"Same Truth, Different Reality": Information literacy practices in Vocational and Vocational/Higher Education TAFE libraries.

ABSTRACT

Purpose – The aim of the paper is to examine the differences in information literacy (IL) practices for VET students from TAFE libraries across both Vocational only and Vocational and Higher Education delivering TAFE institutes. It will examine the content, delivery methods and barriers to IL practices across these two types of TAFE library. The purpose is to identify the barriers facing IL programmes for different student and staff cohorts and to provide suggestions on how best to tailor the IL practices to suit the particular student and teacher cohort.

Design/methodology/approach – Quantitatively based online survey with librarians from Victoria's non-dual sector TAFE libraries.

Findings – The study will reveal that TAFE libraries in vocational and vocational/Higher Education libraries engage in different information literacy (IL) practices. These range across orientation training, bibliographic skills, database usage, learning management system usage and marketing of IL as a lifelong skill. Barriers such as lack of interest by students and teachers, timetabling, library resourcing, definitional misunderstandings of IL in Vocational Education, poor online uptake and inadequate library staffing were noted as factors hindering IL in specific VET TAFE libraries. Libraries catering to both HE and VET students were identified as providing a more comprehensive array of IL training. This supports the view libraries respond with the level of training they identify as meeting the IL needs of their clients and befitting their institutional status.

Practical implications – The study will inform TAFE librarians and Library Managers looking to develop IL training in Vocational Education, particularly for institutes seeking to deliver Higher Education qualifications, pathways or articulation into Higher Education arrangements in the future. It updates the research on IL practices in TAFE, especially since Higher Education delivery was introduced in Victoria. It provides a broad measurement of IL skill training in Vocational Education across different types of institute. It situates IL within the information resources and services of TAFE libraries from a Vocational Education and Training perspective.

Originality/value – The paper describes IL practices in Victorian TAFE libraries. The findings may be of help to librarians who want to improve on their IL programmes in non-university and vocationally orientated libraries in further education, community college and polytechnic education.

Introduction

Post-secondary education is divided between Higher Education (HE) and Vocational Education and Training (VET). In Australia, the government-supported sector of VET is Technical and Further Education (TAFE). In Victoria, there are 14 standalone TAFE institutions. Since 2005, five of these standalone TAFE institutes have delivered HE qualifications. These emergent or 'niche' degree qualifications are applied and vocational in focus, flexible in their academic structure and delivery, and supportive of non-traditional cohorts of students seeking HE qualifications. The remaining nine Victorian TAFE institutes are primarily vocational in their qualification delivery. However they all offer university pathways and articulation and pathways to HE qualifications.

Each of Victoria's TAFE institutions has a library service that supports either Vocational or Vocational and Higher Education students. Library services across both type of TAFE library range from study spaces, to IT assistance, provision of traditional physical materials, and e-books and other electronic resources. Within the expanding requirements and demands of the information society, a key library service is Information Literacy (IL) skills training. Webster (2006) notes that the quantitative changes in information available and accessible is bringing a qualitatively new sort of social system, the information society. IL is a term that encompasses a wide range of behavioural activities that seeks to match information to an information need, together with a critical appraisal of its use and relevance (Johnson & Webber, 2003). The development of students as `lifelong learners' is central to education. IL is a prerequisite for lifelong learning. A library's IL skills training can add value to a student's course and contribute to teaching people to become information literate (Nimon, 2002).

This paper examines the differences in information literacy (IL) practices for TAFE students from TAFE libraries across two types of TAFE institute: the Vocational only delivering institution and Vocational and Higher Education delivering institutes. It will examine the IL content, delivery and practices identifying potential differences and similarities in IL library training between particular student and teacher cohorts.

Recent perspectives in the literature

Overview

Research into information literacy (IL) training in TAFE libraries remains limited, and no recent studies have sought to measure and quantify IL practices across the sector. A major study by Fafeita (2006) provided a comprehensive overview of IL practice in TAFE libraries nationally, building on research by Harrison (2001). Both authors investigated the major characteristics of IL training in TAFE libraries, revealing how IL instruction is developed and delivered, and crucially, what obstacles libraries face in implementing IL training. Their research demonstrates similarities in the delivery and content of IL training across TAFE libraries. However, there has been no recent research replicating their broad approach and analysis of IL in TAFE libraries.

