



judith peacock

queensland university of technology

FYEHE conference | townsville | june 2009

Library



integrated learning
information services
academic literacies

i development
skills
centralised
integrated
learning
support



study-skills marketing
expanded ongoing communications learning-resources
academic-literacy models tiered development
QUTcite-write support integration strategies
standards Library policies
services strategic.planning implementation service-roles



information-literacy
effectively
evidence-based
integrated practice expertise specific context
within knowledge teaching
discipline deep **discourses**
literacies academic-literacy
strategies problem-solving
applied blended concept/skills
learning professional
skills critical-thinking learned
critical research principle



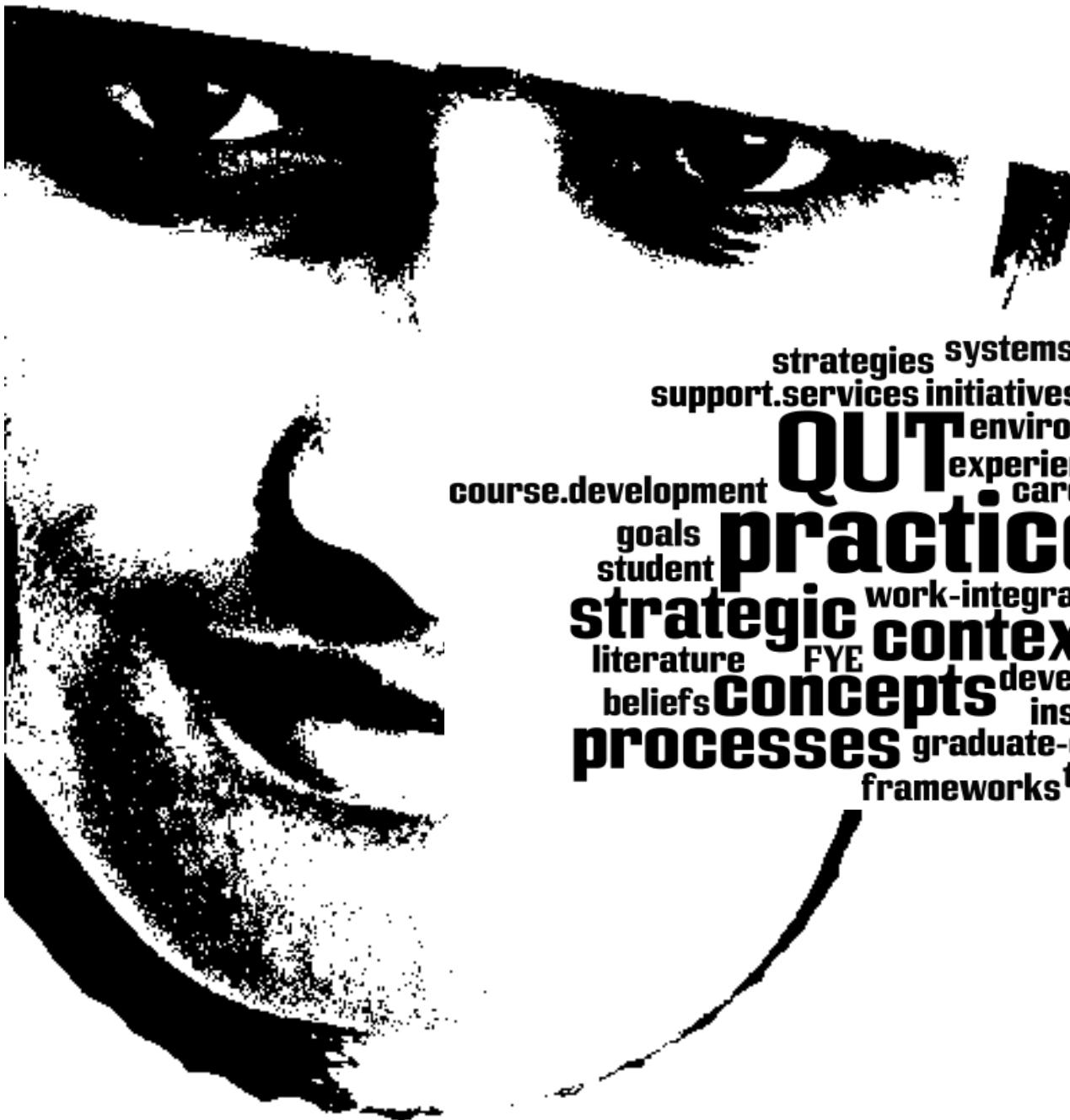
lifelong
capability
to
know



