAFE libraries? If yes, please indicate
 - Lesson plans
 - Training activities
 - Assessment activities
 - Online programs (generic or subject specific)
 - Other (please specify)
8. Do you have a definition of information literacy that is used as a framework for your training programs?
 - Yes, based on CAUL/Aust. & N.Z. Information Literacy Framework
 - Yes, based on American Library Association definition
 - Yes, based on researchers eg. Doyle, Breivik etc.

- Yes, based on ALIA statement of information literacy
 - No
 - Other (please specify)
9. Please indicate assessment measures used to evaluate student outcomes of your information literacy programs (tick all that apply)
- Quizzes
 - Collaborative learning exercises in class
 - Essays
 - Multiple choice questions
 - Short answers
 - Diary or journal of search process
 - Portfolio
 - Peer and self-review
 - Other (please specify)
10. Is information literacy integrated into the curriculum offered at your TAFE?
- Integrated well into curriculum
 - Integrated into some subject units
 - Not integrated at all
 - Other (please specify)
11. Are teaching staff involved with the development of information literacy programs? (tick all that apply)
- Programs are developed in partnership with teachers
 - Programs are developed in consultation with teachers
 - Programs are developed without input of teachers
 - Other (please specify)
12. Please indicate whether you have any of the following qualifications (tick all that apply)
- Certificate 4 in Assessment & Training
 - Graduate Certificate in IL
 - Graduate Certificate in Education
 - Graduate Diploma in Education
 - Diploma in Vocational Education and Training
 - Other (please specify)
13. Would any of the following courses fulfil your training needs in relation to your role in information literacy at your TAFE?
- Certificate 4 in Assessment & Training
 - Graduate Certificate in IL
 - Graduate Certificate in Education
 - Graduate Diploma in Education
 - Diploma in Vocational Education and Training
 - Other (please specify)
14. Please indicate your perception of whether your students, teachers and institute management value information literacy
- Students
- Not valued
 - Valued a little
 - Valued

- Valued a great deal
- Don't know

Teachers

- Not valued
- Valued a little
- Valued
- Valued a great deal
- Don't know

Institute management

- Not valued
- Valued a little
- Valued
- Valued a great deal
- Don't know

15. Please indicate how information literacy is promoted at your institution

16. What barriers do you encounter when advocating or providing information literacy training at your institution?

17. Please indicate whether you would be willing to participate in a project that will adapt the CAUL information literacy standards to the TAFE environment.

- Yes
- No

18. Do you have any information literacy success stories that you would like to share with other TAFE staff?

Appendix 3

National questionnaire

1. Please identify your institution
 - Standalone TAFE
 - Combined TAFE/Higher Education Institution
2. Please identify the name of your institute and campus (where appropriate)
3. Please indicate your state or territory
4. Please indicate the information literacy training that is provided at your TAFE (tick all that apply)
 - Library tour/orientation session
 - Introductory information skills (including library catalogue instruction, introduction to library website)
 - Advanced information skills (eg. database training)
 - Research level skills
 - Topic-specific information skills
 - Resource-specific information skills
 - An overview of what information literacy is
 - Other (please specify)
5. Indicate the computer skills training provided by library staff at your TAFE (tick all that apply)
 - Basic computer skills (working in windows environment, file management etc.)
 - Software packages (eg. Powerpoint, Word, Excel etc.)
 - Email packages
 - Bibliographic packages (eg. EndNote, Procite)
 - Introduction to your institute's IT environment
 - Other (please specify)
6. Please indicate the methods of delivery used by library staff at your TAFE (tick all that apply)
 - Face-to-face in library training room
 - Face-to-face in venue external to the library eg. lecture theatre, classroom
 - Online, eg. web based
 - Mixture of face-to-face and online
 - Other (please specify)
7. Are you willing to share your information literacy programs / instruction materials with other TAFE libraries? If yes, please indicate
 - Lesson plans
 - Training activities
 - Assessment activities
 - Online programs (generic or subject specific)
 - Other (please specify)
8. Describe your understanding of information literacy (in less than 100 words)

