

Experiences from the **heart**

Graduate attributes and information literacy

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25 November 2009



Introductions

My journey

Quick quiz

Progress to date

Most significant factor

What is valued

What is required

What works

My journey



Quick Quiz



All universities have a list of graduate attributes?...

1. true
2. false



Can you recite your uni list?



There is a link between graduate attributes and employability?...

1. true
2. false



Can you provide evidence?



All universities are doing things to develop information literacy skills?...

1. true
2. false



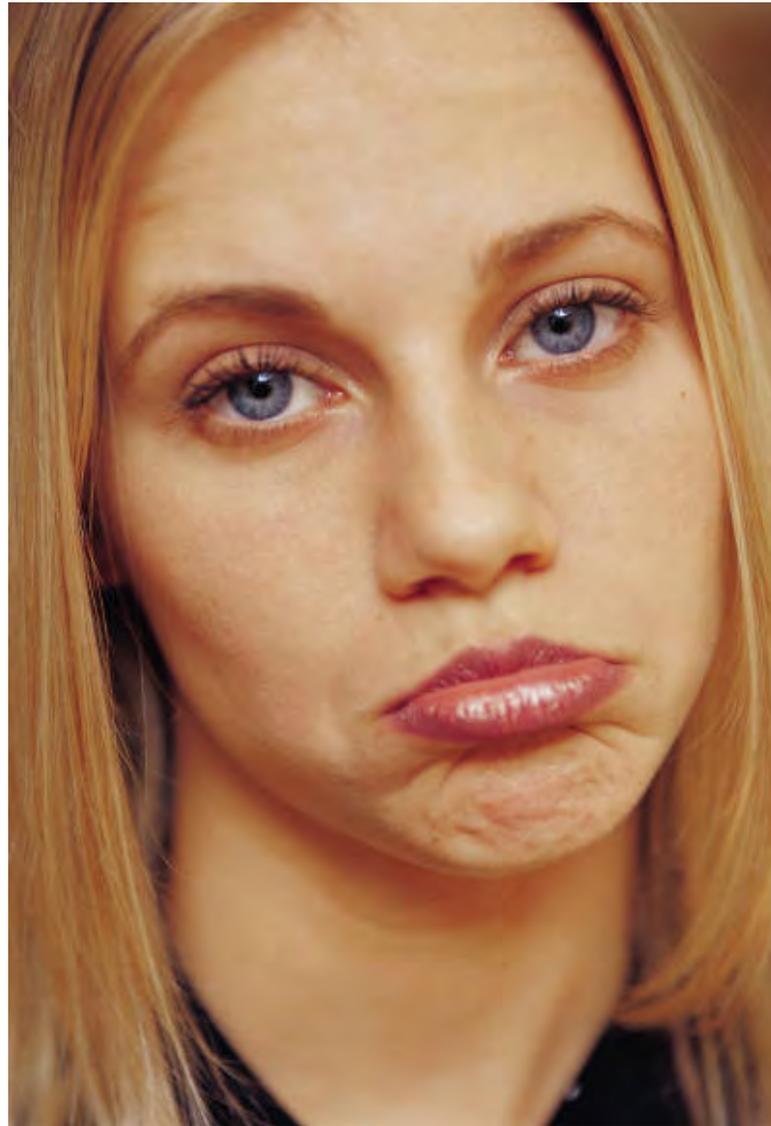
Can you give an example?





How far do you think universities have got with ensuring **graduates** leave university with well developed graduate **attributes**?

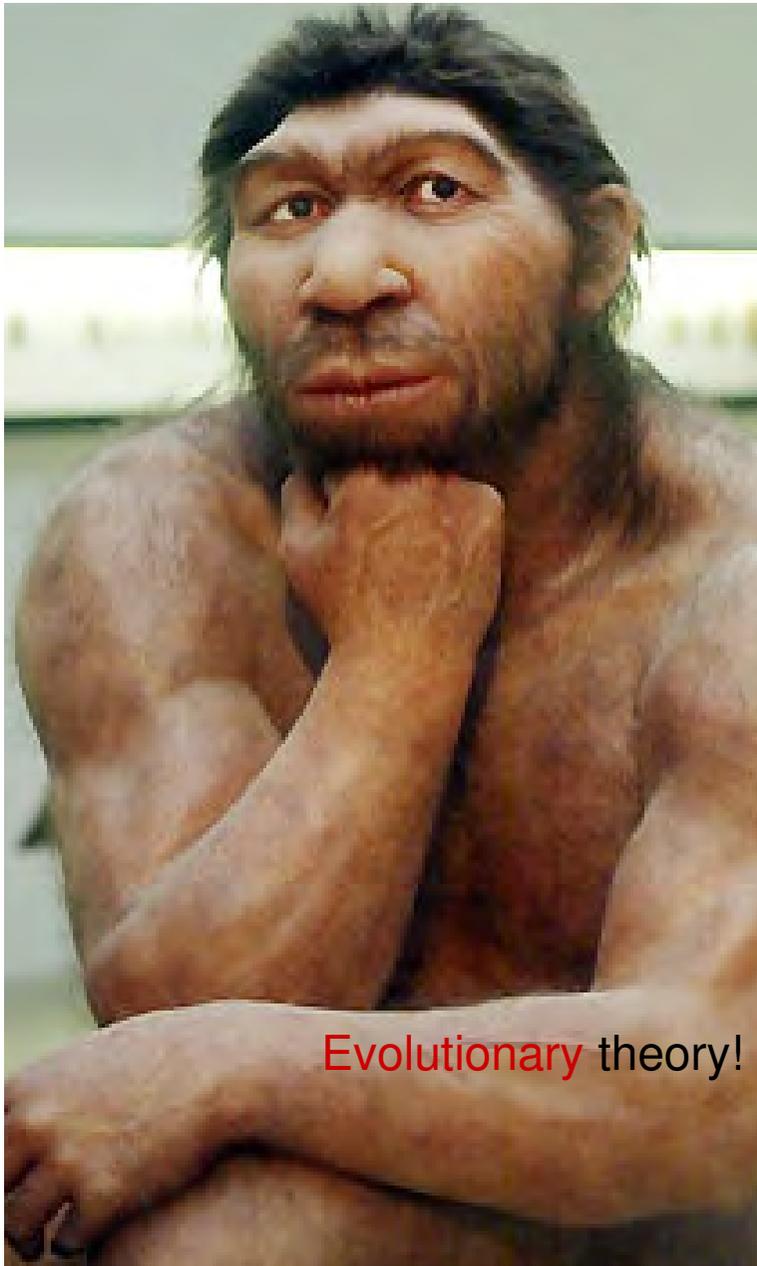




What do you think is the most **significant** factor in ensuring graduate attributes are integrated into the curriculum