thinking communicating lifelong



linkages



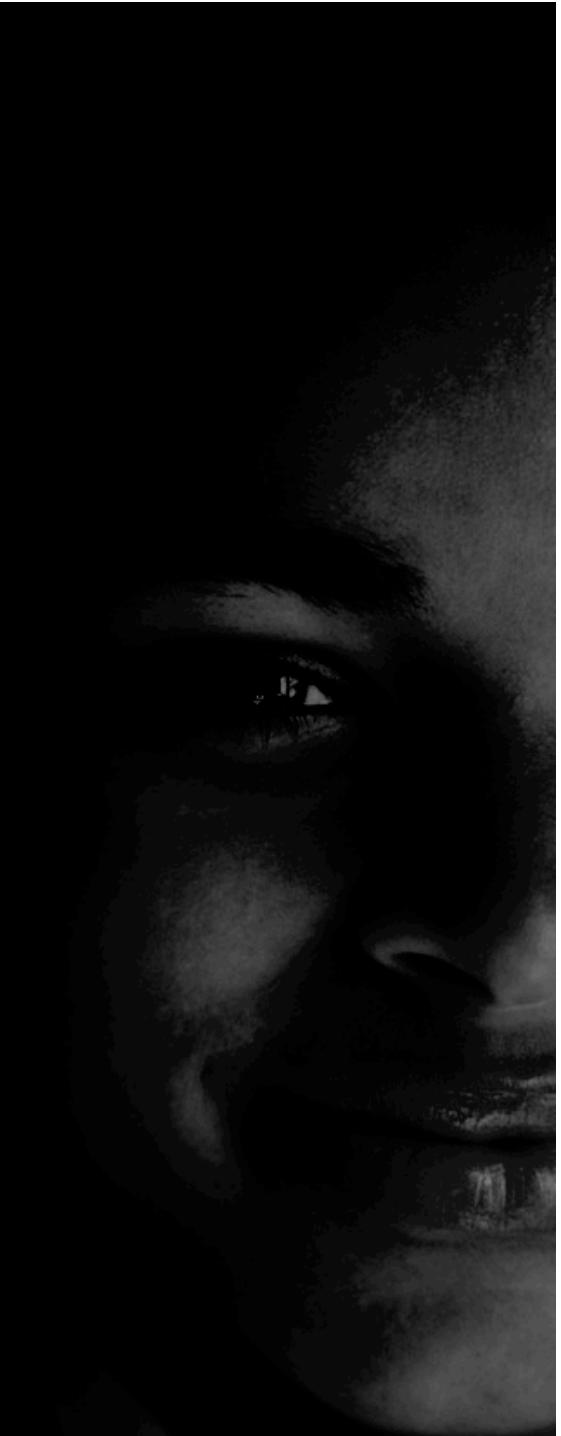
strategies systems
support.services initiatives
QUT environment
course.development experience teaching
goals career pathways
student operational ideas
literature work-integrated-learning information
beliefs FYE generic.skills
strategic context priorities terminology
processes concepts development quality Australian
institutions
graduate-capabilities
frameworks theory



experience
curriculum
learning
embedding



functionally
operationally ↗
economically
new.teams
cloistered
silos
physically



connections
collaboration
communication **cooperation**
new.teams



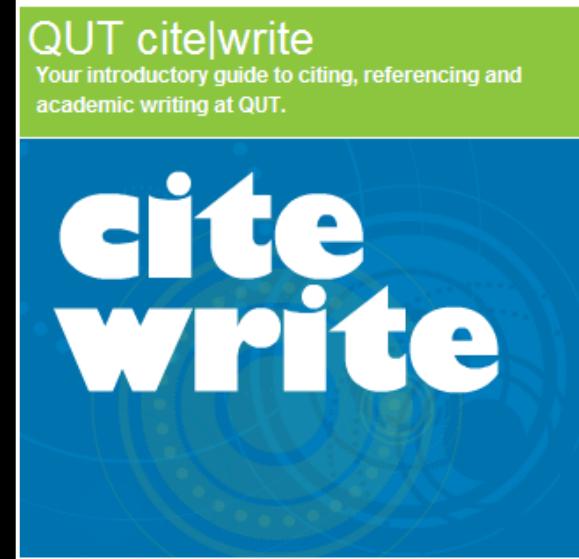
notes-recording **information** referencing
comprehension reading
time-task-planning communicating
academic-integrity thinking
study-skills
research-skills
exam-preparation evaluation
writing

