

Developing an online outcomes-based skills training framework for teaching information literacy: the STIL project

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Increasingly academic reference librarians are being asked to be part of the teaching process in the area of information literacy skills. Most Universities see information literacy and life-long learning skills as an essential attribute for successful graduates, and there is a strong desire for it to be embedded within course structures. Librarians, with their skills in information management, are uniquely positioned to design and perform information literacy teaching.

However, practical teaching and learning skills are not covered in the usual curriculum of librarian training. Even for those librarians who have received formal teaching training, the changing scenario in the tertiary scene - such as the move to outcomes-based education - requires the continual updating of teaching skills. Adding to this is the complexity of catering to students with a variety of backgrounds and a wide range of skill levels. Each group will have different requirements for professional development that must be addressed by the teaching librarian.

This paper will describe the Skills Training for Information Literacy (STIL) Project developed by the University of Western Australia Library. STIL takes the form of a web-based framework, specifically designed to enable librarians to develop their teaching skills. This online resource covers a range of outcomes that have been developed by librarians, supported by links to useful learning resources and suggested methods of self-assessment. The design of STIL facilitates self-paced development, and it will be constantly updated as new resources come to light. We intend to demonstrate the STIL web pages as part of the presentation.

The STIL framework is now being collaboratively developed by four University libraries in Western Australia, and is being examined as a model for other online outcomes-based training.

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