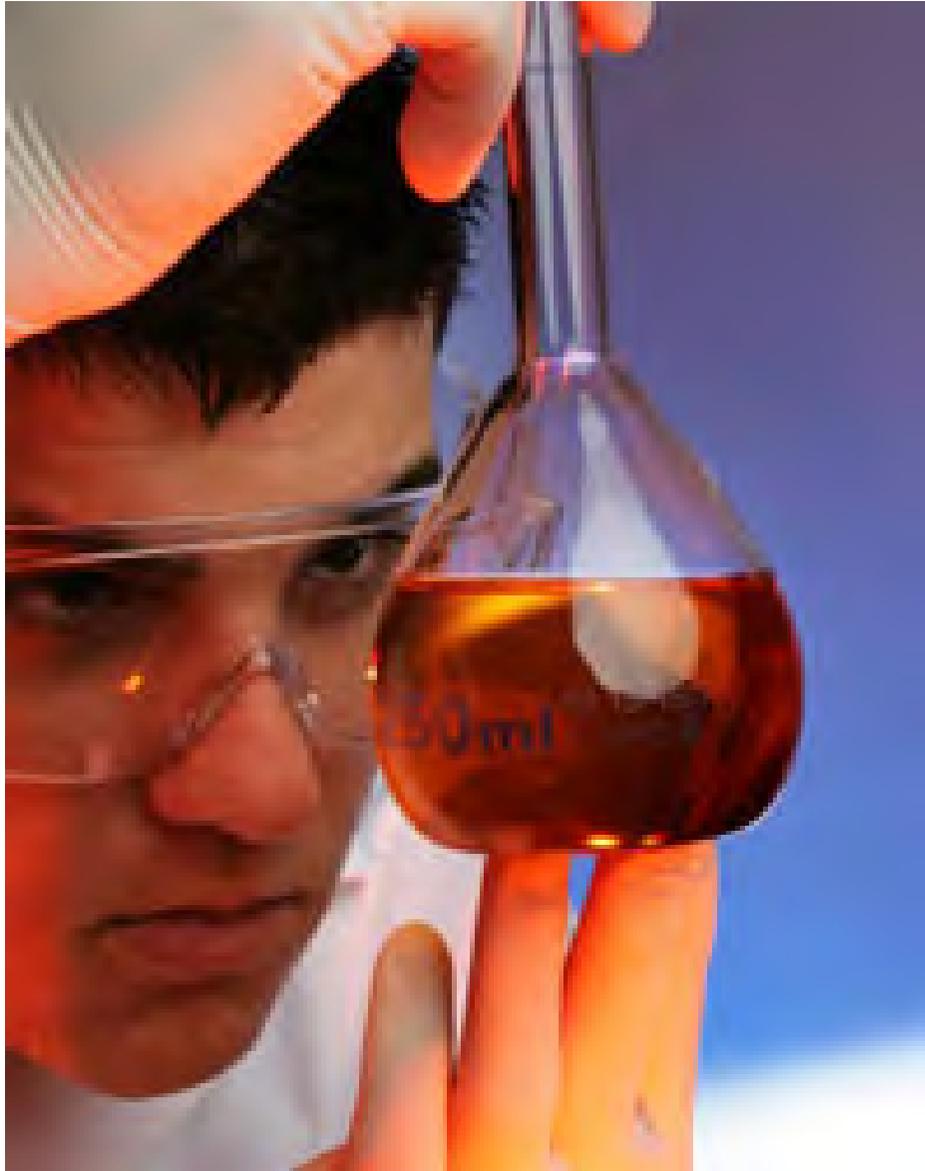


Evolutionary theory!



- **Academic staff** are the ‘front-line’ actors engaged in implementation of policy related to curriculum development
- **Academic staff** beliefs often **neglected** when implementing institutional change projects
- Academic **staff beliefs impact** on motivation and ability to take responsibility for developing graduate attributes
- Ignoring such beliefs is a **significant oversight**





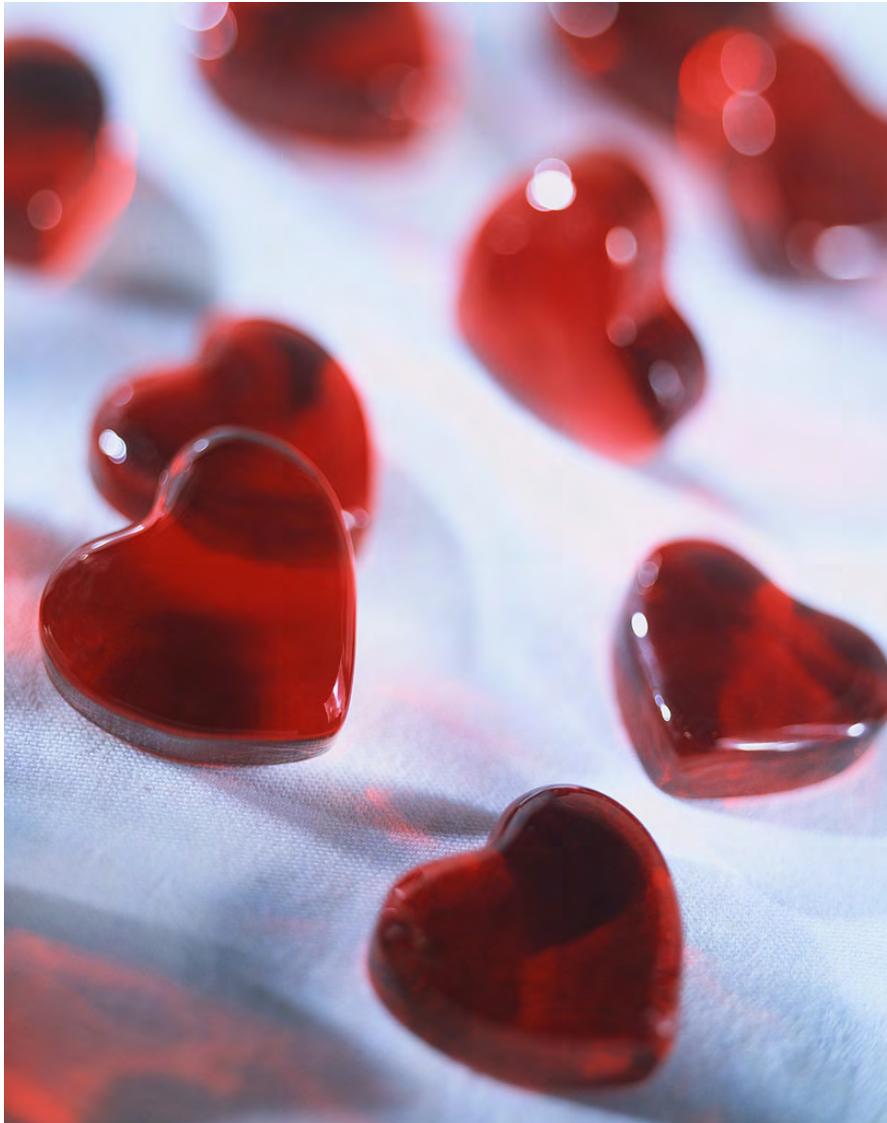
Academics are
experts in their
field of study





