

**AN INFORMATION
AND MEDIA LITERACY
FRAMEWORK AT DUT:
TRANSFORMING THE
CURRICULA**

**EUROPEAN CONFERENCE
ON INFORMATION (ECIL) BEST
PRACTICES PAPER
PRESENTATION - CROATIA**

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PRESENTATION CONTENT

1. Introduction
2. New realities in higher education
3. Background and introduction to DUT
4. The role of the library in higher education in S.A
5. General Education curricula
6. Graduate attributes
7. IL in curricula re-design
8. E-learning and blended learning in the library
9. Assessment and evaluation
10. Conclusion



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NEW REALITIES IN HIGHER EDUCATION- 2014

- Knowledge Society
- Throughput rates
- Shifts in the teaching and learning paradigms
- Graduate attributes and Lifelong Learning
- Self-directed, independent learner
- Student-centred learning
- Transformation in the curriculum
- The role of the library in enhancing teaching, learning and research in higher education in the knowledge economy



DURBAN UNIVERSITY OF TECHNOLOGY (DUT)

Vision

A preferred university for developing leadership in technology and productive citizenship.

Mission is to excel through:

A teaching and learning environment that values and supports the university community
Promoting excellence in learning and teaching, technology transfer and applied research
External engagement that promotes innovation and entrepreneurship through collaboration and partnership.

Multi-campus situated in the heart of the city of KwaZulu-Natal , Durban South Africa.



DUT LIBRARY VISION AND MISSION

Vision

To be the most enduring and flexible learning institution that provides self-paced and self selected transmission to knowledge.

Mission

A student centred library that enhances learning, teaching and research through the provision of information services, access policies and instruction programmes in search of the objective of the university.



LIFELONG LEARNING

- Enriching the Undergraduate University Experience
- Contributing to Graduate Attributes
- Student centred learning – building an holistic education
- Induction - First 2 terms intensive instruction - Gen Education
- Embedding and Mainstreaming ILL in the university curricula
- Forming partnerships with Academics – Collaborative Teaching and Learning
- Development of e-learning IL modules - promoting independent learning and blended learning



Information
Literacy

Interactive and Assessment focused IL programmes

Recognising IL Champions / Awards



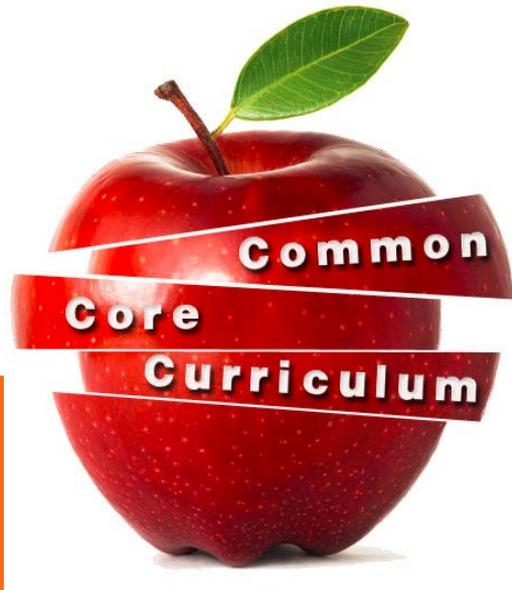
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GENERAL EDUCATION THEMES

6 Themes cascade the entire undergraduate programme from first to final year

Choosing institution-wide elective modules :

A student must choose a minimum of 3 modules for a 3 year programme and 4 modules for a 4 year programme from the themes. The modules chosen must be from outside of the faculty – building upon and developing an holistic education for the 1st year student.



The Cornerstone module (12 credits) is compulsory for all undergraduate students of which information literacy is a proficiency.

GENERAL EDUCATION MODULE

General Education is underpinned by a humanistic Philosophy

Definition:

A framework for programme design with a particular philosophy encompassing graduate attributes. Its goals are to help students think critically, develop values, understand traditions, respect diverse cultures and opinions, and most importantly put that knowledge to use.

It is holistic, not specialised, integrative, not fragmented.

Students thus develop such attributes as the capacity to cope with daily challenges, master the self and understand their role in the broader social context.

General Education Curricula is grounded in the daily life of a person - good citizenship.

GENERAL EDUCATION PROGRAMME DESIGN

Aims

1. To build a student-centred educational experience embedded in the local context.
2. To prepare students for an increasingly diverse and complex globalised work environment.
3. To cultivate an engaged and critical citizenry in the context of an emerging and fragile democracy in an ever changing world order.

