FRAMEWORK FOR DIGITAL & INFORMATION LITERACY
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VISION

To create rich, energising, engaging and innovative programmes of learning from UCC Library, leading the way to empower learners to become information and digitally literate, to succeed in the connected University, and to become engaged global citizens.
UCC Library’s Digital & Information Literacy Framework guides the development of a comprehensive and coherent approach to digital and information literacy within UCC, and determines the appropriate infrastructure required to develop consistently high-quality, equitable programmes and resources. It will enable future collaborations with University colleagues so that learning opportunities on offer are enriched by a diverse set of skills and expertise that will reach more students, teaching staff and researchers.

The Library plays an important role in supporting the University’s academic strategy and the Connected Curriculum “connecting students more closely with research, within and across disciplines” Fung 2017. The Library already runs a programme of embedded classes, drop-in workshops and discipline support that build core digital and information literacy skills for the university community, and aims to further develop this.

“Digital & Information Literacy describes a rich set of digital behaviours, practices and identities. It represents the capabilities which fit an individual for living, learning and working in a digital society” (Jisc, 2014)
VALUES & CORE PRINCIPLES

Collaboration

Innovation

Sustainability

Alignment

Research-led
COLLABORATION

UCC Library aims to lead the way in empowering our learners to be fluent in digital and information literacy. However, the responsibility for developing programmes is not limited to UCC Library staff. Programmes designed in collaboration with key partners such as academic staff, the instructional design team, skills centre staff and others will create dynamic and diverse learning opportunities. UCC’s Connected University Academic Strategy outlines the part we all have to play in leading our learners to success. The Library will actively seek and embrace opportunities to collaborate widely on the implementation of this Framework.

SUSTAINABILITY

UCC Library strives to create programmes of digital and information literacy for the entire UCC community that are scalable and sustainable. The development of the Teaching Menu is key to this sustainability, offering embedded, standalone and special programmes of learning opportunities. This is also enabled by offering new and innovative forms of delivery either, in-person, online or blended. We will be a campus leader in the development of instruction using the University’s virtual learning environment.

INNOVATION

The scale of advancement in digital and technology platforms, and the blurring of the lines with traditional and emerging media types affords learners great opportunities to consume and produce information in new ways. These advances also continue to place a great demand on learners to be adaptable and prepared for an ever-evolving information landscape. UCC Library responds to this need by thinking broadly and creatively about the application of digital and information literacy within this Framework. In reality, the Framework encompasses academic and research skills, digital fluency and technological competencies, as well as media and visual literacies, and much more.

Additionally, the Library will explore appropriate and innovative adoption of badging, credentials or other assessment methods to recognise the continual learning of the UCC community in the area of digital literacy and information fluency.
ALIGNMENT
The Framework for Digital & Information Literacy directly aligns to the Graduate Attributes from UCC’s Connected University Academic Strategy. The Library will create learning opportunities that align with the academic mission of the University, building capacity for all our learners to become competent, independent and responsible consumers and creators of knowledge. Additionally, the Library will explore appropriate and innovative adoption of badging, credentials or other assessment methods to recognise the continual learning of the UCC community in the area of digital literacy and information fluency.

The Library will continue to explore best opportunities to embed meaningful instruction at critical points within the curriculum.

RESEARCH-LED
The Library’s approach to creating and delivering programmes of learning will be research-led, and will include best practices in pedagogy, as well as the thoughtful adoption of technology, tools and learning spaces.

The design of our programmes will also encourage learners to engage in research opportunities around digital and information literacy concepts. We will create learning opportunities that allow learners to recognise and build upon their previous experiences, while actively creating scenarios that allow them to acquire and test new knowledge.
IMPLEMENTATION

This Framework is operationalised by the continued development of a Teaching Menu. This Teaching Menu outlines the credit-bearing, embedded, regular stand-alone, and occasional workshops and tutorials that will be offered from the Library. The teaching programmes are also supported by a growing suite of online learning resources and supports.