Assessment is
the litmus test



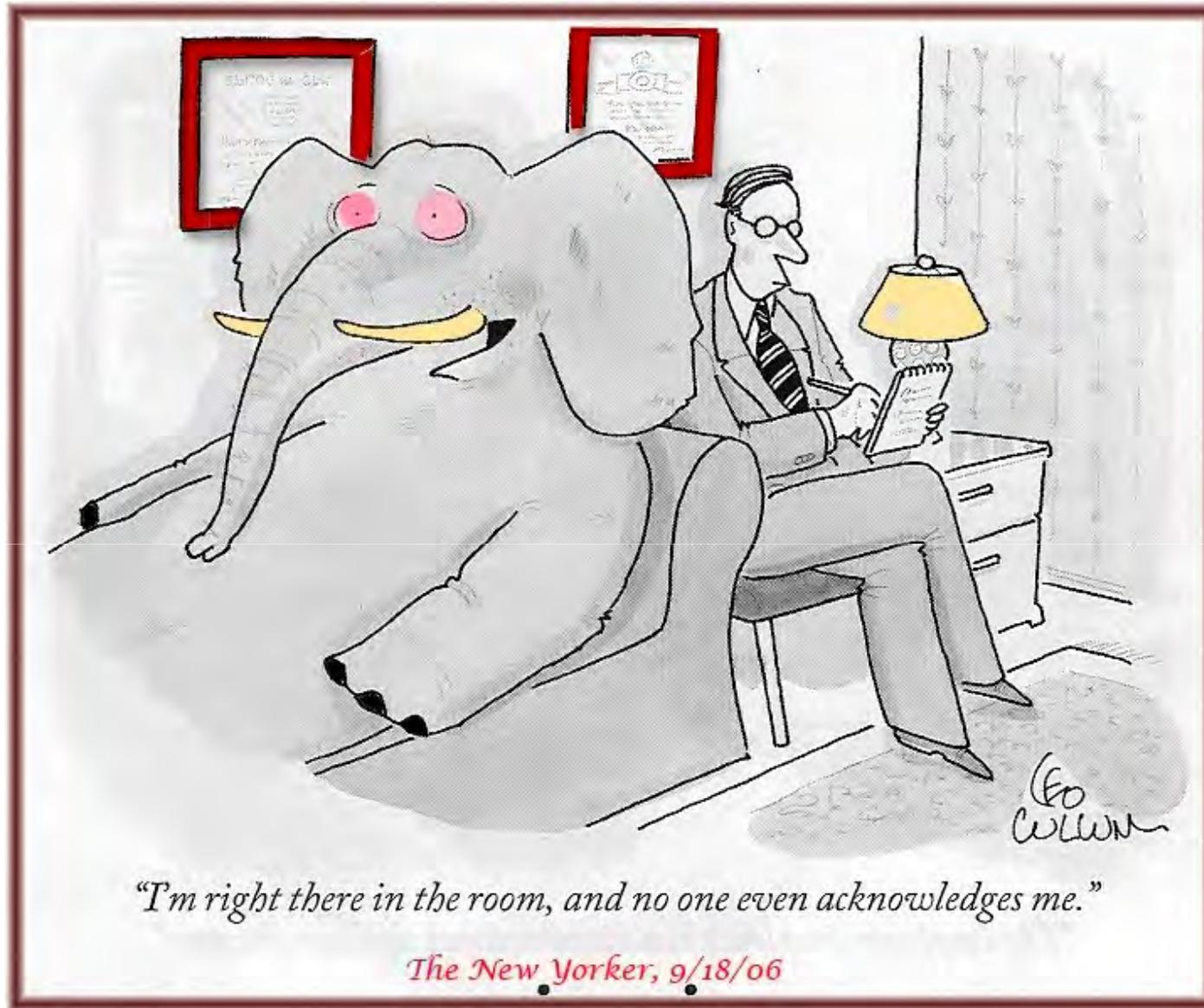


Assessment
reveals what is
really **valued**





...the **beliefs** that academic staff hold regarding graduate attributes has a **major impact** on their **engagement** in any institutional attempts to **embed** graduate attributes in the curriculum — especially when changes are initiated from the ‘top down’



"I'm right there in the room, and no one even acknowledges me."

The New Yorker, 9/18/06

Your beliefs

Do you believe that



Universities should focus on developing graduate attributes?

1. Yes
2. No

0%

0%



1

2



It's the academic's role to teach and assess information literacy?

1. Yes
2. No

0%

0%



Academics have the confidence to teach and assess information literacy?

1. Yes
2. No

0%

0%



1

2



Teaching and assessing information literacy should be embedded in the discipline?

1. Yes
2. No

0%

0%

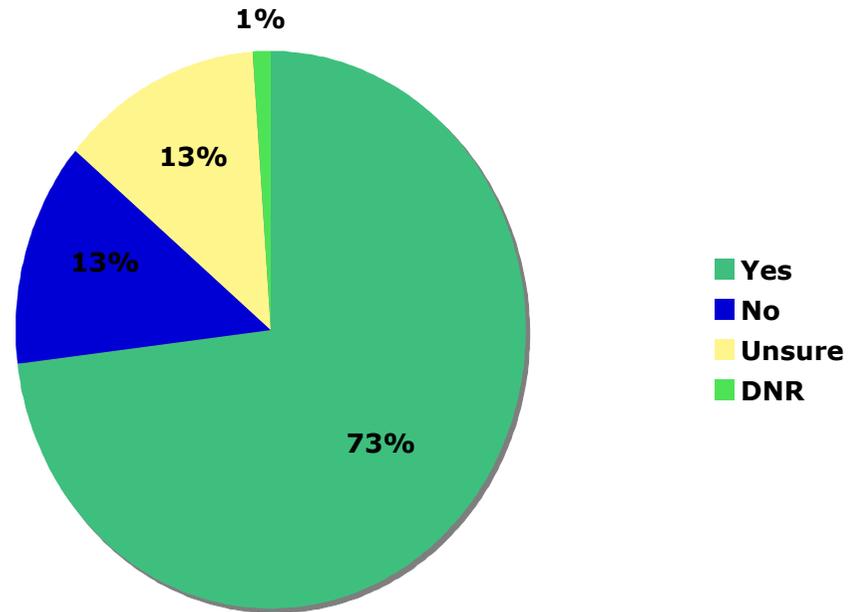


1

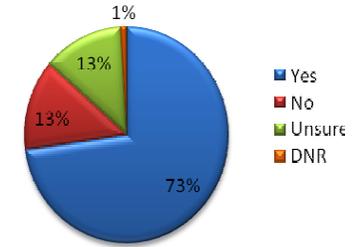
2



Important yes....