9. Do you have a definition of information literacy that is used as a framework for your training programs?
- Yes, based on CAUL/Aust. & N.Z. Information Literacy Framework
 - Yes, based on American Library Association definition
 - Yes, based on researchers eg. Doyle, Breivik etc.
 - Yes, based on ALIA statement of information literacy
 - No
 - Other (please specify)
10. Please indicate assessment measures used to evaluate student outcomes of your information literacy programs (tick all that apply)
- Quizzes
 - Collaborative learning exercises in class
 - Essays
 - Multiple choice questions
 - Short answers
 - Diary or journal of search process
 - Portfolio
 - Peer and self-review
 - Other (please specify)
11. Is information literacy integrated into the curriculum offered at your TAFE?
- Integrated well into curriculum (IL skills are developed incrementally in the curriculum)
 - Integrated into some subject units (IL is embedded in subject assignments)
 - Not integrated at all
 - Other (please specify)
12. Are teaching staff involved with the development of information literacy programs? (tick all that apply)
- Programs are developed in partnership with teachers
 - Programs are developed in consultation with teachers
 - Programs are developed without input of teachers
 - Other (please specify)
13. Please indicate whether you have any of the following education-related qualifications (tick all that apply)
- Certificate 4 in Assessment & Training
 - Graduate Certificate in IL
 - Graduate Certificate in Education
 - Graduate Diploma in Education
 - Diploma in Vocational Education and Training
 - Other (please specify)
14. Would any of the following courses fulfil your training needs in relation to your role in information literacy at your TAFE?
- Certificate 4 in Assessment & Training
 - Graduate Certificate in IL
 - Graduate Certificate in Education
 - Graduate Diploma in Education
 - Diploma in Vocational Education and Training
 - Other (please specify)
15. Please indicate your perception of whether your students, teachers and institute management value information literacy

Students

- Not valued
- Valued a little
- Valued
- Valued a great deal
- Don't know

Teachers

- Not valued
- Valued a little
- Valued
- Valued a great deal
- Don't know

Institute management

- Not valued
- Valued a little
- Valued
- Valued a great deal
- Don't know

16. Please indicate how information literacy is promoted at your institution
17. What barriers do you encounter when advocating or providing information literacy training at your institution?
18. Please indicate whether you would be willing to participate in a project that will adapt the CAUL information literacy standards to the TAFE environment.
- Yes
 - No
19. Do you have any information literacy success stories that you would like to share with other TAFE staff?

Appendix 4

Other comments “Do you have a definition of information literacy that is used as a framework for your training programs?” (Question 9)

1. Don't know
2. I used the term research skills I consider 'information literacy' inappropriate
3. & the Swinburne Graduate Attributes
4. See: http://www.swin.edu.au/lib/infoskills/grad_attributes.htm
5. Combination
6. I am not directly involved but would suspect ALIA would be the most appropriate
7. Our graduate attributes
8. none specific
9. I also use the Prague declaration, which states “the ability to identify, locate, evaluate, organize and effectively use information to address issues or problems at hand that face individuals, communities and nations.; it is a prerequisite for participating effectively in the Information society, and is part of the basic human right of life long learning.” (‘Information literacy Meeting of Experts’ 2003)
10. Blend them all - not fussed about exact definition. More important to understand that information is both highly contextual to the objectives and particular discipline and that meaning is socially constructed.
11. Not stated explicitly but a general understanding of what it involves
12. There are various floating around the library but I've never had the time to sit and ponder them :-)
13. What I do is & always has been (i.e. before IL formalised) generally driven by need & would retrofit any of different' definitions' rather than rely on one.
14. As far as I know there is no set definition we are required to use. I deal with our usually young students in a way that deals with their perceived needs and promotes what I want to disseminate in a sort of compromise.
15. Based on TAFESA LEARN information literacy policy
16. We use the Information process as a starting point.

Appendix 5

Other comments, Information literacy training provided at TAFEs (Question 4)

1. Online Information literacy tutorials
2. Invisible web searching skills
3. Basic & advanced Internet Tuts
4. Internet - introduction and advanced, ABS website
5. Self-paced library tour
6. how to email
7. Assessed modules in research skills
8. online tutorials
9. Introduction to Internet and Advanced Internet search skills
10. Staff and student training
11. Subject specific internet training
12. as required eg copyright, bibliography writing
13. Generally basic reader orientation classes
14. Internet instruction
15. Plagiarism, Evaluating Internet resources
16. bibliographies and referencing
17. bibliographies/referencing/plagiarism
18. Tutorial support
19. Referencing skills (bibliographical skills)
20. particular technologies (eg powerpoint), copyright and IP
21. Referencing, Student WebMail, Computer Basics, PowerPoint Basics, Web Job Search
22. Web Search & Web Mail
23. Web Job Search
24. While there are standard tour / orientation etc session, everything else is pretty much open to negotiation & all the above (& more e.g. I recently did a session on free email accounts) are possible
25. SAIL - Southbank Assignment-writing and Information Literacy online course
26. Equipment
27. advanced searching skills for internet resources
28. on request of teacher or student
29. As specifically requested by Departments and teaching staff
30. Endnote