The recent growth of Higher Education (HE) in TAFEs is considered a major influence in driving a broader and more rigorous approach to IL training (Kloppenborg 2010; Kloppenborg & Ruddy 2013; Aroche B et al 2012; Aust, R & Burrell, H. 2010). Issues raised in the literature will be re-examined within the new context of HE being delivered by TAFE institutes in Victoria. These issues include discussion of how IL in TAFE libraries is situated within this changing educational sector and how VET students across both type of institute are accommodated against this backdrop of evolution and shift.

IL training in TAFEs
The main elements of IL training in TAFE libraries range from basic orientation to advanced information research skills. IL training has often been considered limited because of its narrow focus on library-based resources, which is described as: 'useful, [but] … fail to fully provide students with the ability to effectively navigate, critically approach, and thus have full access to the ever widening frontier of information" (Andreas & Anderson, 2012, p.75). Fafeita's survey (2006) noted some progress from Harrison's (2001), with an increase in database use and advanced research skills, and this was likely due to the increased efforts of librarians in advocacy, but also possibly, 'the increasing number and complexity of resources in the information environment' (Fafeita 2006, p.143).

Despite these advancements, IL training may often be stuck at an initial phase, for example as a library tour or orientation session. Orientation sessions are often incorporated as part of a broader institute orientation or, as a 'one shot session' that is barely adequate, as described by Mery, Y., Newby, J., & Peng, K (2012), Badke (2009) and Watson S et al (2013). More advanced training to improve students' IL is not yet consistent and formalized across libraries. Both Box Hill Institute and Holmesglen Institute are HE delivering TAFE institutes. At Box Hill Institute library, there is recognition that nursing students have unique IL requirements, despite students only receiving IL instruction at the beginning and in the middle of the year (Eraclides 2014). Similarly, Holmesglen Institute library aims for greater frequency in the delivery of IL sessions, with planned sessions, incorporating broader aspects of library IL services, for example the discovery layer and subject specific research (Eraclides 2014).

Collaboration with teachers
Fafeita (2006) explored the level of collaboration between teachers and library staff when developing curriculum lessons, finding that little consultation was occurring. Leong's (2007) research was significant because it presented further analysis of teacher-librarian collaboration in a TAFE environment. She uncovered misunderstandings over the concept of IL and confusion over whose role it was to instruct in IL skills. Leong (2007 p.2) concluded that teachers and librarians need to speak the 'same language' in order to narrow this, and that lack of clarity around IL has meant that "many students, particularly TAFE students, have had little systematic instruction or support for acquiring the attributes".

This reliance on engaging teachers continues to be a major issue. Kloppenborg & Ruddy (2013), in examining the role of HE in IL, uncovered continued frustration among librarians with disinterested teachers. Eraclides (2014) confronted this issue at NMIT library, with an aim to improve IL through a program of engagement, emphasising that engagement needs to be created and sustained for IL to be successful (Eraclides 2014 p.2).

Integration and embedding IL
More recent research into TAFE library IL practices indicate that electronic resources support the effort by the library in promoting IL training. Electronic resources may ameliorate some problems associated with irregular contact with teachers. Furthermore, as institutes use online systems to deliver and manage educational content, libraries have the opportunity to participate and contribute to these platforms.

Establishing a presence on learning management systems (LMS) has provided libraries with the confidence of extending their library services by offering IL information and support within the online teaching space. Moodle, an example of an LMS used in post-secondary education, has been described as the 'prized real estate' for libraries (Eraclides 2014), with librarians using the platform to extend IL practices within the curriculum. Kloppenborg & Ruddy (2013) noted that often library success is subject to the type of relationship between individual librarians and

teachers, and library use of an LMS for IL is not yet commonly framed by broader faculty or institutional approaches.

Eraclides' (2014) survey of TAFEs in Victoria found that both Box Hill Institute and Holmesglen Institute library staff are positive about the influence of electronic resources on IL, with the ultimate goal to embed IL content within the curriculum. For both institutes, this was only in its nascent stage. Embedding or integrating IL into electronic resources is seen as the best way to reach students, has been described as a 'golden thread' throughout the curriculum (Bent, M. and Stockdale, E. 2009) is seen by many to be an important element in improving students' IL skills (Price et al 2011; Badke 2008; Gunn et al 2011)

Higher Education
Recent research reveals that HE has a positive impact for TAFE libraries, especially through the recognition of IL as a graduate attribute. Eraclides (2014) and Leong (2007) both conceded that HE provides an impetus for improvement and changes in practice.   Furthermore, Kloppenborg and Ruddy's (2013) study revealed that librarians believed that HE was valuable in attracting resources and attention. Their research also showed that new electronic resources, including e-books, discovery layers and Libguides, primarily intended for HE students, were benefitting IL practices for all student types and providing more opportunities to attract all students to library tools and resources. Librarians in HE supporting TAFE libraries believe IL has greater legitimacy and value within the context of the greater research and academic requirements of HE.

