Developing an Evaluation Framework for Information Literacy Strategies

‘In model approaches, information literacy is prominent in mission and vision statements, strategic plans, and program descriptions. Information literacy is an institution-wide agenda and part of the president’s and provost’s vocabulary.’ (Wilson, 2001)

Research questions
- What is the evidence for institutional engagement with information literacy?
- Where is information literacy located in the institutional strategy portfolio?
- How is information literacy represented in policy and planning documents?

Related literature
- Information Literacy IQ Test (ILI, 1998)
- Critical Success Factors (Town, 2003)
- Information Literate University Levels of Engagement (Webber & Johnston, 2006)

Key findings
- Poor representation in library missions, but reasonable coverage in strategic plans
- Few examples of graduate attributes, though many references in student skills lists
- Weak representation in research domain, despite specification in Research Council training requirements
- Strong presence in information/knowledge management strategies often followed through to other documents (e.g., learning and teaching)
- HR and knowledge transfer strategies offer chance to move beyond traditional arena

Evaluation framework

Indicators of commitment
(Dimensions of strategy statements)
- Positioning – level in hierarchy, prominence in document, priority among issues, collocation with items
- Precision – specificity of goals, attention to detail, clarity of phrasing
- Penetration – extent of coverage, number of documents, strategy linkage

Further research
- In-depth investigation, using interviews as well as documents
- Comparative studies, involving action research by practitioners
- Other sectors, exploring levels, types and domains of engagement


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