The Building Blocks project: embedding research/inquiry graduate capabilities into the curriculum

Information literacy is a vital ability to enable empowered, participative citizens in the knowledge society. Information literacy has been defined as ‘knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner’.

La Trobe University library has a sound and comprehensive information literacy policy and framework. We need to find ways of ensuring all students graduate with strong research/inquiry capabilities and information literacy skills for work, life and lifelong learning.

The Building Blocks project: Embedding Research/Inquiry (information literacy) graduate capabilities into the curriculum: delivering effective, systematic and sustainable information literacy programs that are part of the fabric of the curriculum across the University. The project has four main themes:

- **Research/inquiry strategy**
  How can we best implement change to ensure students have equitable, high quality access to developing research/inquiry graduate capabilities?
  Who needs to be involved in teaching and assessing research and inquiry skills?
  How can the Library help build a learning community of and for scholars?

- **Action research/evaluation**
  What information skills and understandings do first year students bring to University?
  What impact has the Library involvement made to research/inquiry skills for Health Sciences first year students?
  What aspects of tutorial support, online modules and assessment tasks could be improved?

- **Reusable learning objects**
  Can we achieve sustainable, responsive, useful and effective information literacy learning objects?
  What are the design, technical and pedagogical issues we can resolve?
  How do we embrace Web 2.0, re-use and re-purpose our materials?
  Generic vs customised vs tailored vs embedded vs integrated?

- **Faculty prototype**
  What relationships work best to embed information literacy in the curriculum?
  Is there a model of ‘seamless, coherent, holistic’ learner support that can be encouraged?
  How might the needs of a multi-discipline, multi-school faculty differ from the ‘common first year’ experience?
  How important are faculty/discipline-based/generic graduate capabilities?

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