Information Literacy Common Curriculum
for undergraduates of 1st to 4th years
of the
Sri Lankan public universities[1]

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Developed by Pradeepa Wijetunge PhD
Librarian
University of Peradeniya
Peradeniya
SriLanka

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[1] This is a revised version of the IL common curriculum developed for the Standing Committee of Library and Information Studies (SCOLIS), University Grants Commission, Sri Lanka by illustrating the modules within the Empowering 8® framework.

Contents

Information Literacy Common Curriculum for undergraduates (1ˢᵗ - 4ᵗʰ years) of the Sri Lankan public universities

1. Information Literacy

Information Literacy is a set of abilities requiring of individuals and groups to recognize when information is needed in their unique contexts and have the ability to effectively and efficiently locate, **access**, evaluate and use **ethically and legally to create new knowledge,** and **have the ability to reflect on the process[2].** In a broader context information literate people have been described to possess the abilities to;

- recognize a need for information
- determine the extent of information needed
- access information efficiently
- critically evaluate information and its sources
- classify, store, manipulate and redraft information collected or generated
- incorporate selected information into their knowledge base
- use information effectively to learn, create new knowledge, solve problems and make decisions
- understand economic, legal, social, political and cultural issues in the use of information
- access and use information ethically and legally
- use information and knowledge for participative citizenship and social responsibility
- experience information literacy as part of independent learning and lifelong learning (UNESCO 2002)

However it has to be stressed that IL is not necessarily ICT skills or the library skills. Instead IL facilitates learners to master content and extend their explorations, become more self-directed and to be in charge of their learning.

IL is an intellectual framework for recognizing the need for, locating, evaluating and using information. These activities may be supported by the fluency in ICT but most importantly critical judgment and logical reasoning is vital and IL initiates, sustains and extends lifelong learning through abilities that may use technologies but are ultimately independent of them.

2. Information Literacy as the tool to achieve Lifelong Learning

Instead of the physical abilities of the work force or the efficiency of transforming raw material into end-products the current global economy demands a workforce with a wide variety of technical skills, interpersonal skills and methodological skills. The survival of any country in the

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[2] This definition was developed by a group of 35 university librarians attended a workshop on IL (organized with the support of International Network for the Availability of Scientific Publications (INASP), UK in 2011. It is based on ACRL (2000) and Dorner and Gorman (2006) with highlighted elements added by the Sri Lankan participants.

competitive global economy will depend upon the extent to which new knowledge is created and used in its development processes. If the intellectual capacity of the people is low, the potency for development will be low but if the intellectual capacity of the people is high the potency of development will be high.

A society which utilizes the knowledge of its people as the key engine of economic growth is defined as a Knowledge Economy and becoming a successful knowledge society depends upon four key elements; 1) educated and skilled workforce who can continuously upgrade and adapt their skills to create and use knowledge efficiently 2) an effective innovative system of firms, universities, research centers and other organizations that can keep up with the knowledge revolution and tap into the growing stock of global knowledge and assimilate and adapt it to local needs. 3) A modern and adequate information infrastructure that can facilitate the effective communication, dissemination and processing of information and knowledge and 4) an economic incentive and institutional regime (Chen and Dahlman 2005).

The traditional method of education, of imparting knowledge by the teacher for the students to memorize and regurgitate at the examinations is not capable of producing the knowledge economy drawn upon the intellectual capacity of the workers. For that a new paradigm of education is necessary. This new paradigm is known as lifelong learning – learning from womb to tomb with no stopping between secondary or tertiary education. The Australian and New Zealand Information Literacy Framework (Bundy 2004) recognizes the ALA's statement that information literate people

> …know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are prepared for lifelong learning, because they can always find information for any task or decision at hand (ALA 1989).

ALA (1989) further comments that IL is a means of personal empowerment. It allows people to verify or refute expert opinion and to become independent seekers of truth and Bundy (2004) also has identified IL as a subset of lifelong learning;

3. Rationale

> "Low quality and poor economic and social relevance of the educational programmes offered by the public universities contribute to high graduate unemployment. Among graduates below 25 years of age 58% are unemployed; and among graduates aged 25030, 35% are unemployed" (World Bank 2003: 4).

