



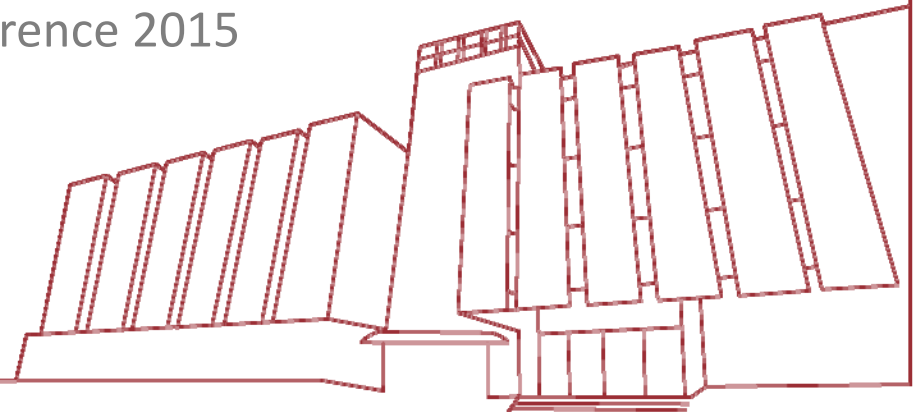
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A Cross-Institutional Partnership Approach to Information Literacy Enhancement

Dr Shirley Chiu-wing Wong
University Librarian, The Hong Kong Polytechnic University

IATUL Conference 2015



Hong Kong

- **Population:** 7.26 M
- **Four key industries:** Financial Services, Tourism, Trading & Logistics, Professional Services (e.g. Legal, Accounting, Engineering, I.T.)



7th on Global Competitive Index

 Global Top 10		
	The Global Competitiveness Index 2014-2015	Global rank*
Switzerland		1
Singapore		2
United States		3
Finland		4
Germany		5
Japan		6
Hong Kong SAR		7
Netherlands		8
United Kingdom		9
Sweden		10

Source: The Global Competitiveness Report 2014-2015

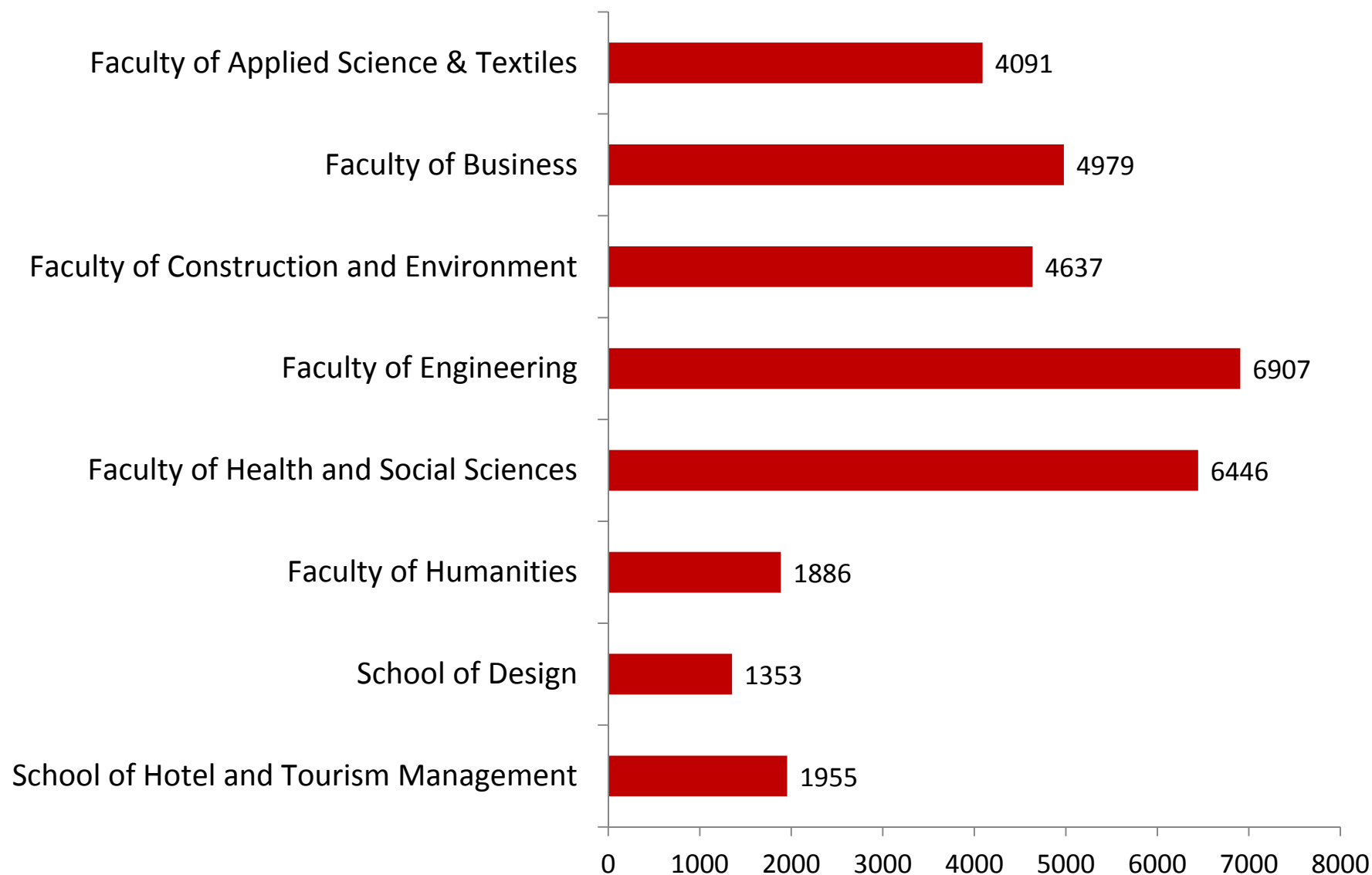
Note: * 2014-2015 rank out of 144 economies