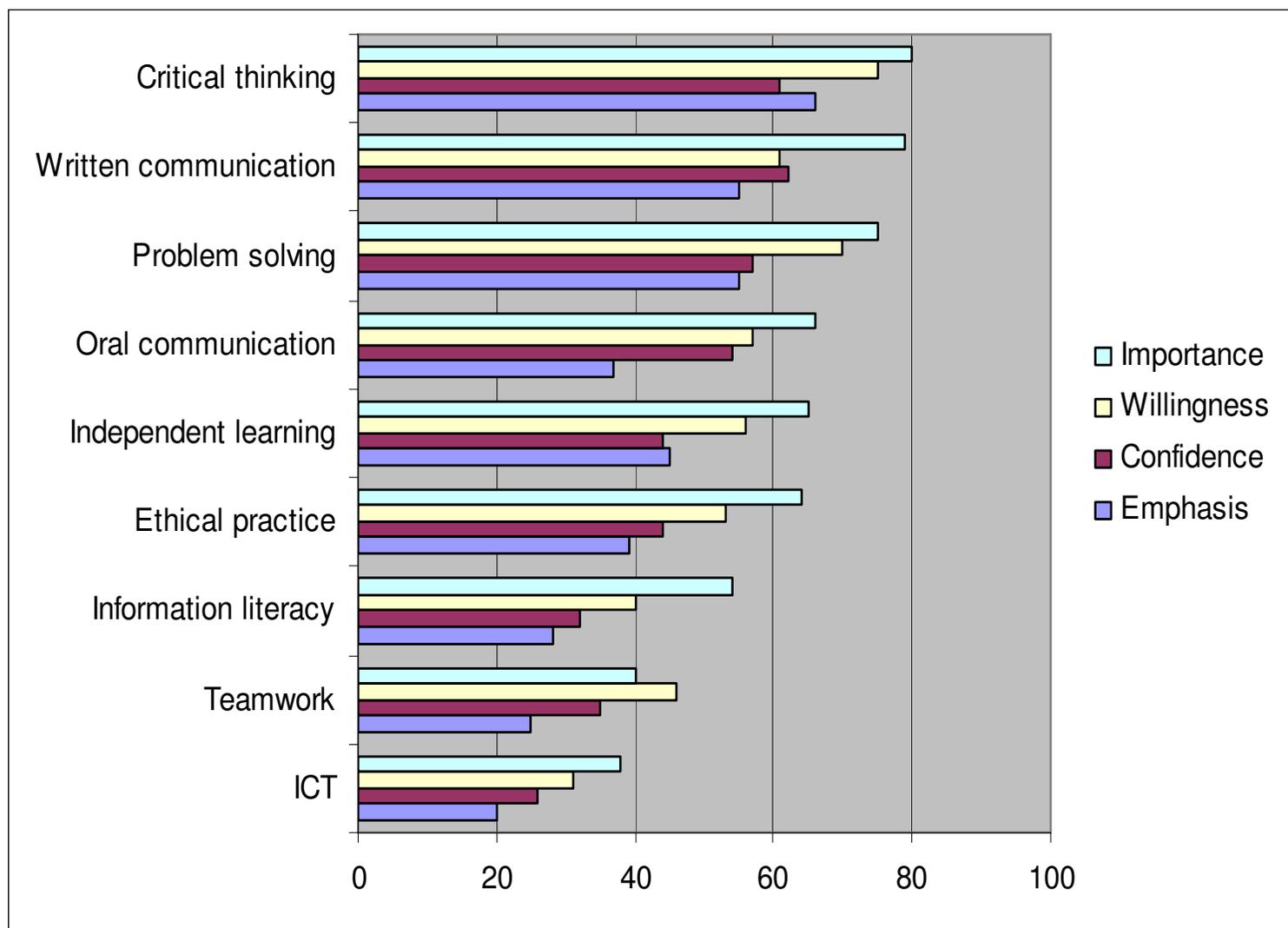
Question 3: Should graduate attribute: be an important focus for your University?

