

Understanding information users with QUT researchers

In 2008 three books were published by QUT information use researchers all of which have practical application for the library community. The books come from members of the research team with particular focus on information literacy – Drs Christine Tilley, Mandy Lupton, and Christine Bruce.

Christine Tilley, *A Sense of Control: Virtual Communities for People with Mobility Impairments*
ISBN: 9781843345213

Christine Tilley, well known to the ALIA community for her strong interest in rare books and her work supporting people with disabilities, has investigated the necessary characteristics of virtual communities for people with severe mobility impairments. Her narratives give a deep insight into the lives of a client group that is often invisible to the information professional, but very much in need of our support and professional service. Using the theme of a 'sense of control', Christine explores how people work with technology to regain essential aspects of their lives and how they may be supported by developers of virtual communities. Christine particularly identifies the need for IT and Information literacy as keys to empowering this group. She also explores information policy and regulatory frameworks for their impact on people with disabilities.

Mandy Lupton, *Information Literacy and Learning*
ISBN: 9780980330168

Mandy Lupton has had a wide ranging career as a performing arts teacher, teacher-librarian, staff developer, and now educator of teacher-librarians as well as coordinator of the QUT Graduate Certificate in Higher Education. In 2008 Mandy completed research into the relationship between information literacy and learning, the focus of her recent book. Mandy has explored the

experience of students studying tax law and music in higher education; investigating in depth the way in which they approach the twin activities of information use and discipline, or content, learning. Her insights into the different ways in which students make sense of these twin activities provide a solid foundation for application to curriculum embedded information literacy programs across many disciplines. She describes the three approaches that students use as linear – 'I find, then I use', cyclic – 'I go backwards and forwards between finding and using', and simultaneous – 'I am using and learning as I find or otherwise interact with the information environment'.

Christine Bruce, *Informed Learning*
ISBN: 9780838987895

Christine Bruce has been working extensively in information literacy and higher education research for the last twenty years. In *Informed Learning* Christine develops her interest in information literacy and information literacy education by directly addressing the interests of the academic community. The book is written with a two-fold purpose: first to describe the idea of informed learning, as an approach to thinking about learning and curriculum design, and second to bridge theory and practice. The bridge between theory and practice is created by providing examples of learning design showing how the ideas may be implemented. *Informed learning* also explores the implications of thinking about how students use information to learn in a range of disciplinary contexts, and in workplace and community settings. *Informed Learning* uses the imagery of two imaginary academics as they explore the importance of information literacy to their students' learning across a range of scenarios. It also explores the use of key concepts in staff development and proposes a research agenda.

Christine Bruce
Australian Learning and Teaching
Council Associate Fellow 2008, QUT
c.bruce@qut.edu.au

Course recognition review wiki

In 2009 the ALIA Education and Professional Development Standing Committee is leading a course recognition review which will include:

1. ALIA core skills and knowledge: reviewing the eight major ALIA core skills and knowledge.
2. Terminology: changing from course recognition to accreditation terminology.
3. Course recognition questionnaire: content review.
4. A five year course recognition model: changing from the current seven year model to a five year model.
5. Course length: reviewing the inconsistencies on the length of the graduate diploma course. Some courses offer full time course load that takes approximately 18 months to complete; others offer 12 months.

Employers, graduates, and educators are asked to make comments. Feedback specifically on the five topics above can also be emailed to Dianne Walton-Sonda, ALIA Education Manager, dianne.walton-sonda@alia.org.au by the 30 April 2009, or comment on the wiki.

wiki URL: http://www.alia.org.au/education/higher_education/wiki

Username: LISHE

Password: lishe2009

Edit password: liseducators

ALIA journals

Australia Library Journal

The first edition of *ALJ* for 2009 is now available. Following on from special issues on information literacy and web 2.0, this edition returns to reflecting the diversity of practice that characterises the LIS profession. February 2009 includes articles exploring evidence base, thesaurus support, and new technologies, and includes contributions from Amy Heap and Bob Pymm, Katrina Macdonald, Janet Smith, Jane Shelling, Jill Buckley Smith and Prue Deacon, Sarada Rao, and Ellen Forsyth.

ALJ contact: alj@alia.org.au

<http://www.alia.org.au/publishing/alj>

Australian Academic and Research Libraries

The first edition of *AARL* for 2009 will be available soon. This first edition under editor Bob Pymm includes an article detailing the Australian Library and Information Services Researchers' ranking of LIS Journals and an overview of the RAILS 5 conference. Contributors include Michael R Olsson, Kerry Smith, Michael Middleton, Cathy Costa, and Sue Reynolds.

AARL contact: aarl@alia.org.au

<http://www.alia.org.au/publishing/aarl>