> "Teaching and learning practices do not encourage acquisition of competencies and social skills demanded in the labor market and curricula in many disciplines are not in tune with broader economic and social needs. Faculties lack critical learning resource, modern IT systems, laboratory equipment and consumables, library materials and adequate facilities." (World Bank 2003: 4).

The above two comments about the quality of graduates and the teaching /learning practices of the Sri Lankan public universities were made in the proposal of the IRQUE project under which many initiatives were taken to increase the relevance and quality of our degree programmes.

World Bank (2009) further recommended improving the relevance of the curricula, improving teaching and learning methods, enhancement of quality assurance process and many other initiatives in order to enhance the quality of higher education. Developing English language skills and mastery of ICT is deeply stressed by the World Bank in both reports (2003 and 2009), yet *is it only* ICT and English skills need to be improved? Many the other critical skills incorporated in to IL seem to have been missed by these initiatives. Unless the undergraduates are equipped with a wide variety of skills and competences, they will not become lifelong learners with capabilities to survive the turbulent world of work.

Almost every university library in the country has made initiatives to offer IL programmes to undergraduates with the objective of improving their lifelong learning skills. However, there has been no co-ordination in these efforts and not all university libraries are equally equipped to offer IL programmes of the same caliber.

Standing Committee of Library and Information Studies (SCOLIS) of the University Grants Commission of Sri Lanka as most appropriate body to address this issue, because it is responsible for the advancement of the services provided by the university libraries, assigned the author to develop a common IL curriculum framework suitable for the public universities of Sri Lanka. It is not mandatory to adhere to this common curriculum, but it could be used to ensure that any IL programme offered in the university system contains the basic elements and follow a common structure.

The common IL curriculum which provides four programmes for first to fourth year undergraduates is based on the eight stages of the Empowering 8$^®$ IL model (Wijetunge and Alahakoon) formulated in Sri Lanka in 2004 and Appendix One illustrated all the modules of four programmes within the framework of eight stages of Empowering 8$^®$

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Information Literacy – Level I (for first year undergraduates)

Aspects	Details
Module Title	Information Literacy - Level I
Target Group	First year Undergraduates
No. of hours / credit value	15 classroom contact hours / one credit.
Objectives	Due to the variations in the prior learning environments, the newly enrolled undergraduates need an orientation programme to familiarize themselves to the academic environment of any university, especially those who have studied in rural schools with less exposure to advanced library systems. There are two specific objectives of the IL – Level I programme; 1. To provide a thorough knowledge of the library system of the university concerned and its resources so that they get the maximum benefit of the library material and services. 2. To expose the students to the library etiquette so that they learn to respect and protect the library property and other users.
Prerequisites	Basic skills in using a computer and a general knowledge of English spelling
Teaching/Learning activities	Through fifteen different topics a wide range of skills which are essential for successful utilisation of information resources available within the library will be introduced to the undergraduates. To guide the students during the process, a variety of check lists, activity sheets, handouts and guidelines will be provided. Duration of each topic would be one hour and a total of fifteen classroom contact hours and approximately another fifteen independent study hours would be required to complete the activities by the students. Lectures, presentations, demonstrations and hands on sessions would be used to deliver the content but passive one-to-many lectures during which students will be mainly listening are discouraged.
Assessment	By assessing the completed worksheets related to the topics covered in the module. A certificate of competency for achieving