The Hong Kong Polytechnic University

- 3rd largest (out of 8) in Hong Kong by student number enrolled in publicly-funded programmes
- Students: 32,254
(PG: 10625)
- Staff: 4812
- Alumni: 355,000
- 6 Faculties (with 25 academic units)
& 2 Schools
- Taught programmes: 221



Student Numbers in Faculties and Schools (2013/2014)



Quacquarelli Symonds (QS) World University Rankings by Subject 2015

Civil & Structural Engineering	11 th
Architecture / Built Environment	12 th
Art & Design	24 th
Linguistics	35 th
Statistics & Operational Research	45 th

School of Hotel and Tourism Management

Ranked 2nd on World Ranking of Top 100 Hospitality and Tourism Programs by Journal of Hospitality & Tourism Research (Nov 2009 issue)

Institute of Textiles and Clothing

- 1st in the world on research performance and citation impact
- 2nd in the world in terms of total number of papers published according to a survey by Thomson Reuters

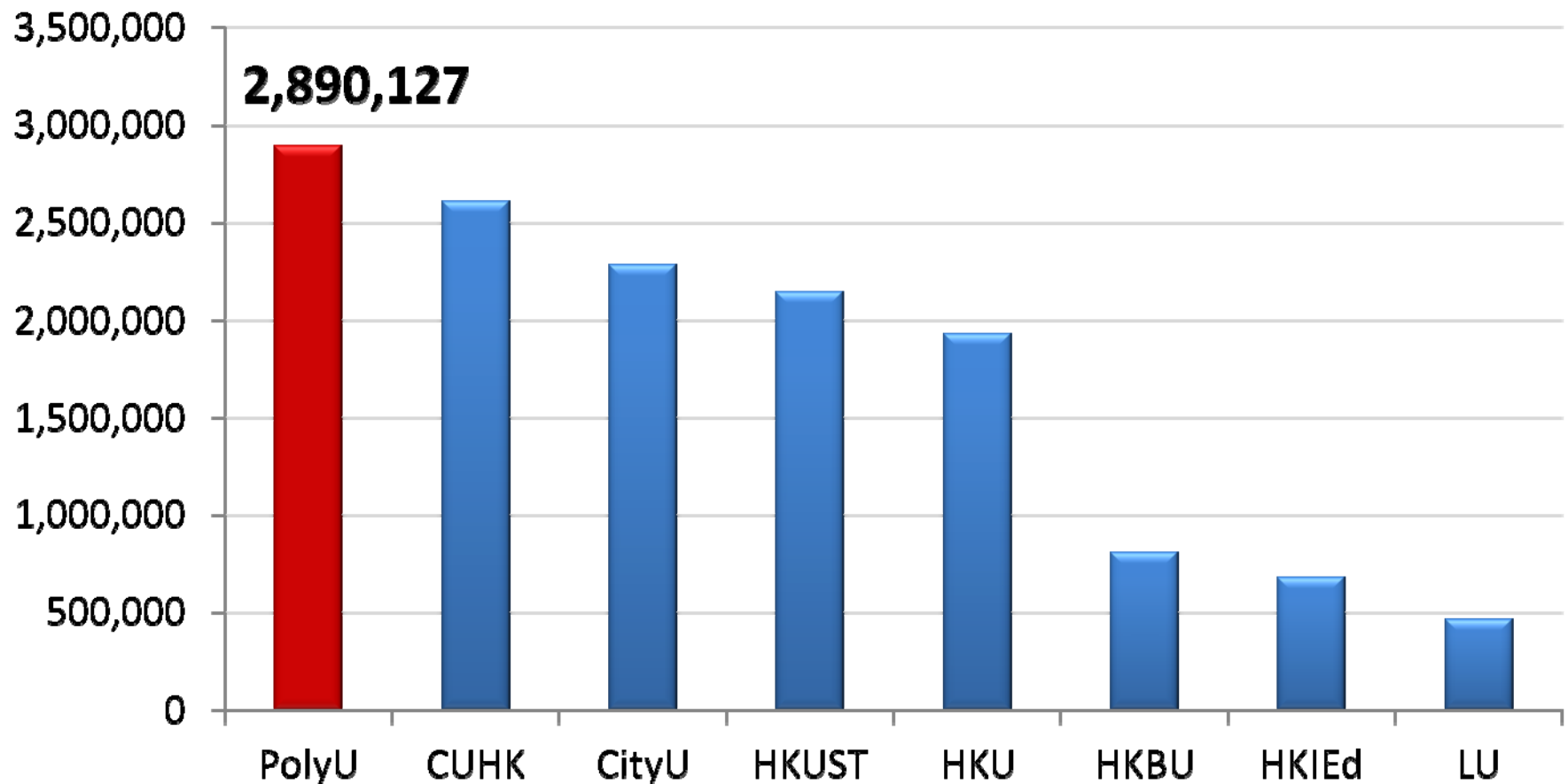
HK Polytechnic University Library

- E-preferred acquisition policy