Appendix 6

Other comments, Computer skills training provided by library staff (Question 5)

1. Printing
2. None
3. We assume that our students already have basic PC skills
4. basic internet skills
5. Hardware use, e.g. Scanner, CD burner
6. Internet
7. Internet training
8. Database training on request
9. EndNote training is aimed at post grad students and staff engaged in research and some TAFE staff attend training in one of these manifestations.
10. I help students when the need arises. No formal teaching
11. Library information databases
12. Internet skills
13. Nothing in the general thrust of above
14. web job search
15. internet
16. None
17. Not taught by the library
18. We do it all but not as formal classes
19. none. troubleshooting only
20. As part of desk duties or trouble shooting lunch time sessions
21. Accessing catalogue & other databases from the webpage
22. None
23. We instruct staff to book rooms and equipment using GroupWise
24. Basic catalogue skills
25. Personal assistance when required
26. assistance is provided on request
27. All the above as required on an individual basis
28. Done informally. Currently discussing ITSkills Passport for generic IT skills development with HR and Teaching & Learning unit.
29. Computer skills training is generally carried out by teaching staff, with backup from library staff
30. provided outside library environ
31. internet searching/use of library website

32. database and internet searching
33. General student help in computer lab
34. None
35. Provide many of the above on a one to one training basis only
36. Help when needed in all areas not formal
37. scanning, using digital cameras
38. standards online
39. As required assistance with most of the above
40. None
41. Opac
42. individual instruction via help desk
43. basic skills in WP on ad hoc basis for individual students
44. web searching-general & topic specific
45. Most of these are 'taught' by IT/Office teachers etc. We act as backup in a 'Blended librarian' fashion esp via our eLearning centre (ie computer bank, staffed by rostered Ref/Help Librarian).
46. Basic computer skills and software package training is provided by eLearn tutors (self-paced computing modules offered in pc lab located within most campus libraries)
47. Individual assistance informally given in software
48. Course management software (CMS) Blackboard training & support
49. Getting started with research online information literacy product. Logging on to WEBCT
50. Use of scanner and CD burner
51. IT Trainee offers assistance
52. minimal help given with basic computer skills but no actual training
53. OxfordRef,ABS,Lilli,AU/NZ
54. None
55. Individual help as required
56. None

Appendix 7

Other comments, Methods of delivery used by library staff (Question 6)

1. Printed Instructions/Brochures
2. Teleconference
3. Campus-only web based
4. Face-to-face at regional campuses
5. Ref desk one-to-one sessions
6. FTF in Library open computer access area
7. Usually in library proper
8. classes timetabled in non library courses
9. Face-to-face within open Library environment
10. Face to face demo then 'hands on' in lab
11. Face to face in library
12. Face to face in library public area
13. we use our library pcs to do worksheets that library staff have written with practice exercises
14. As requested by students using student use computers
15. Activities
16. group and individual face-to-face
17. Videoconferencing of orientations to remote students
18. One-to-one anywhere
19. Videoconference
20. Phone / fax possible for less & non IT capable distance students
21. face to face at computers in the library
22. face to face in general library area - we do not have a training room
23. On library floor
24. paper-based self paced guides
25. Face-to-face in the library

Appendix 8

Other comments, Assessment measures used to evaluate student outcomes (Question 10).

1. Based on teacher's review and assignments
2. Verbal feedback
3. No formal assessment measures
4. We have no assessment measures
5. None
6. Student feedback in class. Observation.
7. Research task - literature search - bibliography - primary research assignment – reports
8. Presently working with Music to identify assessment tasks
9. n/a
10. we don't assess
11. None I have to write more to get out of this screen?
12. worksheets library staff prepare to practice what they have learnt and they can take those with them.
13. Evaluation sheets have been used, but now feedback from teachers is requested.
14. Teacher based assessment tasks included in module assessment
15. The library does not evaluate but the teachers in some subject areas set library task sheets which they mark.
16. No assessment method used. I conduct hands on sessions for online databases with students having opportunities to use relevant online databases. Some sessions involve doing catalogue exercises, they are checked but not officially marked.
17. Completing tasks in class eg locating an item on the catalogue, locate on the shelf & copy bibliographic details on a worksheet.
18. Any summative learning is assessed by academic staff
19. Teachers assess student outcomes
20. Evaluation form requesting student and teachers assessment of style, content, interest and relevance of presentations
21. Observation and peer review
22. I judge by the questions they ask and the information that they give me when I ask them questions.