Topics	Learning outcomes
	Information Literacy – Level I can be awarded to those who obtain a pass mark. A pass mark of 50% or more out of 100 is recommended so that there would be a general standard of the IL competency across all universities. Please see Table 1 for detailed Assessment
Topics	**Learning outcomes** (Following learning outcomes are designed in by taking in to consideration the Cognitive, Affirmative and Psychomotor domains of Benjamin Bloom (1956).
1. Introduction to the module (why we need information literacy, how different it is from library skills, contents covered by the module, learning activities, assessment method etc.)	1. Illustrate the ever-changing national and international information landscape. 2. Identify the significance of information in the learning process and in the world of work. 3. Realise the significance of IL as the tool for lifelong learning. 4. Describe the characteristics of the information literate undergraduate.
2. How to write successful assignments in the Faculty - I • Types of assignment given in the faculty • Objectives of these assignment • Their expected learning outcomes • Weightage of the marks given to assignment in a particular subject • Parts of assignments (Abstracts, introduction, body, conclusion, references, format of submission and deadlines etc.) • Significance of reading and information gathering for successful assignment writing	5. Illustrate the type of assignments in the faculty. 6. Describe the assessment pattern of assignments 7. Elaborate parts of different assignments (i.e. Introduction, body, conclusion and references in an essay).
3. Understanding the Library • Introduction to the library in general (printed collections, digital libraries and other e-resources) • Introduction to the specific material relevant to the faculty (books, Journals and E-Resources).	8. Be familiar with the university library. 9. Recognise its sections and key officials.
4. Library Etiquette • what is accepted and not accepted in a library environment	10. Define the activities that will harm the library property 11. Explain the dress code appropriate for the library 12. Describe the activities that can disturb the other readers of the library 13. Articulate the penalties for violating the library rules
5. Types of information sources (books,	14. Identify different types of information

journals, magazines, newspapers, encyclopedias, dictionaries and non print media etc.)	sources 15. Evaluate the merits and demerits of each type. 16. Appraise the most appropriate source for the purpose.
6. Identifying the parts of information sources • Parts of a book and their purposes • Parts of a journal and their purpose.	17. Compare and contrast different parts of books/journals and other material. 18. Capture relevant information from these different parts.
7. Using the Reference sources available in the library • General Dictionaries, Thesauri, Encyclopedias, Atlases etc.	19. Recognise the alphabetical and other arrangement in reference sources. 20. Find general information from a reference sources.
8. How to use the card catalogue to locate known items (Items of which Title and Author are known).	21. Using the library catalogue to locate material when Author or Title is given
9. How to use the Online Public Access catalogue (OPAC) to locate material related to a topic.	22. Using the OPAC to locate material related to a specific topic but of which author or title not known to the user.
10. How to use the classification system to locate material	23. Locating library material on shelves using the library classification system.
11. Evaluation of print / non print information sources using standard crietria	24. Determine the currency of information 25. Assess the authority of information 26. Choosing appropriate sources for the academic purpose.
12. Academic Reading – I • Effective reading (Skimming and scanning) • Note taking techniques (Cornell, Tabular and Mind Map Methods) • Recording citation information of books, journal articles, chapter of a book)	27. Use different techniques for effective reading (getting the maximum within a limited time period). 28. Employ various methods to take notes from information sources. 29. Recording the citation information for later use.
13. Organising the material	30. Summarise contents of a given source. 31. Paraphrase the ideas in a given source. 32. Taking down quotations from information sources.
14. Citation of information • ALA, MPA, Harvard, Vancouver (Medical) and Blue Book (Law) Methods	33. Recognise the reasons for citing sources 34. List main citation methods 35. List the references consistently using one such method.
15. Avoiding Plagiarism	36. Define what plagiarism is 37. Recognise the instances of plagiarism 38. Use techniques to avoid plagiarism

Evaluation of the programme	39. Giving constructive feedback on the module.
Resource Persons	Senior Library staff and where appropriate senior faculty staff. It is strongly recommended that Library staff follow some sessions in pedagogical skills if they have not already done so, before commencing teaching in the IL programme.