- 80% collection budget on electronic resources
- 3M ebooks
- 50,000 ejournal titles
- 24,000 online AV

HK Polytechnic University Library

Highest number of entrances among libraries of Hong Kong higher education institutions

Entrance Statistics 2013/14

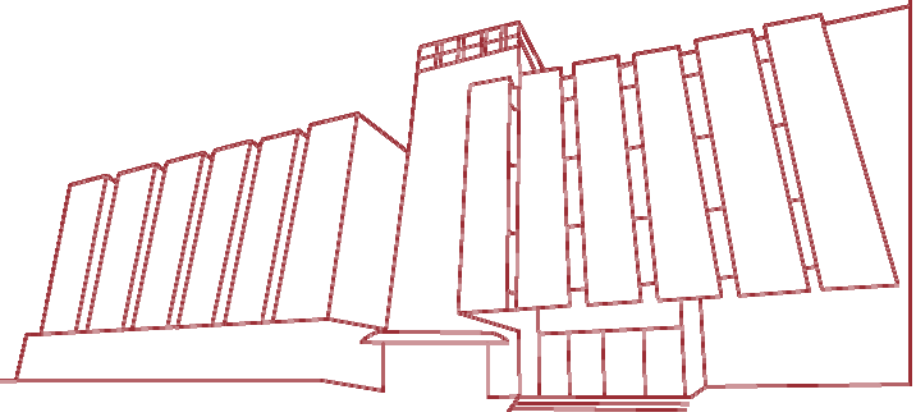




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PolyU – The leading institution of the first large scale cross-institutional information literacy project in Hong Kong, funded with competitive government teaching & learning funding



Project Summary

Project Title:	Enhancing information literacy in Hong Kong higher education through the development and implementation of shared interactive multimedia courseware
Leading Institution:	The Hong Kong Polytechnic University
Other Participating Institutions:	All 8 publicly funded higher education institutions in Hong Kong PolyU, CUHK, CityU, HKBU, HKIEd, HKUST, HKU, LU
Principal Investigator:	Dr Shirley Chiu-wing Wong, University Librarian, The Hong Kong Polytechnic University