Outcomes

1. Intellectual and practical skills, including written and oral communicative competence in English, Mathematical and/or quantitative reasoning, analytical and critical inquiry and technology applications
2. Innovative and creative initiative - entrepreneurship and leadership
3. Understanding and appreciation of diversity within a local and global context
4. Social responsibility, including understanding of the physical and natural world and ethical reasoning in dealing with complex societal challenges and dilemmas
5. Personal development, including self-awareness, self-directed and life-long learning
6. Integrative learning strategies across general and chosen fields of study

CURRICULA - THEMES

Theme Clusters	New Theme Name	Possible elective modules
Gender, society and culture Sport and Life Society and the Media African Mosaic	CULTURE AND SOCIETY	Sport in society KZN's maritime culture Gender studies Society and media Cultural diversity Technology and society
Ethics and Values Conflict, violence and non-violence	PERSONAL DEVELOPMENT	Personal ethics and values Values in the workplace Be a master mind Community service and social action Conflict management

5	Earth and Environment	ENVIRONMENTAL SUSTAINABILITY	<p>Clean energy and storage/ Introduction to green chemistry</p> <p>Biotechnology and society</p> <p>Astrophysics</p> <p>Engineering for the future</p> <p>Global environmental issues</p> <p>Landscape analysis</p> <p>Food and water security and safety</p>
6	Health, Illness and Healing	HEALTH AND WELLNESS	<p>Food and Health</p> <p>Alternate healing practices</p> <p>Psychological development</p> <p>HIV and TB Awareness in KZN</p> <p>Sport and Leisure</p> <p>Music for the soul</p>

CORNERSTONE MODULE 101 – CROSS FACULTY

The purpose of this module is to induct students into the community of higher education, with values and practices that promote self-awareness, social justice and environmental sustainability.

Students will be able to:

1. Identify and critically interrogate particular constructions about themselves and others in the context of a diverse society.
2. Apply communication practices appropriate to higher education.
3. Demonstrate values of respect, accountability and responsibility in relation to a just society and a sustainable environment.



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DUT GRADUATE ATTRIBUTES

Proficiency and Competencies, including:

- Information literacy
- Communication (oral and written)
- Technology applications
- Quantitative Reasoning

Innovation

- Leadership

Social Responsibility

- Ethics
- Diversity
- Critical and engaged citizenry embedded in a local and global context

Personal Development, including:

- Self-awareness
- Self-directed and life-long learning



CORNERSTONE MODULE

Purpose

Enable students to sense that they are becoming engaged* members of the university community

*(questioning, reading, speaking, listening, thinking, respecting, respected)

Enable students to have a sense of being on a journey in which they leave behind some things and bring some things of value with them

Develop a sense of positive energy and a desire to access what the university has to offer

Develop a sense of integrity across student and personal roles

Be a vehicle for transformation towards a more inclusive, critically reflective university

Outcomes

Students will be able to:

- Identify and critically interrogate particular *constructions* about themselves and others in the context of a diverse society.
- Apply communication practices appropriate to higher education.
- Demonstrate values of respect, accountability and responsibility in relation to a just society and a sustainable environment

GEN EDUCATION MODULE CONTENT

The module content development - the concept of life journeys

The journey of the KwaZulu-Natal uMngeni River (which is close to all DUT campuses-local river) as a metaphor. The module will bring different disciplinary perspectives to this content – educational, environmental, historical and sociological perspectives.

The metaphor of the journey will be applied to personal journeys, historical, political and environmental journeys, and social journeys, with a specific focus on gender – issues of ethics, diversity and critical citizenry.

E-LEARNING



BlackBoard



Blended Learning

Online tutorials and
video based learning –
IL

Redesign an IL framework on the
Cornerstone theme - Journeys



ASSESSMENT – CRITICAL THINKING

According to Paul and Elder (2006)

“Critical thinking is the art of analyzing and evaluating thinking with a view to improving it. Critical thinking is self-directed, self-disciplined, self-monitored and self-corrective thinking. It requires rigorous standards of excellence and mindful command of their use. It entails effective communication and problem solving abilities and a commitment to overcome our native egocentrism and socio-centrism”.

TO CONSIDER WHEN ASSESSING ...

- question or issues are clearly and precisely formulated or reformulated identifying integral relationships essential to analyzing the problem, question or issue as it relates to the context.
- Gathers, assesses and analyzes relevant information, data or evidence.
- Information, data or evidence are simplistic, inappropriate or unrelated to the problem, question or issue at hand.
- Information or data are repeated without question and evidence is dismissed without adequate justification.
- Appropriate information, data or evidence are provided
- Information or data are selective but largely unexamined in terms of accuracy, relevance and completeness.
- Appropriate information, data or evidence are provided and are thorough, fully analyzed and evaluated, relevance, completeness and point of view.
- Arrives at well-reasoned conclusions, solutions and implications and Calls upon viewpoints from a wide range of disciplines to fully understand the problem, question issue in deeply textured ways.
- Communicates effectively.

CONCLUSION

Libraries leading change in re-shaping the role of the academic Library in promoting academic success!





Thank You!



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