Federation Library Literacies Framework

A scaffolded skills development framework of information, digital, and AI literacies that the library delivers to students in person and as self-help digital training.

Literacies

Federation Library Literacies Framework forms the basis for the scaffolded skills training for our users from students at a foundational level to teachers and researchers

Based around three key literacies; information, digital and AI literacy skills, the framework outlines how we scaffold skills and knowledges training across AQF levels and links with FedTASKS while being flexible enough to adapt for a discipline or industry focus to embed co-op.

The framework is adapted from three key literacy frameworks:

- ANZIL(Australia and New Zealand Information Literacy framework)
- Research Skill Development (RSD) framework
- University of Adelaide (2024) Artificial intelligence literacy framework

Standards

Aligned with the following Federation University curriculum standards

- TEQSA: Higher Education Standards Framework – Threshold Standards
- Australian Qualifications Framework (AQF)
- FedTASK Graduate Attributes
- BOLD (Blended, On-Line, and Digital) Learning and Teaching Practices

Responsive to discipline and industry specific literacies.

References

Bundy, A. (Ed.). (2004). *Australian and New Zealand information literacy framework: Principles, standards and practice*, 2nd ed., Australian and New Zealand Institute for Information Literacy, Adelaide. https://www.library.qut.edu.au/about/policies/information-literacy-framework/documents/anz-info-lit-policy.pdf

University of Adelaide. (2024). *Artificial intelligence literacy framework*. University of Adelaide. https://www.adelaide.edu.au/library/library-services/services-for-teaching-staff/artificialintelligence-literacy-framework

Willison, J., and O'Regan, K. (2006, 2012). *The Research Skill Development framework*. University of Adelaide. https://www.adelaide.edu.au/melt/university-learning/rsd-in-curriculum-learning-instructional-design

Curriculum and skills mapping

Are you interested in mapping your course to the framework? We can provide sessions tailored from the framework to your subject area or disciple. Contact us at library@federation.edu.au or www.federation.edu.au/library/teaching/

Federation Library Literacies Framework

		Foundation **TAFE/first year undergraduate AQF 4-6**	Consolidating **Undergraduate AQF 7**	Expert **Honours, postgraduate, research AQF 8+**
Scope needs and resources	Recognise information need. Scope nature and extent required. Identify key sources of information. Identify key tools available. Explore technology, hardware and software, acquire fundamental skills, knowledge, attributes.	Identify information need and sources available to search. Understand different sources of information and uses of information types, articles, web, print and GenAI. Explore technology range based on criteria. Structured access to systems, basic knowledge of tools.	Identify information need and key subject specific sources, and widen search beyond local. Understand difference between scholarly and popular, primary and secondary, peer reviewed and GenAI created. Identify study types, or specific data types for subject area. Determine own approach to technologies within structured guidelines.	Assess scope of information required. Make informed selections of sources. Identify ways research information is generated and disseminated, and determine affordances of unfamiliar AI and GenAI, digital protocols, algorithms, data sets and training.
Search and use tools effectively	Develop strategies for searching or prompting to locate information effectively and efficiently. Identify, navigate and search technology, tools and platforms. Apply and refine.	Identify key terms and appropriate tools for provided question. Use key search terms to search for information. Use GenAI prompts successfully.	Identify and analyse research questions for key concepts and terms, or devise own question, and demonstrate a range of strategies (truncation, phrases, date limits, combining, sorting, exporting) for subject specific databases. Recognise search features common to different tools and understand how they can be used to explode, filter, or refine. Employ strategies i.e. citation tracking and explore digital tools for academic citation tracking and other metrics.	Formulate research questions. Apply advanced database searching independently across many platforms systematically, and replicable for literature searches, systemic reviews. Exploit and manipulate existing and emerging digital technologies and understanding of affordances, purpose and context.

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Critically evaluate	Evaluate the credibility of sources and the effectiveness of the information retrieval strategy. Assess/reflect on suitability of technology and practices, evaluate and critique results and quality.	Introduction to critical evaluation tools and frameworks. Assess suitability of resources found for their purpose	Apply appropriate quality criteria to critically evaluate from any source. Engage in critical appraisal of own and others' findings and process of discovery. Identify use benefits and risk mitigations for tool or database.	Critically appraise own work and that of others, the reliability and currency of evidence, validity and processes of discovery using self-defined criteria. Evaluate the scope of research question and apply relevant criteria to filter large quantities of information. Critically evaluate digital technologies for affordances or effect.
Organise and manage	Manage information collected in systemic processes	Recognise importance of referencing and the acknowledgement of ideas of others. Know there are tools available to assist. Introduction to citation management, FedCite. Identifying parts of a citation. Accurately capture bibliographic content.	Apply the appropriate resource type to citation style, and attribution of images and graphics. Understand practices for data management impact on efficient research and citation management (saving, describing and storing content).	Utilise systemic digital practices for organising and managing processes. Apply a suitable method for managing large volume of information and / or data. Utilise bibliographic management systems.
Synthesise and create	Use existing and new information to develop new concepts or deepen understanding	Conduct a literature search on a topic/subject.	Group resources within a topic by a range of criteria i.e. methodologies, cohorts, primary study, and so on. Create annotated bibliography.	Synthesise information from diverse sources on a complex subject Create literature review using discipline appropriate methodology.

Federation Library Literacies Framework

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Collaborate and communicate	Collaborate and communicate using digital practices in digital setting, considering e-protocols, e-safety, digital footprint.	Format references in prescribed citation style. Understand copyright and privacy when sharing content, including re: the use GenAI.	Effective and ethical use of GenAI for study and work. Consider Copyright and privacy issues relating to GenAI.	Utilise researcher ID. Use collaboration tools – i.e. Endnote, Covidence. Communicate research outputs. Preserve research data, information or knowledge for future access of sharing.
Ethical scholarship	Understand and acknowledge cultural, ethical, economic, legal, social issues around information ICIP, IP, copyright, privacy, research ethics, AI Ethics.	Acknowledge sources to avoid plagiarism and maintain academic integrity. Recognise and assess bias and cultural constructs within literature.	Identify ethical / legal requirements of use and reuse of information, identify sources of relevant advice. Understand compliance frameworks, research ethics and copyright.	Develop research methodology with consideration of legal, ethical, cultural aspects of research / data management. Implement strategies around disclosure, conflict of interest, authorship. Evaluate access to research and research data – open / closed, legal frameworks, funder and publishing requirements and institutional policy.