Table 1 – Assessment of Information Literacy - Level I

Component	Evidence produced by students for assessment	Marks
1. Understanding the Library	Activity sheets completed after each session	10
2. Library Etiquette		10
3. Types of information sources		5
4. Identifying the parts of information sources		5
5. Using the Reference sources available in the library		5
6. Using the card catalogue		5
7. Using the (OPAC)		10
8. Locating material using the classification scheme		10
9. .Evaluation of print/ non print information sources		10
10. Academic Reading – I		5
11. Organising the material		5
12. Citation of information		10
13. Avoiding Plagiarism		10
Total		**100**

Information Literacy – Level II (for second year undergraduates)

Aspects	details
Module Title	Information Literacy – Level II
Target Group	Second year undergraduates
No. of hours / credit value	15 classroom contact hours / one credit.
Objectives	There are three specific objectives of this programme; 1. To expose the students to advanced information resources within and outside the library. 2. To introduce them to exploiting ICT for searching, retrieving and storing of information. 3. To enable them to integrate facts from sources with their own ideas.
Prerequisites	Information Literacy – Level 1
Teaching/Learning activities	Through fifteen different topics a wide range of information skills which are essential for successful utilisation of physical and electronic information resources available within the library and through other libraries and Internet will be introduced to the undergraduates. To make the learning more goal directed an assignment topic would be chosen jointly by the library and faculty staff to introduced the various IL topics. To guide the students during the process a variety of check lists, activity sheets and guidelines will be provided. Duration of each topic would be one hour and a total of fifteen contact hours and approximately another fifteen independent study hours by the students. Lectures, presentations, demonstrations and hands on sessions will be used to deliver the content.
Assessment	By assessing the completed worksheets related to the topics covered in the module. A certificate of competency for achieving Information Literacy – Level II can be awarded to those who obtain a pass mark. A pass mark of 50% or more out of 100 is recommended so that there would be a general standard of the IL competency across all universities. Please see Table 2 for detailed Assessment.
Topics	**Learning outcomes**
1. Introduction to the module (Objectives, contents learning activities and assessment method) and types of assignments encountered in the second year	1. Describe the advantage of following the IL Level II module.
2. Analysing a given assignment using thinking tools (mind mapping, fish bone diagrams and brain storming).	2. Draw mind maps related to a particular topic. 3. Analyse the assignment topic to identify the key concepts. 4. Build key words and search strategies related to the assignment to support information searching.

3. Finding information for the assignment from the library - Using the OPAC, card catalogue and the classification system to locate material	5. Locate Known items using the catalogues and classification system 6. Identify other tools to find information (Indexes, Abstracts, trade bibliographies etc) 7. Conduct topical searches for unknown items
4. Using special reference sources available in the library (Subject specific Dictionaries, encyclopedias, Map reading, Photograph and painting reading etc. as appropriate for the faculty/department)	8. Recognise the alphabetical arrangement in reference sources 9. Find general information from a reference sources.
5. Introduction to e-resources available in the library	10. Use e-resources in the library to obtain appropriate information
6. Going beyond the library in search of information	11. Use online catalogues of other libraries 12. Use the Inter Library Loan facility of the library
7. Using Internet as an academic tool	13. Use Google and Google scholar to search for information 14. Download, save, copy and print documents in different formats
8. Reading online documents	15. Differentiate the organization of web pages in cont5rast to the traditional printed pages.
9. Small group discussions with the Reference Librarian (to provide an opportunity to interact with the academic staff of the library and to seek professional help whenever needed)	16. Recognise the library staff to seek help when required
10. Evaluation of print / non print information sources	17. Choosing appropriate sources to be used to support the assignment. 18. Reflect on own information sources for assignment
11. Academic reading (PORPE and SQ4R) and note taking techniques – II	19. Use PORPE and SQ4R for reading 20. Use additional methods to take notes from information sources.
12. Organising the material	21. Summarise contents of a given source. 22. Paraphrase the ideas in a given source. 23. Using quotations from sources 24. Integrate facts from other sources with one's own view points. 25. Developing a logical sequence of the assignment 26. Making a note of citation details.
13. How to write successful literature reviews	27. Organize the ideas thematically.
14. Citation of reference sources	28. List the references used for the assignment according to one international method.

15. Introduction to Intellectual Property Act No. 36 of Sri Lanka	29. Material covered by the Act
	30. Identify instances of copyright violation
	31. Define fair use of material
Evaluation of the programme	32. Giving constructive feedback on the module.
Resource Persons	Senior library staff (Faculty staff can collaborate to identify the assignment topic and to define the standard of the answer, number and types of resources that should be used etc.).

