

# Information and Digital Literacy Framework

MACQUARIE UNIVERSITY LIBRARY



Information and digital literacies form the basis for lifelong learning and empower individuals to live, learn and work in a digital society ([CAUL Digital Dexterity Framework, 2019](#)).

Information Literacy provides individuals with the critical thinking, problem solving, and analytical skills to find, create, evaluate and share information.

Digital Literacy is deeply entwined with Information Literacy. Digital Literacy goes beyond technical proficiency to enable productivity, scholarship, innovation and communication.

## Our Strategy

We empower students, educators, and researchers by facilitating the acquisition of core literacies and capabilities. Developing skilled, independent life-long-learners enables academic success, enhances graduate employability, and improves the quality of scholarship.

We do this by:

- Delivering a streamlined digital experience supporting modern approaches to blended, digital learning and a tiered service model that provides relevant support when and where it is needed.
- Working in partnership with academic and professional staff to embed information and digital literacy capability development into coursework.
- Providing expert support to researchers and research students at their point of need to develop the advanced research skills required to produce research excellence.

## Goals

- Students develop information and digital literacy skills to underpin academic success, employability and lifelong learning.
- Teaching staff have access to the skills and resources to embed information and digital literacies into curriculum.
- Researchers have access to advice on information literacy including ethical, legal use and publication of information.
- The Library is recognised as a leader and key partner in information and digital literacy provision.



## Principles

Our information and digital literacy service principles align with the [Library values](#):

- **Student centred** - addressing student needs and preferences
- **Equitable, inclusive, and accessible** (universal design)
- **Informed by curriculum** - designed in partnership with academic staff aligned to courses and addressing learning outcomes
- **Collaborative** - partnering with staff and students
- **Effective** - activity driven and learner focused
- **Adaptable, sustainable and scalable**
- **Impactful** - outcome focussed and evidence based evaluation
- **Informed by best practice, higher education standards and internationally recognised frameworks** including - [Australian and New Zealand information Literacy Framework](#), [Australian Qualifications Framework](#), [ACRL Framework for Information Literacy for Higher Education](#), [CAUL Digital Dexterity Framework](#), [Digital Skills Development \(DSD\) framework](#), [JISC Digital Capabilities Framework](#), [Research Skills Development Framework](#), [TEQSA Higher Education Standards Framework \(Threshold Standards\) 2021](#), [Macquarie University – Graduate Researcher Development Framework](#)