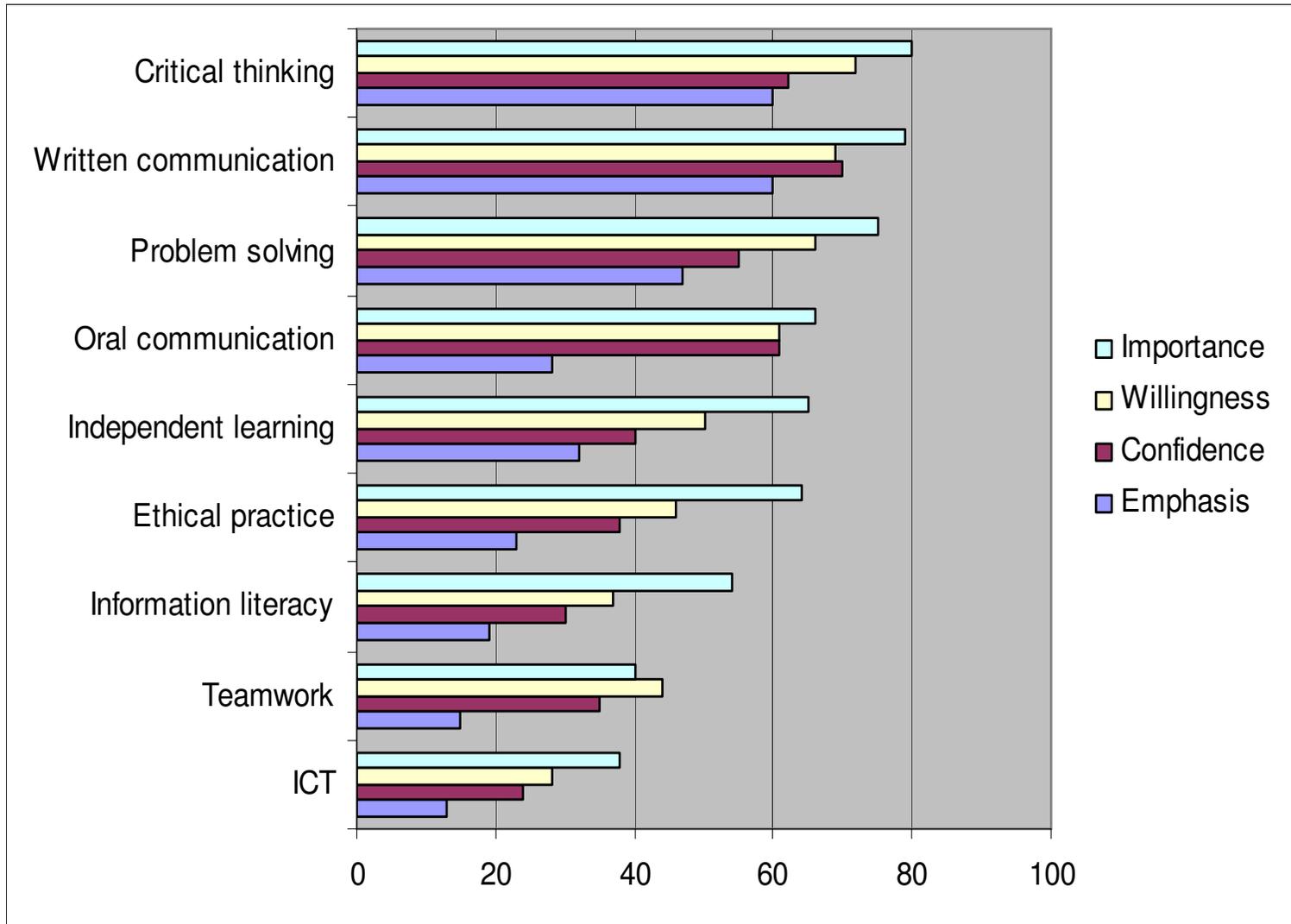


....but



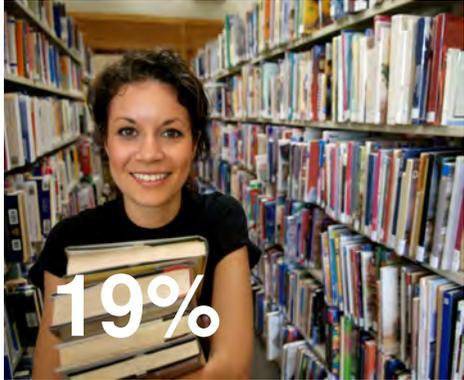
Teaching





Assessing





Critical thinking, written communication and problem-solving

Question 7: Emphasis placed on teaching graduate attributes
(Unlabelled = ≤3%)

Emphasis placed on assessing graduate attributes
(Unlabelled = ≤3%)

High Moderate Not at all DNR

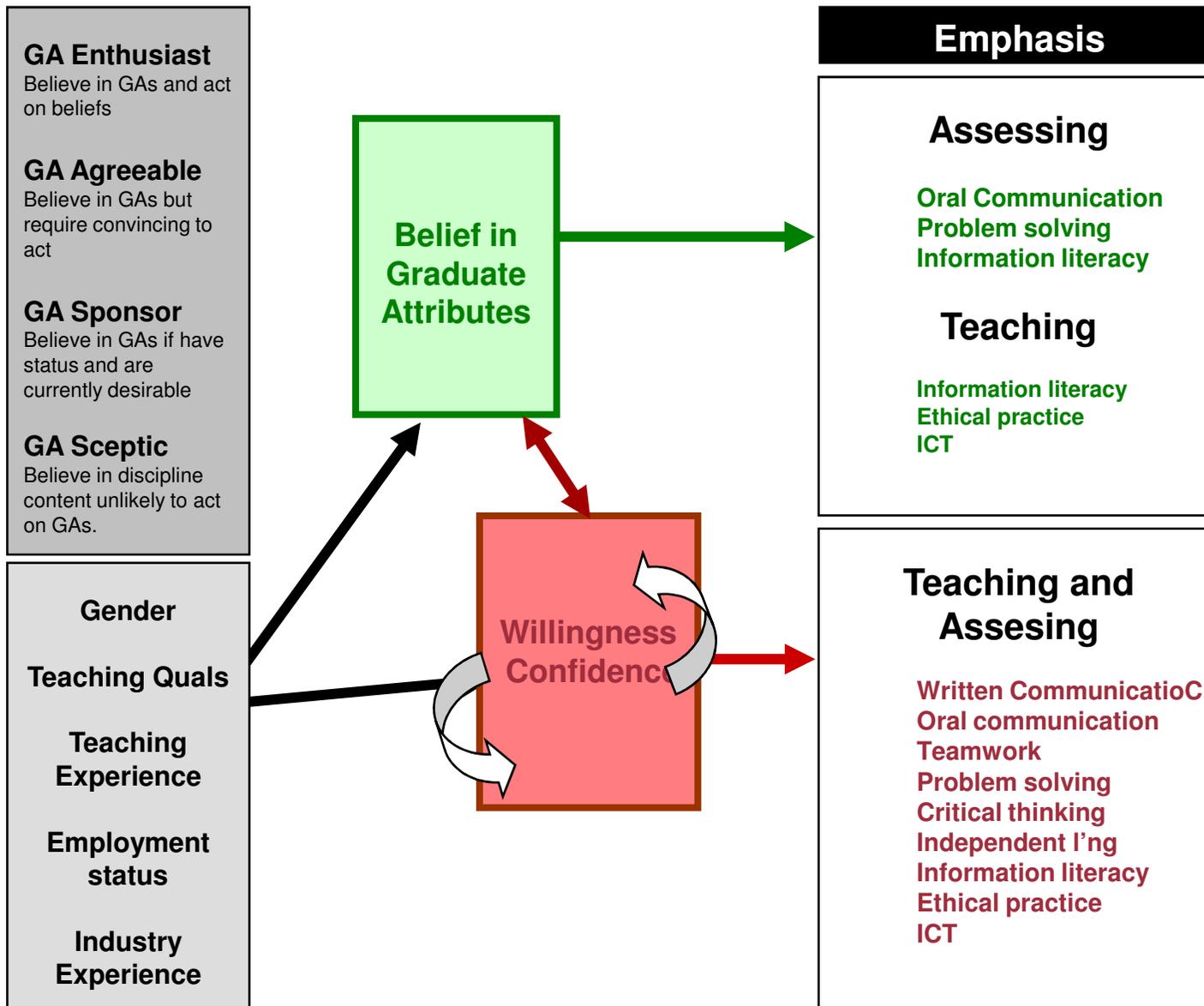
High Moderate Not at all DNR





Why do you think this is so?





What **else** is
required?