Table 2 – Assessment of Information Literacy – Level II

Component	Evidence produced by students for assessment	Marks
1. Introduction to the module (Objectives, contents learning activities and assessment method) and types of assignments encountered in the second year	Completed Activity Sheet	5
2. Analysing a given assignment using special techniques (mind mapping, fish bone diagrams and brain storming).	Mind Map or Fish Bone diagram related to the assignment	10
3. Finding information for the assignment books and journals, from e-resources, Internet etc.	List of material identified for the assignment and the evaluation criteria used to select particular items	25
4. Small group discussions with the Reference Librarian (to provide an opportunity to interact with the academic staff of the l8ibrary and to seek professional help whenever needed)	Interview schedule listing the discussion topics	10
5. Academic reading and note taking techniques and organising material I	Evidence of using different techniques to take notes	15
6. Citation of reference sources	List of references prepared according to one particular referencing system	15
7. Introduction to Intellectual Property Act No. 36 of Sri Lanka	Completed Activity sheet and exercise on in text referencing	20
Total		**100**

Information Literacy – Level III (for third year undergraduates)

Aspects	Details
Module Title	Information Literacy – Level III
Target Group	Third year undergraduates
No. of hours/credit value	15 classroom contact hours / one credit
Objectives	There are three specific objectives of this programme; 1. To expose the students to advanced electronic information resources. 2. To introduce the students to the advanced use of ICT for searching, retrieving and storing of information. 3. To introduce the students to social networking and its application in the academic environment.
Teaching/Learning activities	Through fifteen different topics a wide range of information skills which are essential to obtain maximum benefits from the digital environment will be introduced to the undergraduates. To guide the students during the process a variety of check lists, activity sheets and guidelines will be provided. Duration of each topic would be one hour and a total of fifteen contact hours and approximately another fifteen independent study hours by the students. Lectures, presentations, demonstrations and hands on sessions will be used to deliver the content.
Prerequisites	IL – Level II
Assessment	By assessing the process and the content of the completed activity sheets. A certificate of competency for achieving Information Literacy – Level III can be awarded to those who obtain a pass mark. A pass mark of 50% or more out of 100 is recommended so that there would be a general standard of the IL competency across all universities. Please see Table 3 for detailed Assessment.
Topics	**Learning outcomes**
1. Introduction to the module (Objectives, contents learning activities and assessment method) and types of assignments encountered in the second year	1. Explain the advantage of following the IL Level III module.
2. Analysing a given assignment using thinking tools (mind mapping, fish bone diagrams and brain storming).	2. Using open source thinking tools for mind mapping and research planning
3. Advanced Internet (surface and deep web, Subject gateways,	3. Identify the deep and surface web 4. Recognise Subject gateways and portals 5. Use Web and Subject Gateways to extract

	information for academic purposes
4. Advanced searching techniques, (Social classification, RSS feed, DOI etc)	6. Employ advanced search techniques to extract information from Social Networks
5. Using features of Web 2.0 for academic purposes - I (exploiting Blogging, Social Book Marking, Youtube, Wikis etc)	7. Extract information from Web 2.0 (social networking) features 8. Share knowledge of others using ICT
6. Using features of Web 2.0 for academic purposes - II (exploiting Blogging, Social Book Marking, Youtube, Wikis etc)	9. Extract information from Web 2.0 (social networking) features 10. Share knowledge of others using ICT
7. Using features of Web 2.0 for academic purposes – III (contributing to Blogging, Social Book Marking, Youtube, Wikis etc)	11. Contribute to the Social Networking sites 12. Share knowledge with others by contributing to the social networks using ICT
8. Using features of Web 2.0 for academic purposes – IV (contributing to Blogging, Social Book Marking, Youtube, Wikis etc)	13. Contribute to the Social Networking sites 14. Share knowledge with others by contributing to the social networks using ICT
9. Small group discussions with the Reference Librarian (to provide an opportunity to interact with the academic staff of the library and to seek professional help whenever needed)	15. Seek professional support from the library staff whenever required
10. Cyber security	16. Demonstrate personal and information safety in a networked environment
11. Introduction to Intellectual Property Act No. 36 of Sri Lanka -II • Non print material • Frequently Asked Questions on Plagiarism	17. Recognize incidents of plagiarism 18. Identify copyright violations of songs, drama, other performances and other non print material
12. Citation of reference sources - II	19. Citation of complicated material (Acts, Sessional Papers, Multipart items etc)
13. Use of citation software - I	20. Compiling bibliographies using appropriate software
14. Use of citation software - II	21. Compiling bibliographies using appropriate software
Evaluation of the Program	22. Giving constructive feedback on the program
Resource Persons	Senior library staff and faculty staff where appropriate).