The Framework is enabled by a dedicated team of Library staff who will engage in continual opportunities to develop their practice. Efforts around upskilling and building capacity amongst the team are paramount to the successful implementation of the Framework.
THE FRAMEWORK

UCC Library’s Digital & Information Literacy Framework

Strand 1: Pathways
Strand 2: Discovery
Strand 3: Evaluating
Strand 4: Inquiry
Strand 5: Communicating
Strand 6: Integrity
The UCC Library Framework for Digital & Information Literacy is a living document, and has the capacity to change and diversify according to advances in emerging technologies and information landscapes. The Framework is currently divided into six strands which encompass the broad aspects or dimensions which we might associate with digital and information literacy. These strands encompass information pathways, discovery, evaluation, inquiry, communication and integrity. The UCC Library Framework for Digital & Information Literacy draws from the Association of College & Research Libraries’ Framework for Information Literacy in Higher Education (ACRL, 2016).

The strands are further outlined below. Connecting the various strands to UCC’s Connected Curriculum and Graduate Attributes illustrates how they contribute to the academic success of UCC graduates. Additionally, there are some typical attitudes, behaviours, and skills that might be attributed to someone with competency in digital and information literacy. This is not intended to an exhaustive list, rather an indicator of some habits of mind that might be found within that strand.

Finally, the Framework briefly outlines applications of the various strands in academic, personal and employment contexts. This is intended to illustrate the various applications of digital and information literacy within academia and society as a whole, further illustrating the importance of digital and information literacy for academic and life-long learning.
STRAND ONE: PATHWAYS

Information and knowledge are created and shared in a variety of formats and packages, both digital and print, for a variety of purposes. It’s important to select from a range of information sources and technological tools appropriate for various information needs. This strand also recognises the ever-changing and evolving information landscape, recognizing that new tools and pathways emerge on a frequent basis.

Attitudes, skills & behaviours
- Identifies and assesses various information needs.
- Identifies and distinguishes between various channels or sources of information for different contexts.
- Recognises the value of a broad range of general, discipline-specific and specialised resource discovery tools and datasets, and chooses appropriately from this vast collection.
- Competent in selecting sources and pathways in any format.
- Considers new, emerging information sources and technology solutions, and is curious to how they serve as pathways to finding information.

Examples of Use

Academic Scenario:
Seek and select appropriate websites, digital databases and Library resources to prepare for an assignment on a specific topic.

Personal Scenario:
Balance social networks, traditional and new media broadcasts, and personal reading and research to stay informed on a complex societal issue for an upcoming referendum.

Employment Scenario:
Prepare for a job interview using a wide-range of information from company profiles, to annual reports and other company publications, as well as marketing materials and social media channels.
Information can be discovered using multiple approaches, either passively or actively. Whether serendipitous or strategic, finding information requires a set of skills, behaviours, insights, and habits of mind that effectively navigate an expansive information landscape.

**Attitudes, skills & behaviours**

- Understands that information can be discovered by strategic searching, thoughtful curation or serendipity.
- Develops information search strategies. Is selective in the amount and quality of information acquired, applying relevant limits and filters to search results.
- Reconsiders and revises search strategies and reflects on the impact of various approaches to searching.
- Uses controlled vocabulary and subject headings to conduct accurate, discipline-specific searches, when appropriate.
- Manages search results using reference management software.
- Recognises the value of using bibliographies and reference lists as a way to discover and diversify information searches.
- Critically examines the role of algorithms and other filter tools, and their influence on our discovery of information.

**Examples of Use**

**Academic Scenario:**
Conduct a systematic review using a variety of subject-specific Library databases, making use of their advanced search features and alert options, while exporting results to a preferred citation management software.

**Personal Scenario:**
Curate a social media news feed, adopting multiple perspectives, including those that don’t always align with your point of view.