Institutional **commitment**

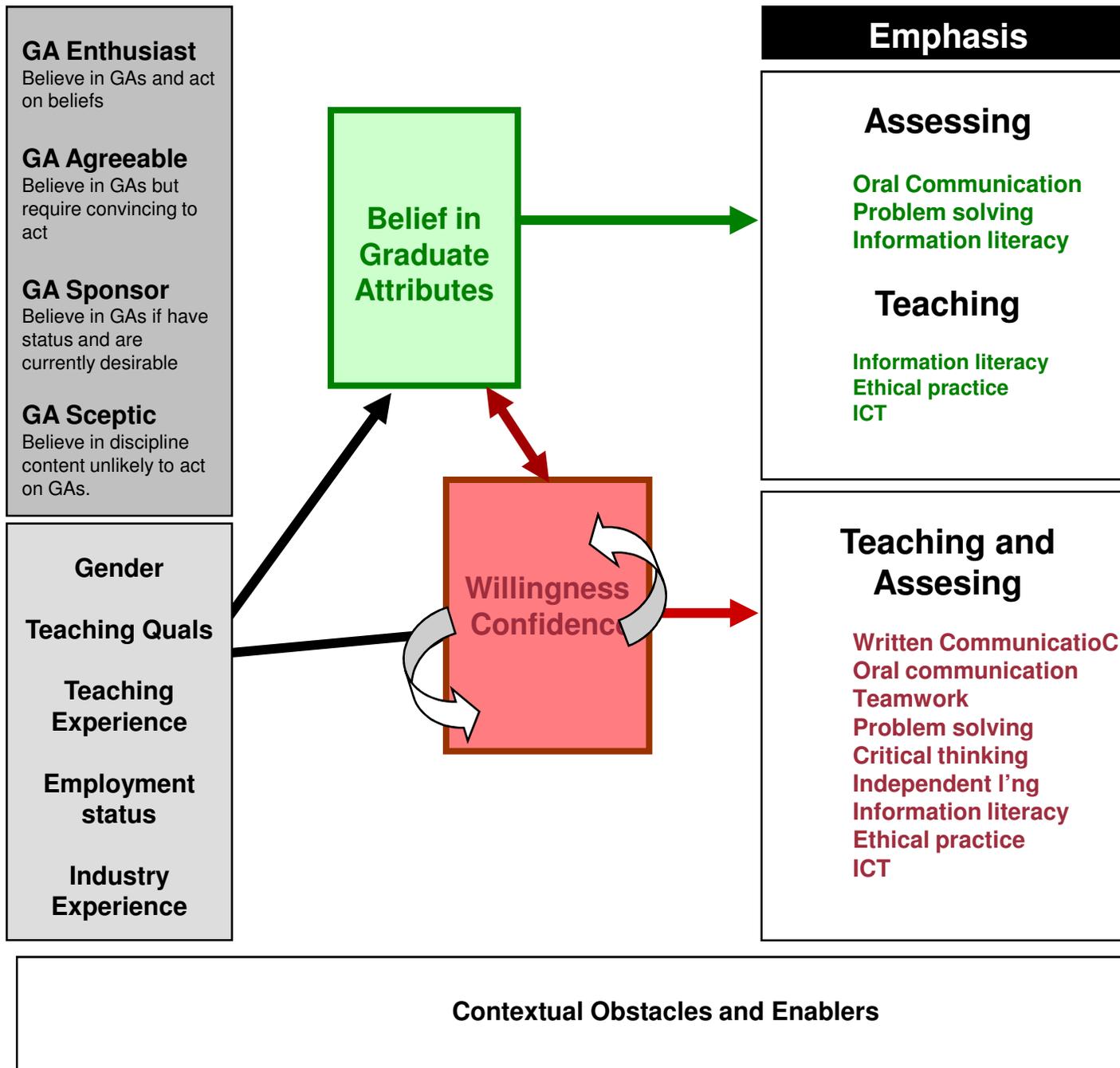
Supportive context

Leadership



and **most importantly**







So what?







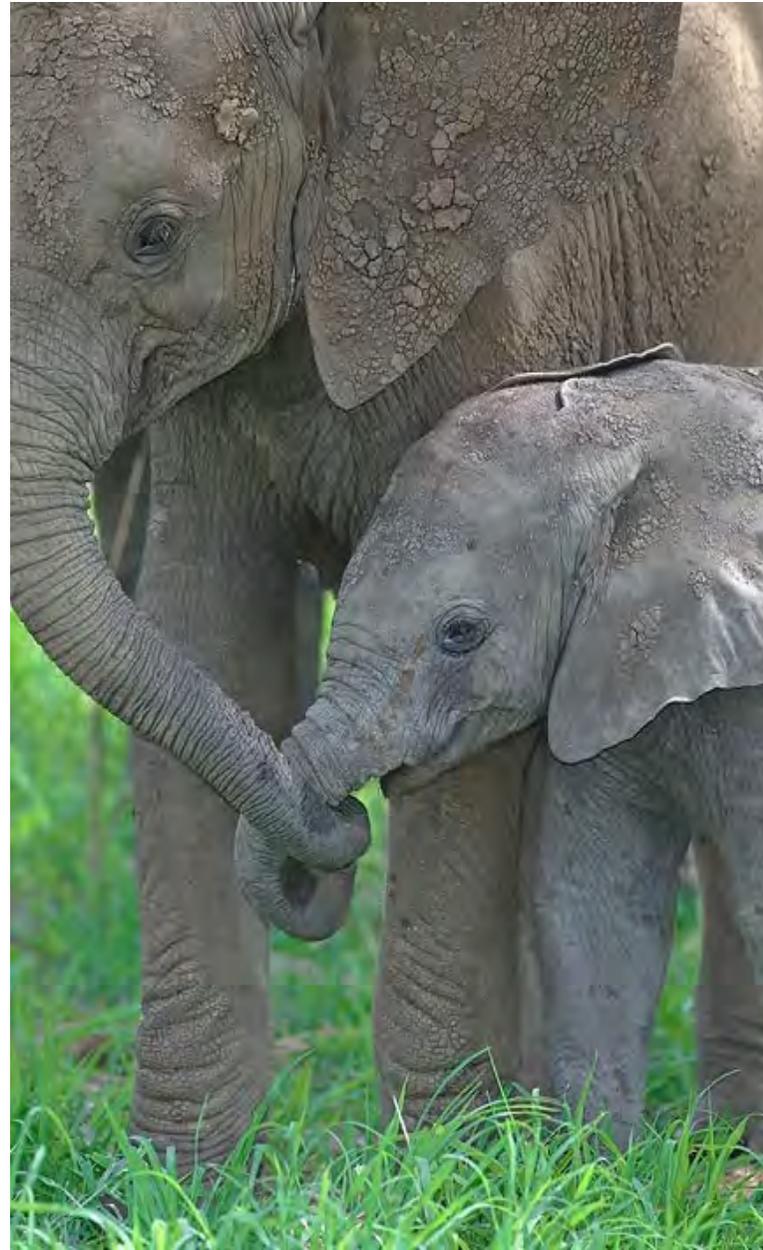


Gentle nudge



Big push





Your beliefs

Do you believe that



In terms of embedding information literacy in
courses



It is worth the time, cost, results, social prestige

1. Yes
2. No



It aligns with my existing values, practices, needs, past experiences and social norms

1. Yes
2. No



It is too difficult to do, learn and use the new skills required

1. Yes
2. No



There are opportunities to trial, experiment, and reduce uncertainty to learn by doing beforehand

1. Yes
2. No



Results are visible and stimulate discussion, interest and uptake

1. Yes
2. No

0%

0%



It is worth the time, cost, results, social prestige

Relative advantage

It aligns with existing values, practices, needs, past experiences and social norms

Compatibility

It is not too difficult to do, learn and use the new skills required

Complexity

There are opportunities to trial, experiment, and reduce uncertainty to learn by doing beforehand

Trialability

Results are visible and stimulate discussion, interest and uptake

Observability



Rogers' theory of perceived attributes or theory of the **diffusion of innovations**