Table 3 – Assessment of Information Literacy – Level III

Component	Evidence produced by students for assessment	Marks
1. Advanced Internet	Completed Activity Sheets	15
2. Advanced searching techniques,	Completed Activity Sheets	15
3. Using features of Web 2.0 for academic purposes	List of material identified for the assignment and the evaluation criteria used to select particular items	15
4. Small group discussions with the Reference Librarian (to provide an opportunity to interact with the academic staff of the library and to seek professional help whenever needed)	Completed Activity sheets ad worksheets	20
5. Cyber security	Completed Activity Sheets	05
6. Introduction to Intellectual Property Act	Completed Activity Sheets	15
7. Citation of reference sources	Completed Activity Sheets	15
Total		**100**

Information Literacy – Level IV (for fourth year undergraduates)

Aspects	Details
Module Title	Information Literacy – Level IV
Target Group	Fourth year undergraduates
No. of hours/credit value	15 classroom contact hours / one credit
Objectives	There are two specific objectives of this programme; • To develop the independent research skills of the undergraduates through effective use of information sources • To develop skills of research report / thesis writing according to international standards.
Teaching/Learning activities	Through eight different topics covered in fifteen classroom contact hours a wide range of information skills will be introduced to the undergraduates. To guide the students during the process a variety of check lists, activity sheets and guidelines will be provided. Duration of each topic would be two hours except topic 8 which will be covered in one hour and approximately another fifteen or more independent study hours would have to be completed by the students. Lectures, presentations, demonstrations and hands on sessions will be used to deliver the content.
Prerequisites	IL – Level III
Assessment	By assessing the process and the content of the completed activity sheets. A certificate of competency for achieving Information Literacy – Level III can be awarded to those who obtain a pass mark. A pass mark of 50% or more out of 100 is recommended so that there would be a general standard of the IL competency across all universities. Please see Table 4 for detailed Assessment.
Topic	**Learning Outcomes**
1. Using information sources to select a research topic - I	1. Use printed and digital information sources to discover research topics related to a specific discipline. 2. Identify a broader area of a research to be carried out using the information sources. 3. Recognise the on-going and completed national and international research related to the identified topic.
2. Using information sources to refine the research topic - II	4. Use appropriate literature to identify the research philosophy, process and methodology 5. Use appropriate literature to develop a working title, aims, objectives and research questions 6. Use appropriate literature to identify appropriate data collection and analysis methods.

3. Gathering Information for the research topic – I • Use of different types of sources and types of information	7. Choose different sources of information (printed and digital) appropriate to the topic (e.g. books, journals, databases, web sites etc) 8. Recognise different types of information required for the research (e.g. background, historical, statistical, Industry etc) 9. Recognise the advantages/ disadvantages of different sources of information.
4. Gathering information for the research topic - II	10. Using the prior learning experiences to read, make notes and citation details in a goal oriented manner.
5. Using information ethically in the research report/thesis – I • Creating the literature review	11. Integrating the intellectual property of others in one's own work ethically and legally
6. Using information ethically in the research report/thesis – II • Techniques of avoiding plagiarism within the research report / thesis	12. Protecting the rights of other intellectuals using the appropriate methods.
7. Preparing the end of chapter reference lists and bibliography	13. Differentiate the list of references and the bibliography 14. Prepare a comprehensive bibliography using appropriate software for the research report / thesis.
8. Format of the report / thesis	15. Follow the given guidelines in preparing the final draft.
Resource Persons	Senior library staff and faculty staff (where appropriate).