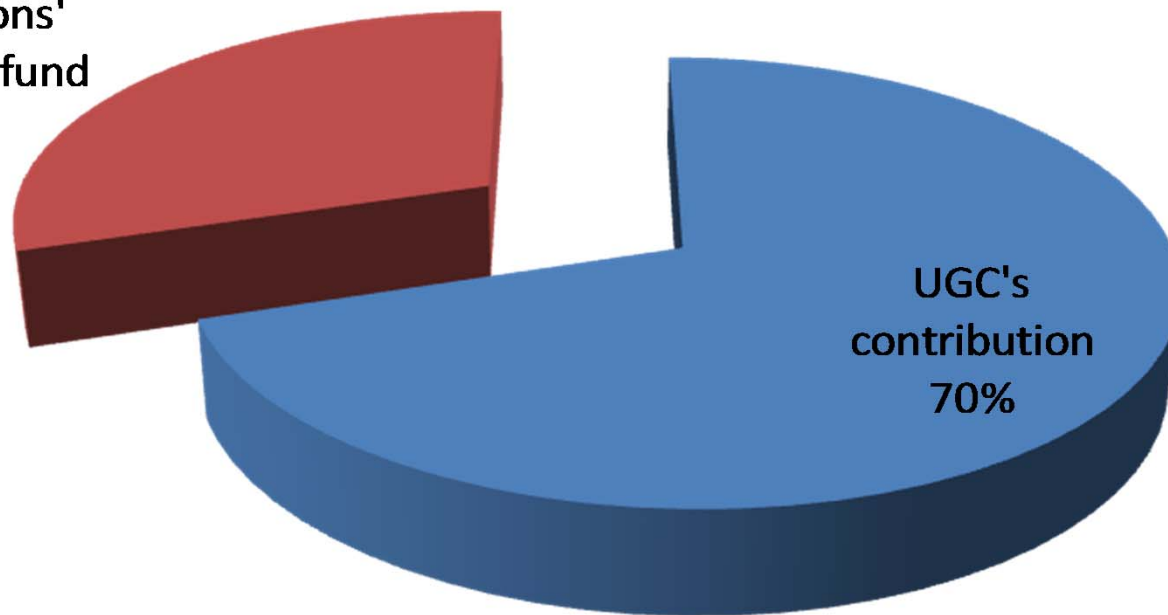


Project Fund

HK\$6.2M (0.72M EURO)

mainly from the University Grant Council (UGC) Funding Scheme for Teaching and Learning Related Proposals

Participating institutions' matching fund
30%



Project Team

- Members:
 - Library directors of all eight publicly funded higher education institutions in Hong Kong
 - three faculty members, one each from the three largest institutions
 - Honorary Consultant: Prof Christine Bruce of Queensland University of Technology, Australia



Significance to enhance Information Literacy

- The ability to find, evaluate, use and disseminate information in order to **learn how to learn** (ACRL, 1989, p. 1)
- The foundation for learning, and is critical for **academic development and lifelong employability** (Candy, Crebert and O'Leary, 1994; Hager and Holland, 2006)

Significance to enhance Information Literacy

- A basic human right in an information society for **lifelong learning**, for **building a competitive workforce**, and for **closing the digital divide** and **reducing inequities among people and countries** (*Prague Declaration: Towards an Information Literate Society*, UNESCO, 2003)

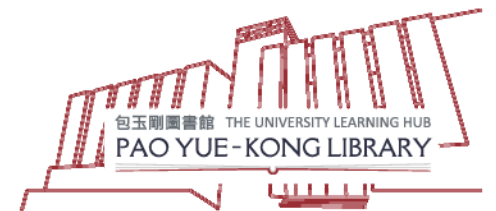
What is Information Literacy?

The ability to recognize when information is needed, to locate, evaluate, and use effectively the needed information:

- Determine the **extent** of information **needed**
- **Access** the needed information effectively and efficiently
- **Evaluate** information and its sources critically
- **Incorporate** selected information into one's **knowledge base**
- **Use** information effectively to accomplish a specific purpose
- Understand the **economic, legal, and social** issues surrounding the use of information, and access and use information **ethically and legally** (Association of College & Research Libraries, 2000)

What is Information Literacy?

Experience of using information to learn via a reflection process enables the transfer of the learning process to new contexts, thus, facilitating student-centered inquiry-based pedagogies and lifelong learning (Bruce, 2008)



The need for information literacy enhancement in HK higher education

- University freshmen (Wong, 2011)
 - Very limited experience in information use for research tasks in school years
 - Weak in using scholarly information sources and search tools
 - Heavy reliance on quick web information for research tasks
 - Weak capability in evaluating information and acknowledging sources
- Postgraduate students (Chu & Law 2007a, Chu & Law 2007b, Chu & Law 2008)
 - Even PhD students start out ignorant of many important scholarly sources and need help to develop their information skills

The need to understand information behaviours among university students in Hong Kong

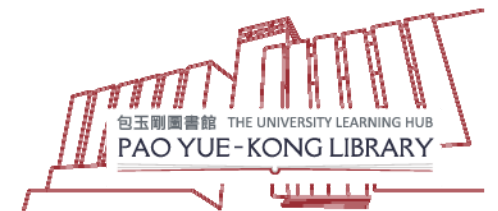
- Limited research conducted focusing on information literacy among university students in Hong Kong
- Large-scale comprehensive study needed to fully understand student information behaviours → to assess local information literacy educational needs in Hong Kong