Methodology

A questionnaire was designed drawing on the existing literature and current researcher experience of IL in TAFE libraries. Building on the TAFE library survey research of Fafeita (2006), a questionnaire covering the focus, intent, purpose, development and institutional recognition of IL was devised. An online survey was sent to librarians from Victoria's non-dual sector TAFE libraries in March 2014. Dual sector TAFE libraries, that is, TAFE libraries in a university with a predominate enrolment of both VET and HE students, were excluded. The survey was used to collect data on current IL practices of TAFE libraries in Victoria. The survey consisted of twelve questions, both multiple choice and scaled preference types. The first question was used for identification of the institute to determine what category of TAFE institute it was- Vocationally based, or a library supporting its own HE students as well as VET students. Anonymity of respondents was made explicit in the survey methodology. All questions allowed the opportunity for respondents make comment.

The survey was administered using surveymonkey via an e-mail link sent to both Library Managers and Information Literacy librarians. Library managers were targeted because they are the principal strategic drivers of their library. IL librarians were selected from the VATL contact list (www.vatl.org.au) as well as through contact with the Victorian TAFE Library Managers.

A total of 23 surveys were distributed in March 2014. This comprised 12 Library Managers and 11 IL librarians. Following feedback from one institute, a minor re-formatted survey involving clarification of wording on two questions, was re-sent two weeks later. The first survey could be considered a pilot of the questions. The questions consisted of multiple choice and free text commentary, as well as Likert scale rated questions. It was a decision of the researchers to utilize data results from both versions of the survey as the changes reflected in the second survey did not comprise the integrity of the results. The survey closed on 1st May, 2014.

Results and discussions

In total, 15 respondents (or 65%) completed and returned the surveys from 11 different libraries. The breakdown consisted of four of the five Vocational/HE TAFE libraries and seven of the nine Vocational only TAFE libraries.

- ## IL coverage

The first question dealt with the areas of IL training that TAFE libraries engaged with. All 15 respondents indicated coverage of the following areas in IL training sessions. These were library orientation and introduction; catalogue usage; accessing and using online resources; and awareness of plagiarism and citation guidelines. Highly rated (on the scale of 1 -5) by all participants from all libraries (80%) were website and information evaluation as well as advanced research skills (78.5%). Lowest rated from the participants was subject-specific research (73.3%). Other options mentioned in the responses not covered by the multiple choice options were study skills and academic writing, and introduction to a learning management system (for example, Moodle).

The results demonstrated uniformity across Vocational only and Vocational/HE TAFE libraries with all respondents indicating that each area of IL was included in their training. There was one exception, a Vocational only library that reported that it does not instruct in subject-specific or advanced research skills. Two of the Vocational only libraries also responded with additional information, namely, that the library provided additional training in academic skills and writing, as well an introduction to their LMS.

These results demonstrate that IL training is broad-based and incorporating many aspects of IL instruction across both Vocational only and Vocational/HE TAFE libraries. While encouraging, the results prompt further analysis to determine what focus each component is assigned, and whether TAFE libraries are able to extend their training across all cohorts and classes of student.

- ## IL development

All 15 respondents indicated involvement in the development of IL training sessions via consultation with individual teachers. The next highest ranked category was IL training designed by librarians without any teacher input. 53.3% of respondents indicated that IL development was either by the IL librarian, IL unit or similar team. Significantly lower scores were recorded against faculty consultation and curriculum integration in IL training sessions.

All respondents across both types of TAFE library indicated that IL training is developed in consultation with individual teachers. There was a similar response for the question of training developed in the absence of any teacher input, though this was slightly higher for Vocational only libraries than for HE TAFE libraries. In most cases of VET only libraries, IL training was designed either in consultation with an individual teacher, and/or solely by a librarian. Only two of the eight VET institutes reported any consultation with faculty on IL training, while one of the eight mentioned that IL was integrated into the curriculum. Three of the eight VET only librarians also signalled that the institute's IL librarian or unit had some responsibility for the creation of IL training.