Innovation is any idea, practice or object that is **new** to an individual

Focuses on individuals and their **motivations** to adopt innovations

Provides a theoretical explanation for **adoption of an innovation**

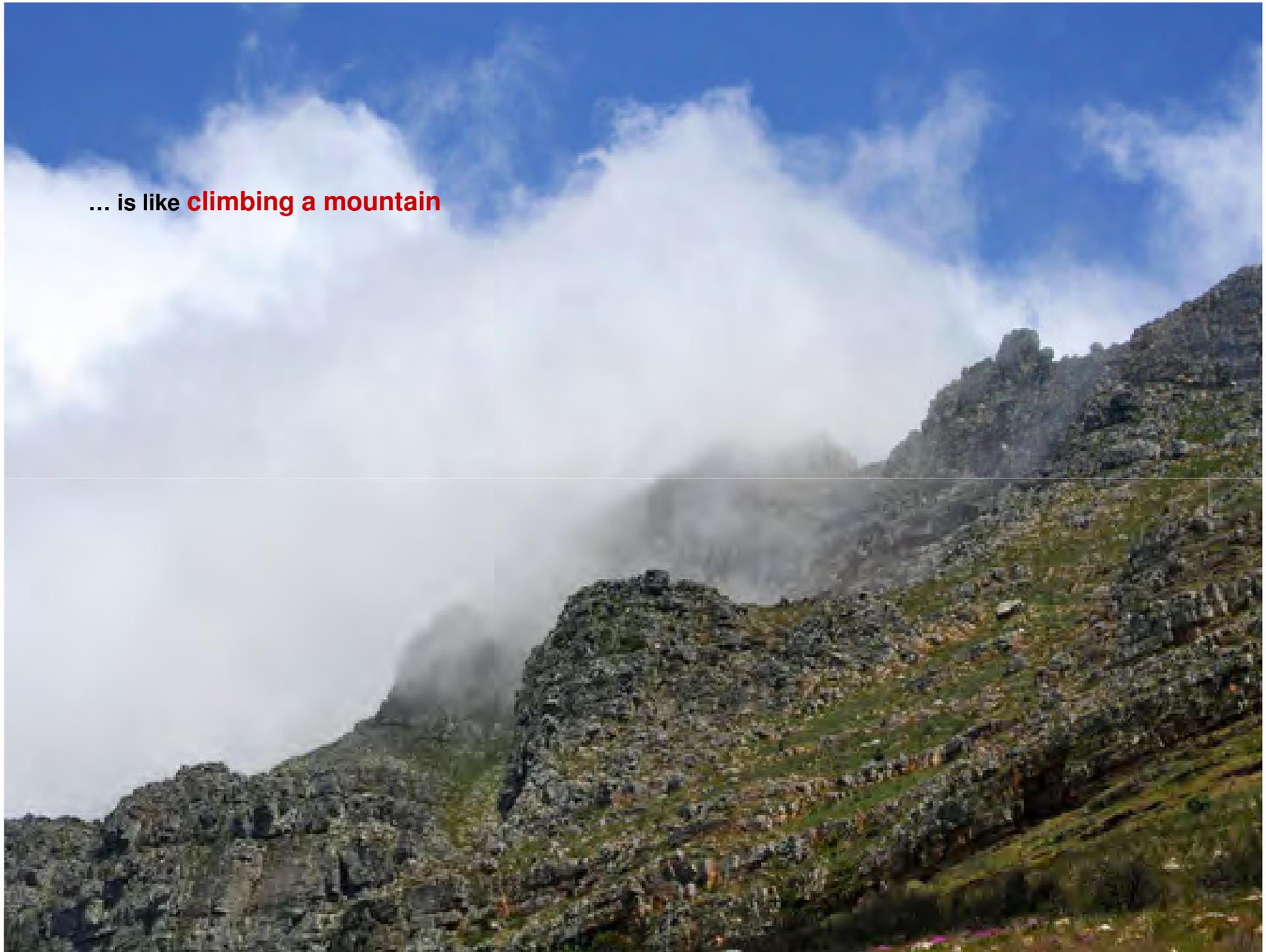
Rogers, E.M. (2003). Diffusion of innovations (5th Ed), New York: The Free Press.



To me working with staff to embed
information literacy into courses **is like...**

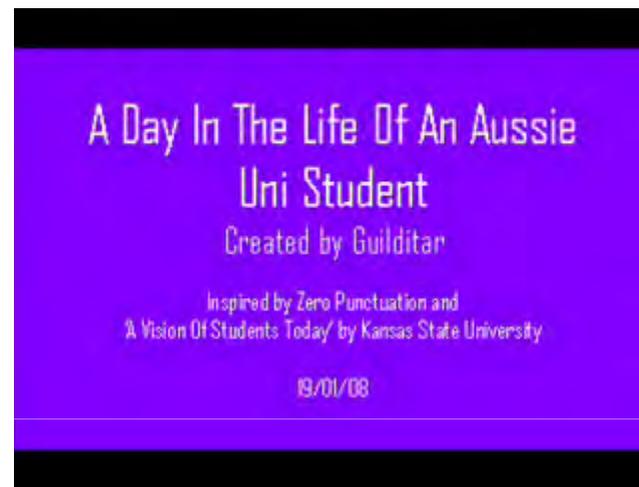


... is like **climbing a mountain**



- Have to be really prepared buy all the gear
- Feels overwhelming and daunting at times
- Many stops and starts along the way
- Can be foggy especially at the start
- Can take ages
- Need a thick skin from all the falls
- Need to be aware of snakes and birds of prey
- But geez it is beautiful out here and on the top!
- Just can't stop and so start again