Inadequate information literacy embedment in HK higher education compared to countries worldwide

- International trend to integrate information literacy (IL) into university curricula
- Not a standard practice in Hong Kong yet
- Of the 8 publicly funded tertiary institutions, only
 - 1 offers a one credit mandatory course on IT skills with small portions of IL elements
 - 1 provides a one credit compulsory research ethics course with 1/6 IL components

Key Deliverables of Project

- A knowledge base on the information behaviours of students
- An IL self-assessment tool
- An interactive multimedia IL courseware addressing the local IL educational needs
- Training for librarians in embedding IL into the university curricula
- Embedding IL into curricula with the “Course Enhancement Funds”



Project objectives

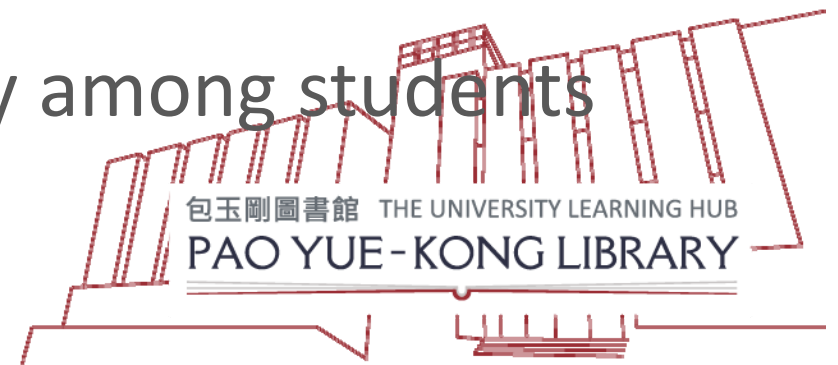
Bring about a paradigm shift to valuing information literacy among university management and faculty



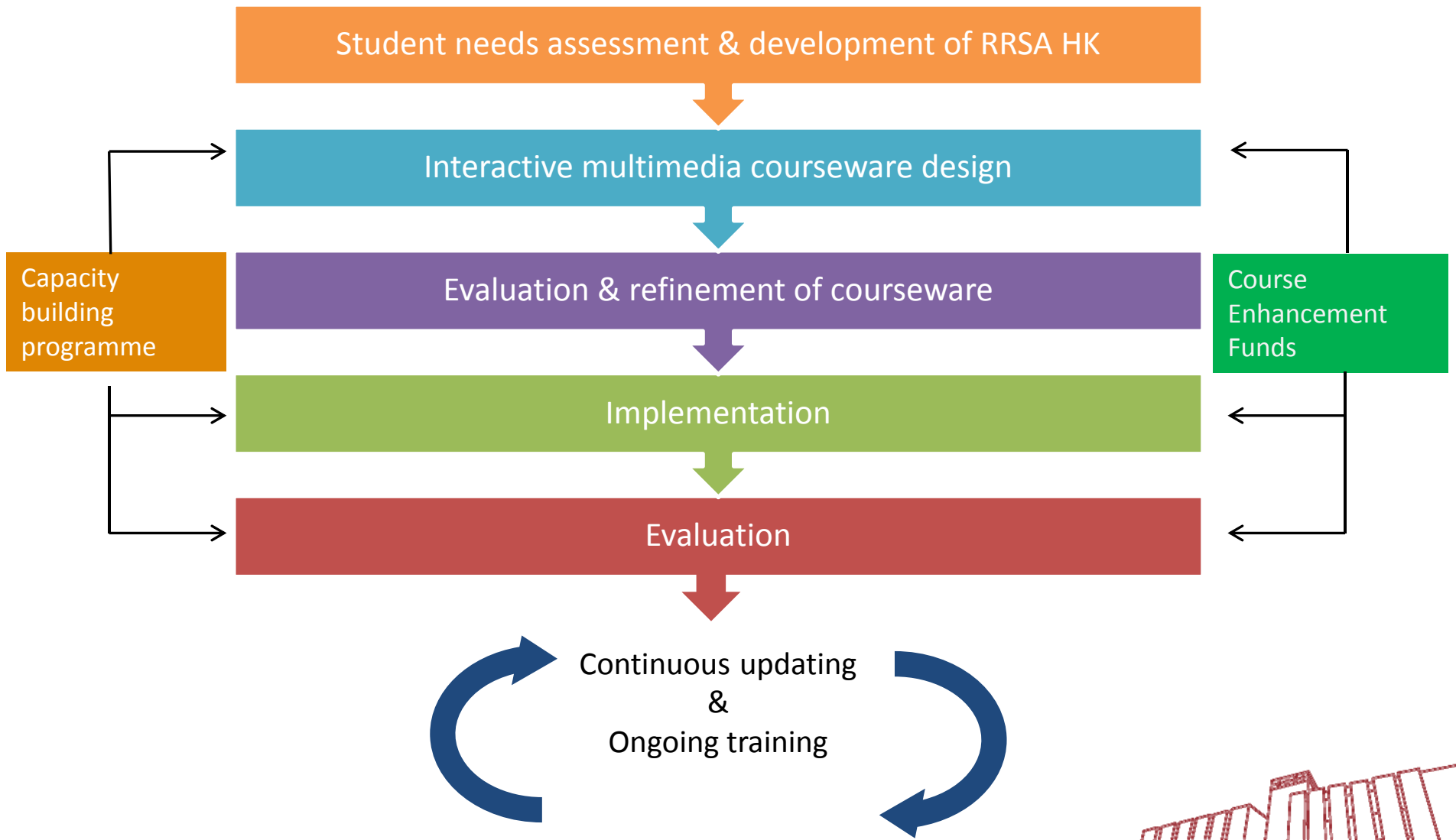
Embed information literacy into university curricula