**Employment Scenario:**
Create a team Slack Channel, sharing examples and best practice related to a project you’re working on.
In today’s digital environment, where information is easily accessed, shared and created, it’s important to critically examine and evaluate information in terms of expertise and credibility. This strand recognises that credibility, reliability, and other aspects of evaluating information are all contextual and subjective, depending on various factors.

**Attitudes, skills & behaviours**

- Recognises the value of questioning authority and evaluation of information, and engages in continual critical appraisal of same.
- Considers how political, social and technological factors influence concepts of authority, and will apply a rigorous evaluative mindset, especially with new or unfamiliar resources.
- Recognises that concepts of credibility and authority are not static or binary, and considers scenarios where all information might be appropriate.
- Recognises and builds upon their own authority as producers and creators of information and knowledge.

**Examples of Use**

**Academic Scenario:** Critically examine, critique and argue the merits of a piece of information as a useful source for a written assignment.

**Personal Scenario:** Consider the trustworthiness of a news item shared by a peer.

**Employment Scenario:** Gather evidence to support of a new project idea.
STRAND FOUR: INQUIRY

Acts of researching, gaining understanding or staying informed often share a common fundamental approach – the process of inquiry. Adopting an open-ended iterative process of inquiry can lead to curiosity and discovery. Question-posing and problem-solving are facets of inquiry that lead to independent thinking.

Attitudes, skills & behaviours

- Adopts a curious, open, inquiring and critical stance.
- Recognises that research is a replicable, open-ended, iterative and often systematic process of inquiry.
- Synthesizes information for the purposes of on-going inquiry and question-posing.
- Uses effective technology solutions to create and communicate information, both individually and collaboratively.
- Effectively uses technology solutions to successfully manage the research process.
- Applies problem-solving skills to multiple contexts.

Examples of Use

**Academic Scenario:**
Write a literature review, synthesising multiple sources of information and outlining inquiry questions.

**Personal Scenario:**
Investigate the best options for health insurance cover.

**Employment Scenario:**
Develop a short course to train staff on a new procedure.
Scholarship might be considered an on-going conversation, and there are opportunities to join and expand on these conversations in a variety of ways. Selecting appropriate digital tools and channels for engaging in conversation, creating new knowledge and artefacts, open access, and disseminating research are all aspects of this strand.

**Attitudes, skills & behaviours**

- Shares work and ideas, using a range of digital tools to communicate in the appropriate channel, whether it’s a blog-post, poster, written article, social media, podcast etc.
- Recognises the strengths of different communication media available (written, visual, etc), depending on the message, content and intended audience.
- Creates multiple digital identities – personal, researcher, etc.
- Is respectful of other points of view, and shares information appropriately.

**Examples of Use**

**Academic Scenario:**
Create a digital poster outlining the findings of a research project.

**Personal Scenario:**
Create a community discussion on a local issue, using social media and hashtags.

**Employment Scenario:**
Produce a podcast sharing the latest service or product updates within the organisation.
STRAND SIX: INTEGRITY

The value of information manifests itself in many different ways, whether it’s a commodity, as a means of educating, or understanding society. Different contexts and formats call for different ethical information behaviours to respect and recognise the intellectual property of others. Integrity with information is a social responsibility, allowing us to contribute to society as global citizens.

Attitudes, skills & behaviours

- Recognise the rights and responsibilities when using and sharing information in all formats.
- Fully recognises and attributes the work of others.
- Values their own intellectual property, as well as the intellectual property of others.
- Considers the commodification of information, and its influence on the availability and accessibility of information.
- Recognizes information privilege, and how it influences the availability and accessibility of information.
- Considers the creative commons and open movement, as well as other emerging disruptive forces and their influence on access to information and resources.

Examples of Use

**Academic Scenario:**
Create a bibliography citing and recognizing sources of information used for an academic assignment.

**Personal Scenario:**
Consider options and alternatives to accessing online subscription-based newspapers.

**Employment Scenario:**
Legally source images for use in marketing materials.
Further Reading


https://www.jisc.ac.uk/guides/developing-digital-literacies.