Results across the two types of libraries differed most notably by the number of methods used in developing IL, with more respondents from HE TAFE libraries selecting more options, indicating more consultation and integration as a means for creation of IL lesson plans or programmes. Though there were some similarities, including the number of librarians

consulting with individual teachers, the results indicate a slightly lower percentage of librarians in Vocational/HE TAFE libraries who are developing IL training in isolation (75%) as against 66 % in VET only TAFE libraries. There are comparable results across both types of library for IL consultation with faculty. Libraries that have units or positions dedicated to IL are more common in Vocational/HE TAFE libraries (50%) as against 37% in VET only TAFE libraries. Integration with curricula as a means of delivering IL scored very low for both types of libraries.

It may be inferred from these results that all TAFE libraries are still reliant on relationships between individual teachers and librarians in implementing IL training, while many librarians work with no teacher input at all. Within the aims of advancing IL training through integration and broader recognition of IL, these results are slightly discouraging. However, data showing that IL is developed by dedicated units or librarians is positive as a library strategic direction. More consultation with faculty and integration with curriculum is likely to represent greater penetration of IL training and acknowledgement of its role in research and learning.

- ## IL focus

Question 4 asked respondents to rate from lowest to highest (1 to 5) which areas of IL they focused on when delivering for VET students. Question 5 asked those institutes delivering HE the focus for each area for HE students, thereby providing a comparison between the cohorts. Responses from these questions suggest HE students are being targeted with a greater range and depth of IL training across all areas of training. VET students are primarily targeted with training that focuses on library orientation/ introduction and instruction in the catalogue/website or discovery layer. Library introduction and orientation rated as less important for HE student than VET students (Average 3.7). However, VET students in mixed Vocational/HE TAFE libraries scored an average 4.5 out of 5, as against VET only TAFE libraries that scored similarly at 4.25. The results differ slightly for training in website/catalogue/discovery layer, which sees an increase in favour of HE student support (Average 4).

The greater focus on advanced research skills by HE TAFE libraries highlights a notable difference compared with what is considered important for VET students. Figure 1 illustrates this first significant divergence in the results with HE TAFE libraries providing greater focus on advanced research skills for HE students (Average 4).

Training in the use of online resources also demonstrates a distinction between the types of student (VET or HE) and the type of TAFE library (VET or HE TAFE). The results show a lower ranking for VET only TAFE libraries in their focus on using and accessing online resources (Average 3). Within HE TAFE libraries, there is more focus on this area for both VET and HE students, with focus for VET students averaging at 3.8 and HE student 4.7.

Instruction in subject-specific research continues the trend of higher scores for HE and VET in HE TAFE libraries with a low average score for VET only institutes (2), compared with 4 and 4.4 for both types of students in HE TAFE libraries. This demonstrates that IL training for students in HE TAFE institutes is geared towards more skills training and greater access and availability to information resources. Similar scores are reported for training in website and information evaluation, with VET-only institutes' (Average 2.1), while training for VET students in HE TAFE institutes scored at 3.4. Training for HE students averaged a high score of 4. This illustrates a greater focus on IL training generally in HE TAFE institute libraries for both VET and HE students.

Training in plagiarism, academic integrity and citation is again the subject of greater focus of IL training for HE students (Average 4.5). VET students in VET only TAFE institutes and VET students in HE TAFE institutes scored at 3.1 and 3.5 respectively. This reinforces the trend from

previous categories that demonstrates that the type of institute library (HE TAFE) provides a greater focus on most areas of IL for both their VET and HE students.
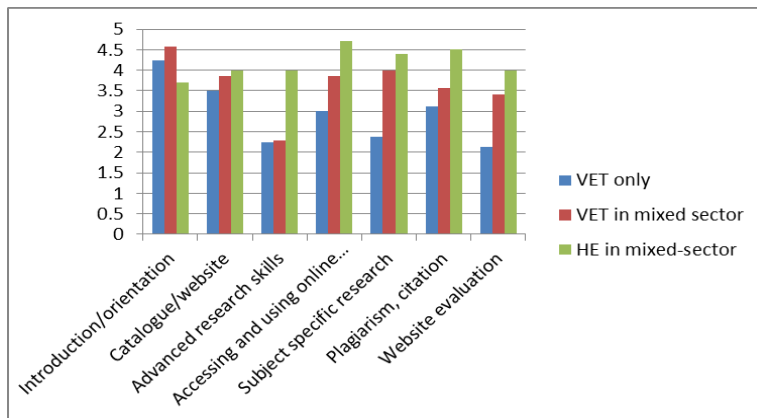