Enhance information literacy among students



Seven Project Phases

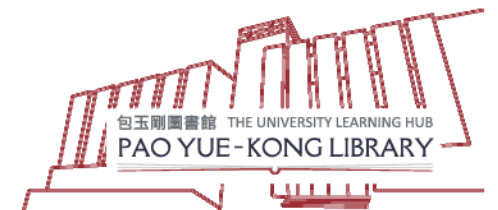


Phase 1

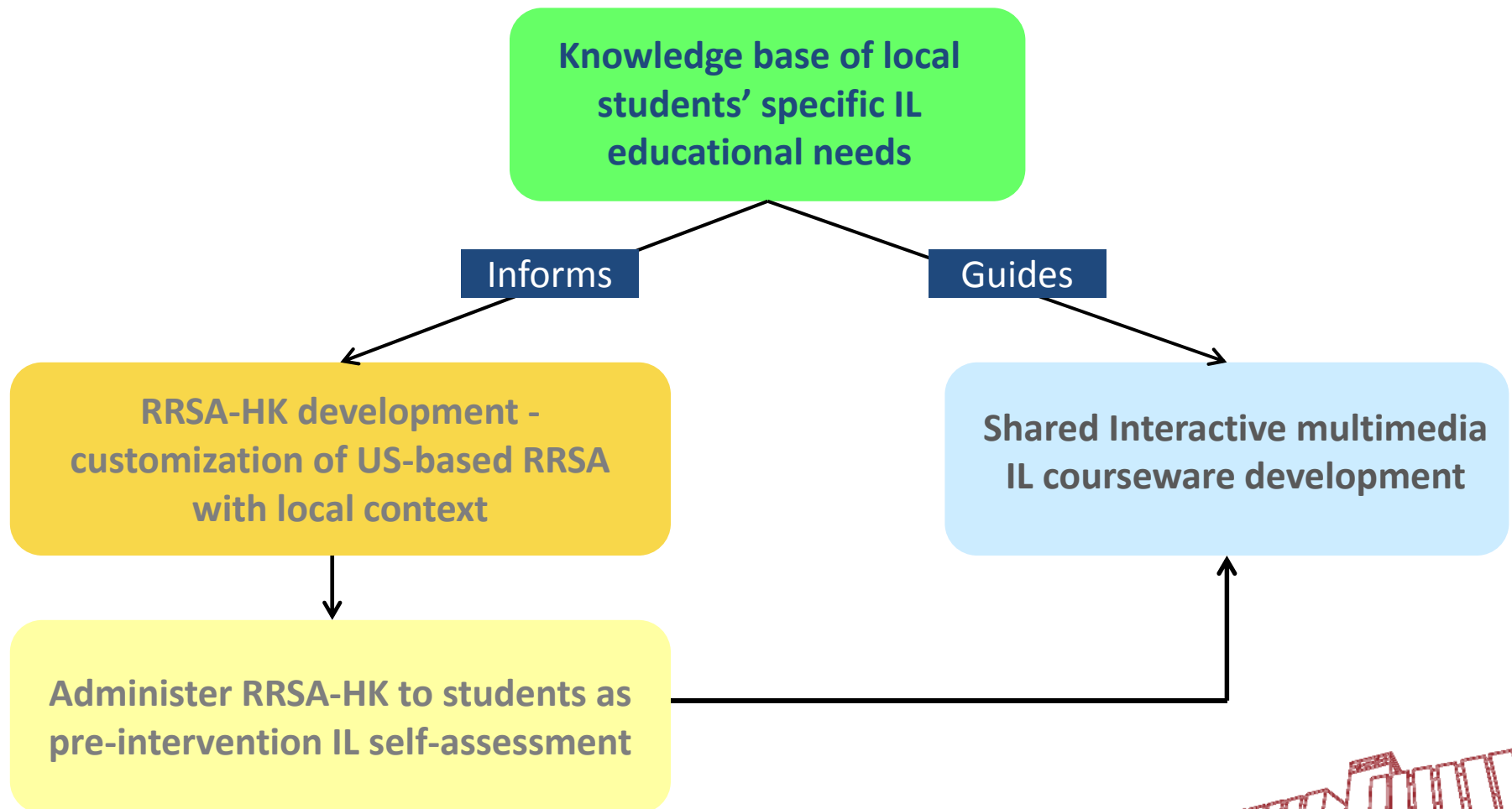
Assessment of IL educational needs &
development of an IL self-assessment tool
(RRSA-HK)