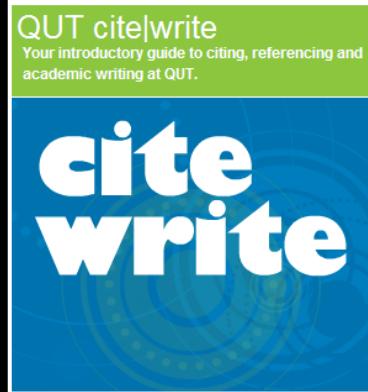
roles
service-portfolios
recruitment

new.teams
staffing

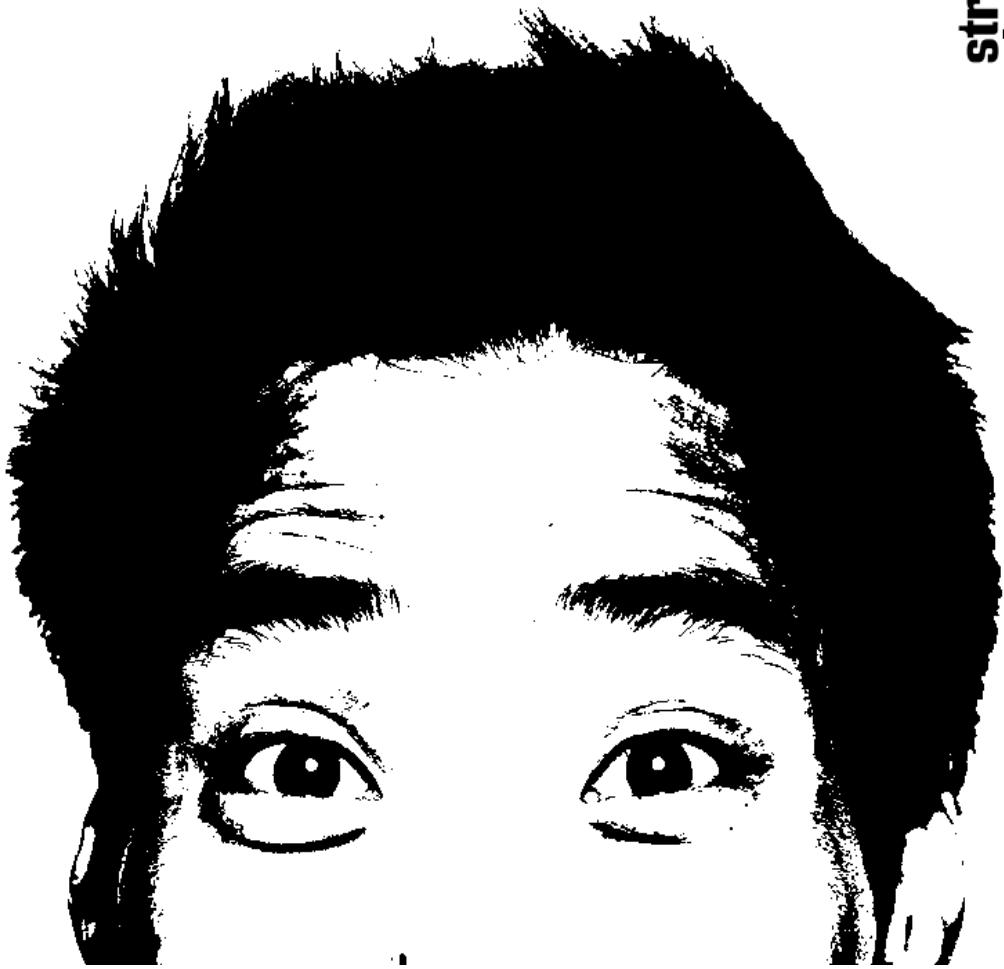








QUT.cite.write flexible booklet electronic
downloadable versions
additional supporting accessible
students online
resources staff
access style-guides



logic
analysis
notetaking
questioning
citing syntax paragraphs
conclusions proofreading writing
structure deconstruction
language paraphrasing
cheating sentences transition-words
structure summarising
language sequencing synthesising
editing referencing
criteria plagiarism
abstracts

failure



information
writing
competence
usability
principles
access
confidence
standards
academically
citing
achievement
commonality
conformity
clarity
consistency