Figure 1:

Focus of IL

• **IL integration with curricula**

Overall, integration with curricula across institutes appears to be only selectively developed. The highest rated answer was indicated by 73% of respondents indicated that 'some courses and subjects' were integrated. No respondents felt that it was well integrated into the curriculum, whilst Figure 2 indicates a low level of respondents (7.14 %) believe integration with curricula was under development at their institute.

The level of integration appears is lowest for VET only institute libraries, with most respondents (62.5%) answering that there was some integration via some courses and subjects. The remaining respondents felt there was no integration at all. The HE TAFE institute library responses revealed minor differences. Most respondents felt there was integration in some courses and subjects.

The results show a difference between HE TAFE libraries and Vocational only libraries in the degree of integration with the curriculum achieved. Possible reasons for this may be the greater research or writing demands of HE students and the greater resourcing and recognition that IL receives within HE TAFE institutes.
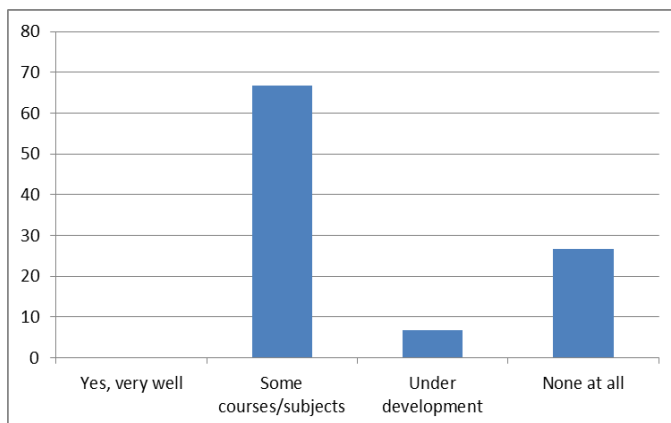

Figure 2:

Level of integration (percentage)

7

- ## IL traditional and online delivery

Table 1 indicates that all three traditional areas of IL training, namely group training in the library, classroom or lecture delivered sessions, or small group or one-on-one training, are used and represented by libraries. Most IL training is held within the library (92.8%) or in the lecture theatre or classroom (85.7%). A significant number of IL training is also delivered to small groups or as one-on-one sessions (71.4 %).

As IL training continues via conventional methods, the increasing technological changes in libraries and education more broadly provides opportunities to deliver IL information and instruction through online systems. There are various ways in which libraries are able to use such resources, and these can be done by augmenting existing online spaces, like the LMS with library content, or libraries developing their own tools like demonstration videos that can be embedded into the LMS or catalogue.

The highest rating of providing IL training or support was given through Libguides (76.9%). Other categories scored significantly lower, with demonstration videos (38.5%), activities and quizzes (30.7%), guided exercises (23 %) and library content integrated with the LMS at 30.7%.

Libguides is represented almost equally across both types of library with five of the eight VET only TAFE libraries using the platform, and 5/7 of HE TAFE library respondents reporting its use. A similar score is achieved for library content integrated with the LMS (25%), with one responding that more integration with LMS will soon be achieved. The use of demonstration videos and activities and quizzes is common to both types of TAFE library, though stand-alone TAFEs report greater usage (50%) compared to 33% of HE TAFE libraries. Table 1 summarizes the findings.

Table 1: Methods of IL delivery and support (traditional and online)

Traditional		Online	
Library/training room	93.3	Libguides	78.5
Classroom/lecture theatre	86.6	Demonstration videos	35.7
Small groups/one-on-one	73.3	Activities and quizzes	28.5
		Guided exercises	21.4
		Integrated library content in LMS	28.5