Qualitative need assessment on information behaviour

- Strong emphasis on local context, including:
 - Observations and process analysis of information tasks performed by students
 - Analysis on student inquiry projects to review information sources cited and format
 - In-depth interviews with students and faculty members
- Sample size = 96 students
- Tasks analysis will be screen captured
- Whole process audio-taped



Findings from qualitative need assessment used to form:



Phase 2

Design of a shared interactive
multimedia IL courseware

Design of a shared interactive multimedia courseware features

Phase 2

- Centralized IL learning platform shared among all 8 publicly funded institutions
- Contents aligned to learning needs identified in phase 1 & IL theoretical framework
- Authentic tasks that reflect real life situations
- Modular approach
- Readily embedded into LMCs
- Interactive - e.g. decision tree simulation, games & animations, visual & audio effects to engage learners
- Online formative assessment activities & discussion forums

Courseware development

Collaborative effort from:

- Project team
- Librarians of all 8 participating institutions
- Contract for service software designers



Phase 3

Evaluation and refinement of courseware and its elements

Evaluation and refinement of courseware

- Pilot run of courseware on selected teaching programmes before launch
- Conduct usability test with student feedback on:
 - Learnability
 - Efficiency
 - Memorability
 - Errors
 - Satisfaction
- Refinement based on above evaluations



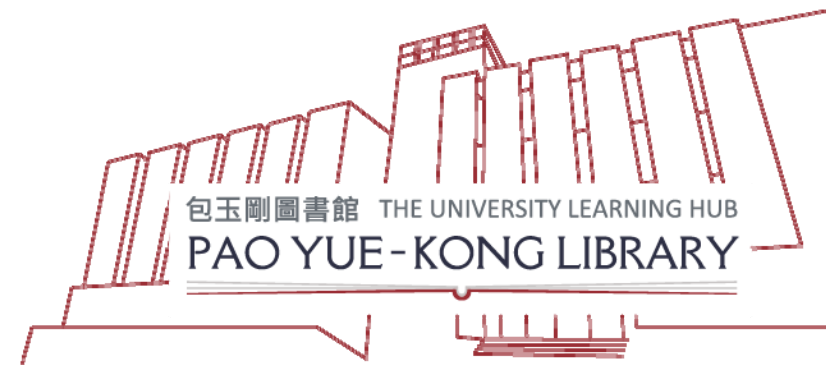
Phase 4

Capacity building in enhancing IL

Capacity building programme for librarians

Phase 4

- IL assessment
- Research assignment design
- Building collaborative partnerships



Phase 5

Course enhancement funds for promoting partnerships between faculty and librarians

Course enhancement funds for promoting partnerships between faculty and librarians

- 40 course enhancement funds, HK\$15,000 (1,730 EURO) each
- For teaching staff to work with librarians to
 - Develop new information literacy content
 - Modify existing research assignments and assessments
- Funding may be used to support hiring Teaching Associate or Instructional Assistant



Phase 6

Implementation of the courseware with an integrated and embedded approach

Implementation of the courseware with an integrated and embedded approach

- Faculty or subject librarians working closely with respective programme coordinators and individual teaching staff
- Certificate programme on the courseware through blended learning
- A half day symposium and seminars for university management and faculty members
- Meetings with university management, deans and department chairs
- Campus awareness campaigns



