



# Power your mind: information literacy in practice

**Information literacy: power your mind** was the theme for Library and Information Week 2003. We asked for examples of innovative information literacy projects being conducted around the country. Here are just two. If your library is conducting innovative information literacy programs let *inCite* know.

## Professional learning for teachers in information literacy

This year the Centre for Teaching and Learning Technologies appointed a teacher librarian to provide professional learning for teachers in information literacy. The role was to assist teachers to develop programs which incorporate information literacy across the school curriculum.

The aim of the current project is to get teachers working together to develop a unit of work which incorporates information literacy. Two teachers — one a classroom teacher and the other a teacher librarian — from twelve ACT schools are taking part. The broader aim is to demonstrate to teachers that information literacy is part of what happens in the classroom when students problem solve, research or do project-based work. It is not something that students only do in the library.

The project takes place over three days throughout a term, which gives the teachers time to reflect on what has been discussed and modelled in the workshops and then to develop the unit of work.

A focus of the first workshop was to develop a common understanding of information literacy and to discuss how it can be integrated into the classroom. The outcomes of the unit then drove the rest of the workshop as teachers began to think about the activities that could be used to scaffold the learning. A vital part in developing an understanding was the readings given to the group before the workshops and during the first workshop.

A highlight of workshop 1 was a session where three teacher librarians demonstrated what they are doing in their libraries to incorporate information literacy at school. These demonstrations were inspiring and showed the wealth of experience amongst

teacher librarians. At the end of the first workshop the participants went away full of enthusiasm for the task ahead.

Throughout the term teachers are returning to the Centre to further develop their work. They do this on a day of their choosing where the pair work with the teacher librarian at the Centre. The final session is a sharing and celebration of the units of work. This work will then be available to other teachers in the ACT system through ACTivated, which is the ACT Teachers website.

**Susan Kearns, teacher-librarian,  
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## InfoSkills at Shore School

Working at a boys' school I am always looking for new ideas for teaching information skills. Many of our boys are keen computer users and can be motivated to learn online. With this in mind, we are keen to exploit their enthusiasm for the electronic environment as a means of developing their information skills.

The e-learning Web-ezy software developed by UNILINC Limited provides a framework for the development of a web-page of interactive but structured, customised library and information skills programs. The Unilinc staff provide the skills in webpage development so we can concentrate on the content. Web-ezy was used to develop some e-learning packages as part of our information literacy program. The packages can be used by teachers in the classroom or by the students via the school's intranet.

We have called our program *InfoSkills* to reflect our focus on information skills. *InfoSkills* comprises a number of discrete modules which cover particular skills such as how to use the catalogue and how to search databases. Boys are guided through

tasks which include instant feedback for bulleted questions or mouse-over activities. The modules include captured screens so, for example, when learning how to search for an item in the library catalogue, the boys are required to type in the call number of the title searched in preparation for finding it on the library shelves. At the end of each module there is an online multiple choice test.

The modules dealing with searching the catalogue and databases have been customised to focus on specific curriculum areas to fit with our teaching program. Similarly, we have been able to design two of the other modules for very specific purposes. 'How to write a bibliography' is part of our Year 7 orientation with History and guides the boys through the elements of citation. 'Analysing your essay' is a being setup for our boys who need extra practice in defining what is required in an essay question.

I am working with our specialist literacy teacher to develop a package of questions from previous Higher School Certificate (HSC) examinations for Year 12 students. We approached the New South Wales Board of Studies with a request to use actual questions from past HSC papers and were thrilled when they gave their consent. We now have incorporated some forty questions from fourteen different subject areas into the *InfoSkills* program. This module includes a scaffold which can be used to prepare an essay plan.

With ongoing development this program will provide us with a useful e-learning platform, and raise the level of information literacy within the school.

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