- ## Reference management software

Two of the seven HE TAFE libraries reported that they taught instruction in reference management software. This software included one using Zotero (and one respondent indicating for teacher-training only). Other HE TAFE libraries indicated use of EndNote and Refworks. Of the VET only TAFE libraries, only two are training in reference management, but through the Microsoft Word add-on. This indicates that the adoption of citation management tools is an embryonic state across both types of TAFE library, despite a strong focus in IL training. Possible reasons may be slower accreditation of post-graduate degrees in the TAFE sector, which

generally include a research focus, with one respondent commenting that "Endnote & RefWorks are taught at the teacher request". The HE TAFE institutes' use of proprietary and separate programs may indicate a more sophisticated approach, but it can be concluded that TAFE libraries generally are still slow in the adoption and marketing and using reference management software

- ## **IL frameworks and policies**

Four response options were available to the question of IL frameworks. These included Graduate Attributes, CAUL/ANZIIL framework/Research Skill Development Framework (RSDF) and the ALIA statement for IL were available as options, as well as the opportunity to include more information. Thirteen of the 15 participants responded to this question, with two indicating that they did not refer to any standards or frameworks in designing IL (both respondents were stand-alone VET TAFE libraries). The use of the CAUL/Aust. and N.Z. Information Literacy Framework was the highest rating (62.5%), followed by ALIA's statement, and Graduate Attributes (50%). Fifty per cent indicated referring to the RSDF in implementing IL training. An additional response indicated the use of ACRL Information Literacy Standards for Higher Education. Comments from Vocational only TAFE libraries included: "No, [we are] currently researching [IL standards] and trying to form a strategy", and "[we are] aware of these frameworks but training is not specifically mapped to this. Looking at trying to map IL to ACSF, FSK, or Training Packages as these carry more weight in VET".

A comparison between Vocational only and Vocational/HE TAFE libraries revealed that Graduate Attributes are more commonly referred to by Vocational only libraries. Respondents from HE TAFE libraries reported using a combination of one or more, including the RSDF, Graduate Attributes and the CAUL/Aust. and N.Z. Information Literacy Framework.

- ## **IL institutional recognition and barriers**

Recognition within the institute is an important indication of how far IL may have progressed within TAFE. One respondent commented that

> "There are some common misconceptions about the role of the library within the institute. Furthermore liaison librarians come from varying backgrounds and not all are initially equipped to go into the classroom. I feel that this is an area where we can develop liaison skills and ensure that we are providing consistent, quality instruction". [Respondent 14, HE-TAFE library]

Many factors impact on the successful delivery of IL training. The most significant issue for respondents was the disinterest of teachers and departments (92.3%). This was followed by library resourcing (84.6%), timetabling and lack of time (69.2%) and a misunderstanding of the library's role (69.2%). One respondent commented on the lack of time, but added that

> "I sometimes feel that my own lack of skill and expertise to engage the learners is a barrier - it is difficult to develop a good rapport with students / learners when you only have one 1 hour session with them. Often students don't feel they need to use the library as teachers provide them with all the information they 'need' to get them through the subject" [Respondent 10, stand-alone TAFE library]

Considered a less significant factor in implementing successful IL training was inappropriate content (30.7%) and inappropriate timing of classes (30.7%). One respondent commented that despite best effort, the implementation of IL as strategy was proving problematic

"I know I have ticked everything, but I think it all impacts on the successful integration of IL into student learning. I guess it shows why we have found it so difficult to create a proper process around IL. Hence we are researching IL to try and formulate a strategy. I think it has to be recognised from higher up though as a core skill". (Respondent 7, stand-alone TAFE library)

In terms of institutional recognition of IL, 80 per cent of respondents felt that there was some recognition, whilst 20 per cent felt that that IL is highly recognised as important to teaching and learning. No respondents felt there was no recognition which indicates its importance within curriculum, graduate attributes and learning outcomes across both type of TAFE library, though the results revealed that more respondents from Vocational/HE TAFE libraries felt IL was highly regarded at their institute. The importance of HE delivery to these TAFE institutes may be a factor in IL's profile to the curriculum and qualification standards.