Phase 7

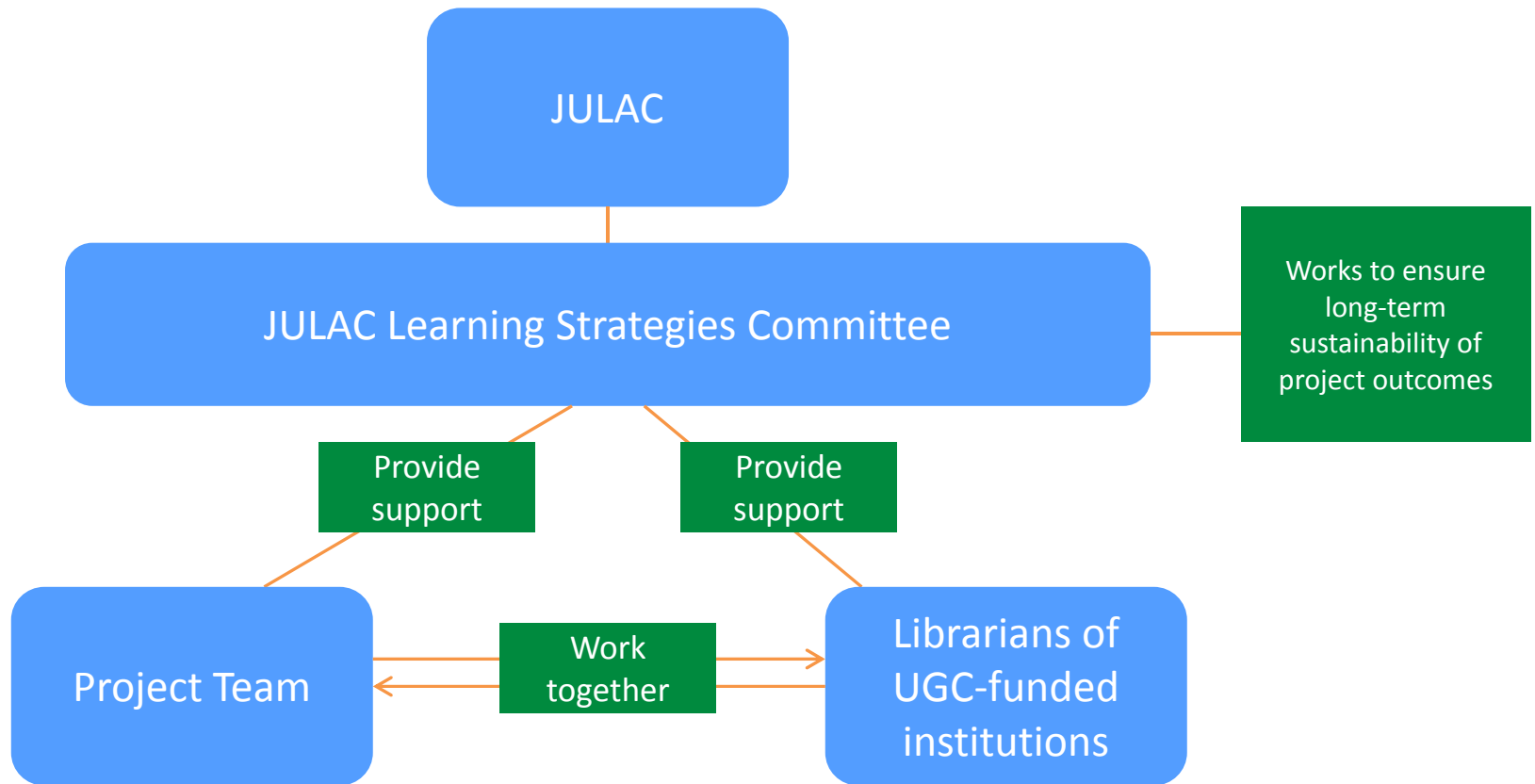
Evaluation of the outcomes and impacts of the project

Evaluation of the outcomes and impacts of the project

- RRSA-HK as post-intervention IL self-assessment to students
- Formative assessments built into the courseware modules
- Usability studies, including satisfaction level among faculty and students
- User surveys
- Usage analysis

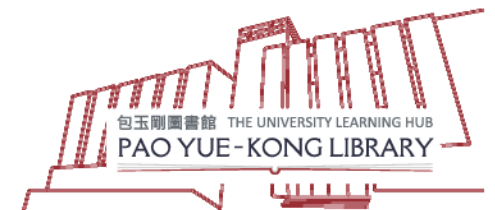


Collaboration and monitoring mechanisms



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