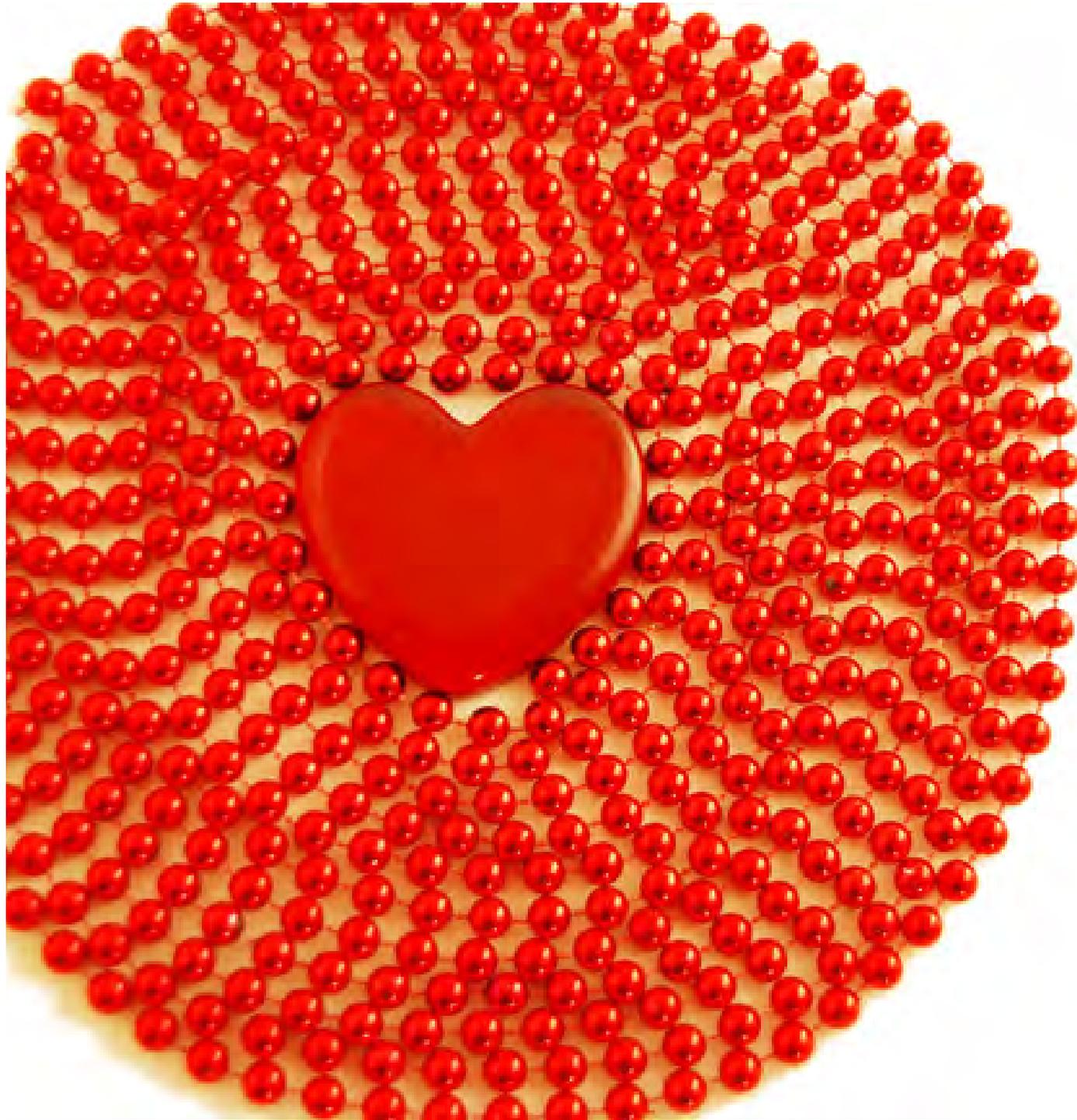


<http://www.youtube.com/watch?v=HtaoktUDWIE>



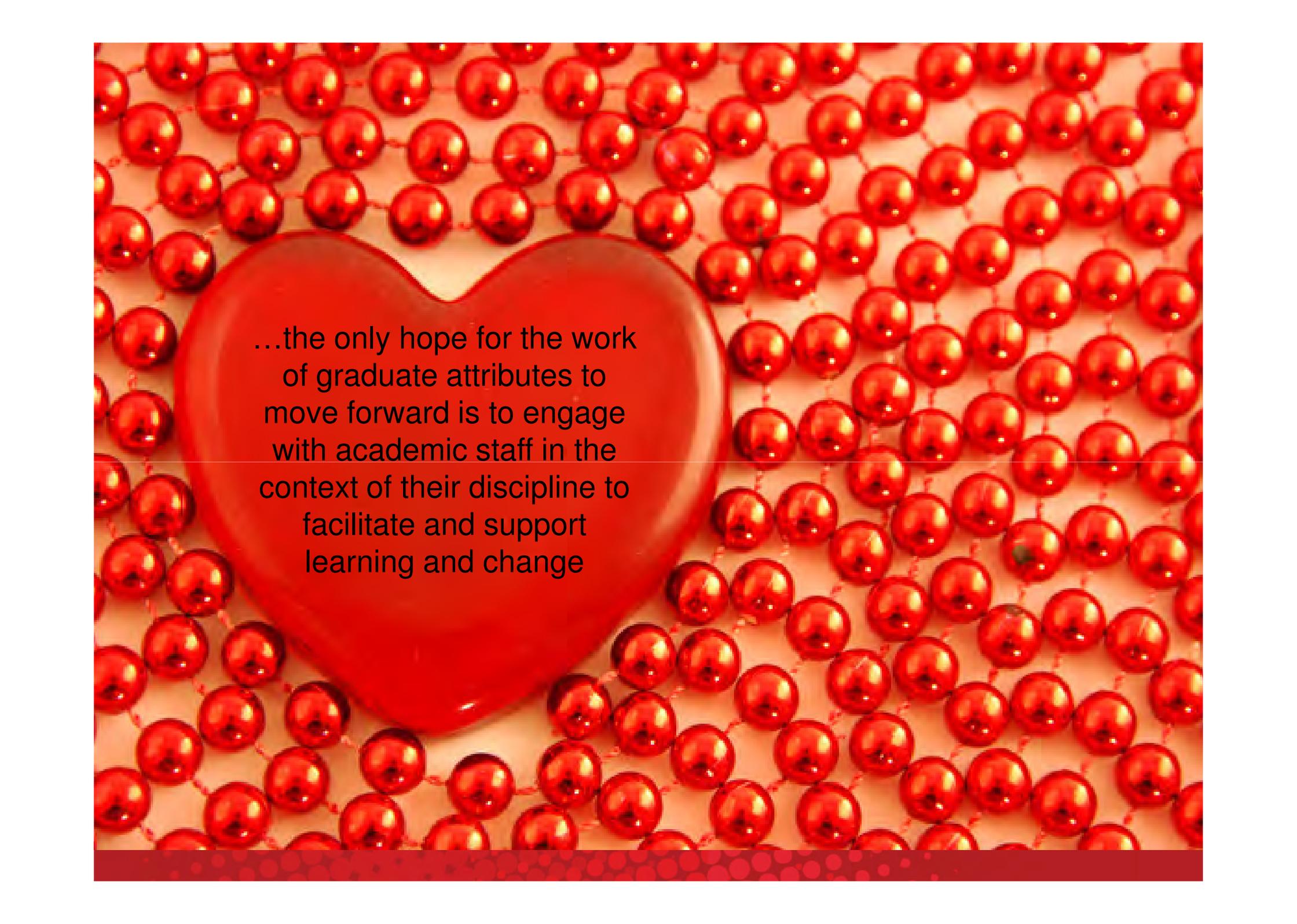
What **works**?





...culturally,
organisationally and
academically, staff
identify with their
discipline and
approach their
professional life by
their discipline

(Hare, 2007)



...the only hope for the work
of graduate attributes to
move forward is to engage
with academic staff in the
context of their discipline to
facilitate and support
learning and change



A background of deep red, vertically pleated curtains with a scalloped top edge. The lighting is soft, creating subtle shadows and highlights in the folds of the fabric.

Thank you