23. Occasionally we create an evaluation form, but as yet, we do not do this consistently.
24. Often have a short discussion with the group to evaluate how useful training session was. This will differ with groups.
25. short surveys
26. No formal IL assessment is embedded in curricula here. Some in-session verbal and written questions/exercises are used.
27. Evaluation not done - rely on student and teacher feedback only.
28. We don't evaluate at all
29. Generic evaluation form for the institute
30. Evaluation (questionnaire) of library session that includes the tour, explanation of library services and facilities, OPAC, web searching and physical environment in which session is conducted.
31. The library doesn't assess outcomes directly - our sessions provide training in the skills required to complete classroom assignments which are assessed by the program lecturer
32. Hardcopy & Computer literacy generally needed first. Then Net skills. Then hidden web skills. Getting an audience is hard enough, we can't RPL the smart arses, & assessment is problematic. Info lit is not built into competencies as yet & thus can rarely be formally sequenced: we have no real claim over time or assessment: it takes from teaching time, but we try to promote it as much as possible.
33. None in a formal way. I personally use a practical exercise for using the catalogue and finding items from the shelves, and get them to research a relevant topic with databases, but this is not assessable.
34. Teacher response to sessions delivered
35. No Assessment measures at this point in time
36. Currently no type of assessment is given. From time to time Feedback forms are given at sessions to gauge how relevant/ useful the participants found the session.
37. we don't usually assess formally
38. Short quiz
39. Hands on practice followed by discussion.
40. None

Appendix 9

Other comments, "Are teaching staff involved with the development of information literacy programs (Question 12)

1. Teachers leave the content of the program up to library staff but will offer information on what sort of focus is required when invited.
2. Varies with subject and sessions
3. None of the above
4. librarian devises programs
5. Can be all. Usually we develop it and target teachers interested enough to evaluate and give feedback
6. This ranges depending on the lecturers' interest
7. ad hoc
8. some programs are developed with teachers, some without.
9. mix of all above
10. Programme was developed by library staff initially for a TAFE Quality Project, and has been extended to involving teachers for subject-specific content
11. No
12. We are working on developing partnerships with teachers
13. Depends on program
14. ad hoc creation to meet dire need
15. no input from lecturers per se.
16. most programs are initially developed by library staff but some have been developed at the request of teachers
17. Varies: virtually no input. Anything else, partner or consult (collaborate). It depends...
18. There would be a few that are developed in consultation with teachers, but the majority of teachers don't seem to have time to do this or don't see the importance
19. We intend more teacher involvement in developing integrated IL
20. Only some teachers interested
21. some programs are developed in consultation with teachers
22. Varies, depending on the teaching staff
23. sometimes there is partnership with teachers regarding the content or focus of the session
24. Usually get an outline of topics/skills to be covered and then the class plan is prepared by Library staff, this varies in the amount of consultation depending on the teaching staff.

Appendix 10

Other comments, "Is information literacy integrated in the curriculum offered at your TAFE?" (Question 11)

1. It is not formally integrated, although some teachers informally integrate our sessions into their curriculums
2. varies from campus to campus
3. Not officially, it comes down to the relationship particular LRC staff have with teaching departments.
4. Research skills is the term used
5. Some
6. Informally integrated with some teaching areas
7. Some teaching staff in particular areas are much more interested than others and can see the benefits for their students
8. Do not know
9. It has in the past been integrated into some subject but generally most teachers prefer to do a basic orientation and ask for the research skill (databases, etc) as needed. We have developed subject specific presentations to target more accurately.
10. Mostly not integrated.
11. Lecturers request IL sessions for students at particular times eg to assist in researching a topic.
12. on an individual base with some lecturers. Is difficult to get accepted. Knowledge is limited. working to improve academic acceptance.
13. experiment at another campus
14. We are trying to get Information literacy embedded into the Training packages
15. Beginning to be integrated formally into one teaching school - but otherwise no.
16. Not integrated but mentioned in some programs offered; not integrated in all programs
17. Officially it isn't however there are staff that are strong supporters of information literacy. Overall we provide literacy classes to approximately 2000 students per year. The college roughly enrolls 10,000 students per year, this includes short courses and part-time students, off-campus students.
18. this is a direction we plan to move in asap

19. Pls see previous answer. There is no one curriculum. It should (teachers on side)fit well & sequentially into higher level courses, but I have basic trades & short courses. We do what we can...
20. Some courses require students to do a library tour, some require more indepth sessions.
21. Integration is still very limited as information literacy has not been recognised as a competency in most TAFE training packages (curriculum).
22. We plan to work towards this.
23. I am interested in IL being embedded into training packages.
24. Not actually embedded but some classes have assignments that draw specifically on the skills we cover ie Referencing.