achievement





confidence



**systemic
strategic
sustainable
reform alignment.
education simple
actions**

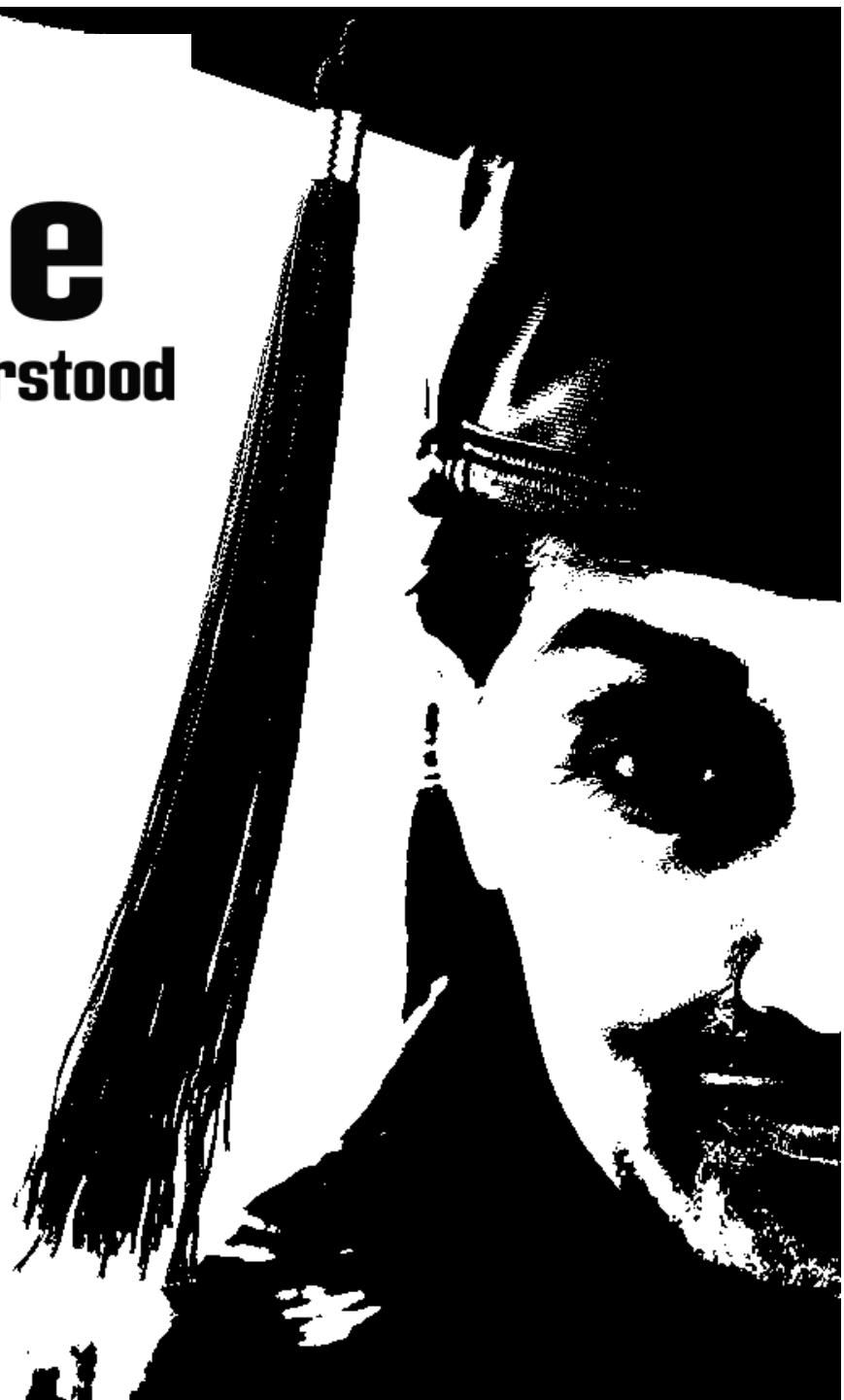
**one
voice** common
goal



**creative
innovative**

**employable
capable
lifelong
learners
informed**

understood





there
is nothing

ut,
access
) han
to initia **new order**

Niccolò Machiavelli
The Prince (1513), Chapter 6



exploration
questions **answers**
discussion
discovery



© QUT Library | judith peacock: 2009
CRICOS No: 00213J

be
uncommon

libraries **leading**
learning