Table 4 – Assessment of Information Literacy – Level IV

Component	Evidence produced by students for assessment	Marks
1. Using information sources to select a research topic - I	Completed Activity sheets and worksheets	15
2. Using information sources to refine the research topic - II		15
3. Gathering Information for the research topic – I		15
4. Gathering information for the research topic - II		15
5. Using information ethically in the research report/thesis – I		10
6. Using information ethically in the research report/thesis – II		10
7. Preparing the end of chapter reference lists and bibliography		15
8. Format of the report / thesis		05
Total		**100**

Contact

Dr. (Mrs.) P. Wijetunge
Librarian
University of Peradeniya,
Peradeniya
e-mail: librarian@pdn.ac.lk
         pradeepawijetunge@pdn.ac.lk

Appendix One
Information Literacy Common Curriculum Modules within the framework of Empowering 8® Model

Stages of Empowering 8®	IL Level I	IL Level II	IL Level III	IL Level IV
1. Identify the information needs with special reference to the assignment topic	1. Introduction to the module 2. How to write successful assignments in the Faculty - I	1. Introduction to the module 2. Analysing a given assignment using thinking tools	1. Introduction to the module 2. Analysing a given assignment using thinking tools	1. Using information sources to select a research topic – I 2. Using information sources to select a research topic – II
2. Explore the libraries and other places for information	3. Understanding the Library 4. Library Etiquette 5. Types of information sources 6. Identifying the parts of information sources	3. Finding information for the assignment from the library	3. Advanced Internet 4. Advanced searching techniques	3. Gathering Information for the research topic – I
3. Select appropriate information sources	7. Using the Reference sources available in the library 8. General Dictionaries, Thesauri, Encyclopedias, Atlases etc. 9. How to use the card catalogue to locate known items 10. How to use the Online Public Access catalogue (OPAC) to locate material related to a topic. 11. How to use the classification system to locate material 12. Evaluation of	4. Using special reference sources available in the library 5. Using special reference sources available in the library 6. Going beyond the library in search of information 7. Reading online documents 8. Small group discussions with the Reference Librarian 9. Evaluation of print / non print information	5. Using features of Web 2.0 for academic purposes – I 6. Using features of Web 2.0 for academic purposes - II	4. Gathering Information for the research topic – II

	print / non print information sources using standard criteria	sources		
4. Organise the information contained in those sources in a logical manner	13. Academic Reading – I 14. Organising the material	10. Organising the material	7. Using features of Web 2.0 for academic purposes – III 8. Small group discussions with the Reference Librarian	5. Using information ethically in the research report/thesis – I 6. Using information ethically in the research report/thesis - II
5. Create a product using the information gathered	15. Citation of information	11. How to write successful literature reviews	9. Using features of Web 2.0 for academic purposes – IV 10. Cyber security 11. Use of citation software – I & II	7. Preparing the end of chapter reference lists and bibliography
6. Present the product to the target audience effectively;	16. Avoiding Plagiarism	12. Citation of reference sources 13. Introduction to Intellectual Property Act No. 36 of Sri Lanka	12. Introduction to Intellectual Property Act No. 36 of Sri Lanka -II 13. Citation of reference sources - II	8. Format of the report / thesis
7. Assess the outcome against the feedback from the audience and the process followed from Identify to Present stages	17. Assessment of content and process 18. Evaluation of the programme	14. Assessment of content and process 15. Evaluation of the programme	14. Assessment of content and process 15. Evaluation of the programme	9. Assessment of content and process 10. Evaluation of the programme
8. Apply the new knowledge gained in future problem solving instances	Reflections on successes, failures and the skills acquired, and the application of learnt skills in solving new information problems.			