Conclusion

IL is a major need and skill in today's information society. The library's role in providing IL training is recognised as important for students' effective use of knowledge and information. All tertiary libraries provide IL training in varying degrees as a basic library service. Within the TAFE sector, there are similarities in coverage across types of TAFE library- those dealing more exclusively with a VET student cohort, and those Vocational/HE TAFE libraries that support both VET and HE students. While online IL training delivery is expanding, principally through LibGuides, traditional classroom delivery remain the primary method of IL training. IL integration within a vocational or HE TAFE curricula remains underdeveloped and unachieved for all types of TAFE library. This could be related to low to medium institutional recognition of IL within teaching and learning. Nevertheless, teacher involvement in training across both types of library was noticeable, yet elements of a stronger liaison presence, coupled with wider use of IL training methods, was more prevalent amongst Vocational/HE TAFE libraries. This trend followed on to advanced research skills training and supports the view libraries proactively respond with a level of training that meets the needs and academic level of student. For Vocational/HE TAFE libraries, this can be illustrated in more wide-spread training in plagiarism, academic integrity and citation skills. Interestingly, the use of referencing software remains very under-developed in TAFE libraries and may relate to the range and depth of library databases necessary to support HE qualifications and research output.

Research implications

There is a need for more research in IL training across all types of post-secondary education library. For the TAFE sector library, there is scope for investigating such questions as:

1. How to deliver a consistent program of IL training to vocational students that provides skills for the workplace and as a means of supporting lifelong learning.

2. How IL for the HE and VET students can be clearly defined and delineated, and designed to cater to the specific needs of both cohorts appropriately.

3. How to engage with VET teaching staff and students to promote IL that is fundamental to their learning and future study or work practice.

4. What needs to be done to improve IL instruction for VET students, to retain focus on this IL (despite evidence that HE receives more attention), and what areas of IL are most relevant for VET students.

It is hoped that this paper can aid discussion on how to support continued IL instruction for VET students within VET-only and HE TAFE libraries. IL is a vital tool in equipping students for future learning and development, and it is important that libraries acknowledge and strive to provide the best means to do this. This may require the development of a standard framework for instruction to VET students, or a more clearly defined set of principles that accommodate the specific needs of VET students. This paper also highlights the current difficulties that libraries face in advocating and developing IL, such as teacher recognition of IL. It's hoped that these findings can provide a basis for a collaborative and creative approached to constructively improve and solidify IL instruction in and across TAFE libraries.

Appendix: Survey questions

1. Please identify your institute

2. What areas are covered by IL training at your institute?

- · Library orientation/introduction
- · Use of catalogue/website/discovery layer
- · Accessing and using online resources
- · Advanced research skills
- · Subject-specific research
- · Plagiarism, citation and academic integrity
- · Website and information evaluation
- · Other, please specify:

3. How is IL training at your institute formulated/developed?

- · In consultation with individual teachers
- · In consultation with faculty
- · IL is integrated into curriculum
- · By librarians without teacher input
- · By information literacy librarian or IL unit or similar
- · Other, please specify:

4. What is the major focus of your IL training to VET students? Please rate each on a scale of 1-5.

- · Library orientation/introduction
- · Use of catalogue/website
- · Subject-specific research
- · Advanced research skills
- · Accessing and using online resources
- · Plagiarism, citation and academic integrity
- · Website and information evaluation
- · Other, please specify

5. What is the major focus of your IL training to HE students? Please rate each on a scale of 1-5.

- · Library orientation/introduction
- · Use of catalogue/website
- · Subject-specific research
- · Advanced research skills
- · Accessing and using online resources
- · Plagiarism, citation and academic integrity
- · Website and information evaluation
- · Other, please specify

6. Is IL integrated with the curricula at your institute?

- · Yes, very well.

- · Some courses and subjects

- · Integration with curricula is under development

- · None at all

7. How is IL training delivered?

- · Groups in library
- · Groups in classroom/lecture theatre
- · Small groups, or one-on-one sessions

8. How is IL training delivered online?

- · Libguides
- · Demonstration videos
- · Activities and quizzes
- · Guided exercises
- · Other, please specify

9. If your library offers training in reference management software, please identify which reference management software is used?

10. To what extent do you believe IL is recognised as important to learning and research at your institute?

- · Highly

- · Some recognition

- · Not at all

11. Is IL training at your institute informed by any external policies, standards or frameworks? If so, please select from options below.

- . CAUL/Aust. and N.Z. Information Literacy Framework

- . ALIA statement on information literacy

- . Research Skill Development Framework (RSDF)

- . Graduate Attributes

- . Other, please specify

12. What do you believe are the main barriers to successful expansion of IL at your institute?

- · Library resourcing (staff, equipment etc)

·   Disinterest of teachers/departments

Misunderstanding of library's role

- Timetabling (lack of time for library classes)

- Lack of librarians' skill and expertise

- Inappropriate content, eg too academic or too general

- Inappropriate timing of classes
- Other, please specify

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