Appendix 11

Other comments, Education-related qualifications held by librarians (Question 13)

1. None of the above
2. No
3. Graduate Diploma in Library and Information Studies
4. None of the above
5. train the trainer
6. null
7. RMIT Diploma of Librarianship
8. Grad Diploma in Teaching (Primary)
9. Grad dip Information management and Library studies
10. Diploma Librarianship
11. some staff delivering and designing training have no education/training qualifications
12. N/A
13. No education qualifications
14. Grad Dip. in Librarianship
15. I am a researcher in both primary and secondary research as well as qualified librarian
16. Train small groups
17. Bachelor of Education
18. No T & L quals
19. Train small groups
20. TPTC + Grad Dip in LIS
21. None
22. 2000 coompleted online program from UNSW "Teaching skills for information skills librarians".
23. None of the above
24. None of the above
25. BA, Grad Dip Lib
26. Train the trainer
27. No
28. None
29. None
30. None

31. can't remember name - from UNSW an online course about librarians teaching online information skills
32. None but wont work without a response to this question
33. Masters Adult Education, Grad Dip Literacy, Numeracy
34. Master of Education
35. Bachelor of Arts
36. Have completed one year of a Bachelor of Education (Primary)
37. Secondary Teacher's Certificate, 1970
38. GC in network publishing
39. Master of Applied Science (Library and Information Management); Bachelor of Science
40. Graduate diploma in VET
41. VITAL equivalent
42. Other staff have Cert IV
43. Experience
44. Grad Dip Management Communication & Grad Dip Frontline Management
45. SA in Vet Initial Teaching and Learning
46. Grad.Cert in Mgt. Communication
47. Nil
48. bachelor of education
49. Graduate Certificate in Communciation. Diploma of Business,
50. Certicfte in Vocational education (part C4)
51. Nil
52. No
53. I don't
54. Bachelor of education and a Post Grad in Teacher Librarianship
55. Currently doing Grad Diploma
56. B Ed.
57. Train small groups
58. MA - Curriculum Dev; MA - English Lit; BA - Secondary Ed; Grad Cert eLearning; Asso Dip IT
59. am doing the taa04 (cert 4) next year to remedy this shortfall.
60. currently studying Cert4 in Assessment in Trianing at Charles Sturart
61. commenced Cert \$
62. BA (Hons equiv in Psych, much relevance to education)
63. Workplace trainer
64. None

65. Completed a short course in Teaching and Learning
66. Bachelor of Education, ALIA also teach information literacy at the Diploma level
67. Bachelor of Teaching and Bachelor of Education
68. I have no other qualifications
69. Masters of Applied Science (Information Studies)
70. No other
71. certificate in frontline management
72. Bachelor in Education - Overseas Qualifications
73. Not yet
74. Grad. Dip in Women's studies
75. Teachers Certificate

Appendix 12

Other comments, Courses perceived to fulfil training needs in relation to librarians' role in information literacy (Question 14)

1. Dont know
2. Graduate Certificate in Tertiary Education
3. train the trainer
4. In-house training
5. any course involving concepts about learning & teaching assist to broaden understanding of how learning takes place
6. Courses not necessary
7. Any of the above
8. No
9. A Grad Cert in IL might be useful
10. No.
11. Unsure
12. Unknown, need to know course content
13. No
14. don't know
15. probably all would
16. no
17. No
18. None
19. Most professional staff have either teaching or IT skills and Cert 4 Assessment /Training
20. I think we need to understand the teaching environment and tailor the library service
21. Unsure
22. I don't want any more qualifications
23. I don't have a role in information literacy beyond help with use of the O PAC and minimum IT skills
24. No
25. I think that as an information professional, I can access the information I need without requiring further academic qualifications.
26. Level of demand doesnt justify extra training
27. no have quals

28. I would like to study information literacy
29. Need to see the philosophy behind them
30. Grad Cert in Infolit for my staff
31. No
32. I am getting past courses & want to do my own research
33. I think any additional teaching skills is beneficial, but I am not familiar with all these course curriculums so cannot answer this really
34. I am specifically interested in training strategies for Gen XY.
35. No
36. I recently completed a course in Adult Literacy teaching. This gave me a much broader concept of Literacy theories in society. It was very worthwhile doing in regards to concepts of empowering student
37. Not for me personally
38. I feel at the moment I have sufficient quals
39. Masters in Education
40. Don't know what they involve but some training/workshop/courses would be useful