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Seizing the gift horse: working across the university on information literacy

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Seizing the gift horse: Working across the university on Information Literacy

UWL Library Services





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Topics being covered today

- Context of UWL
- Development work on original Information Literacy policy
- Evaluation
- Digital capabilities vs Information Literacy
- Connections forged
- Future plans

The Definition

The information literate person identifies knowledge gaps,
can find, appraise and make balanced judgements about
information,
and curate and use it in an ethical and inclusive manner
to attain increased
understanding,
competency,
expertise,
autonomy,
and creativity.



The Starting point

“Librarians can only suitably address and improve the quality of the learning experience for students if they are aware of the factors that influence student perceptions of readiness”

(Molteni and Chan, 2015)

2015/16 academic year

536 staff hours

8,571 user hours

2016/17 academic year

594 staff hours

8,898 user hours

What is hidden behind the statistics was high levels of disparity across courses and schools/colleges which was highlighted by our audit.

1st lesson we learnt

A close working relationship
with the planning department
is essential

MU30032E	Academic Performance	APSOFD001E	BSc (Hons) Applied Sound Engineering with Foundation
MU30032E	Academic Performance	BALVSP003E	BA (Hons) Live Sound Production with Foundation Year
MU30032E	Academic Performance	COMPOS003E	BMus (Hons) Composition with Foundation Year
MU30032E	Academic Performance	ELMUPR003E	BA (Hons) Electronic Music Production with Foundation Year
MU30032E	Academic Performance	MUMIMA003E	BA (Hons) Music Mixing and Mastering with Foundation Year
MU30032E	Academic Performance	MUPERF003E	BMus (Hons) Music Performance with Foundation Year
MU30032E	Academic Performance	MUPERR001E	BMus (Hons) Music Performance and Recording
MU30032E	Academic Performance	MUPERR006E	BMus (Hons) Music Performance and Recording with Foundation Year
MU30032E	Academic Performance	MUPMUM003E	BMus (Hons) Music Performance with Music Management with Foundation Year
MU30032E	Academic Performance	MUREPR003E	BA (Hons) Music Recording and Production with Foundation Year
MU30032E	Academic Performance	MUTSPC002E	DipHE Music Technology Specialist
MU30032E	Academic Performance	MUTSPC006E	BA (Hons) Music Technology Specialist with Foundation

Objectives

Senior level approval

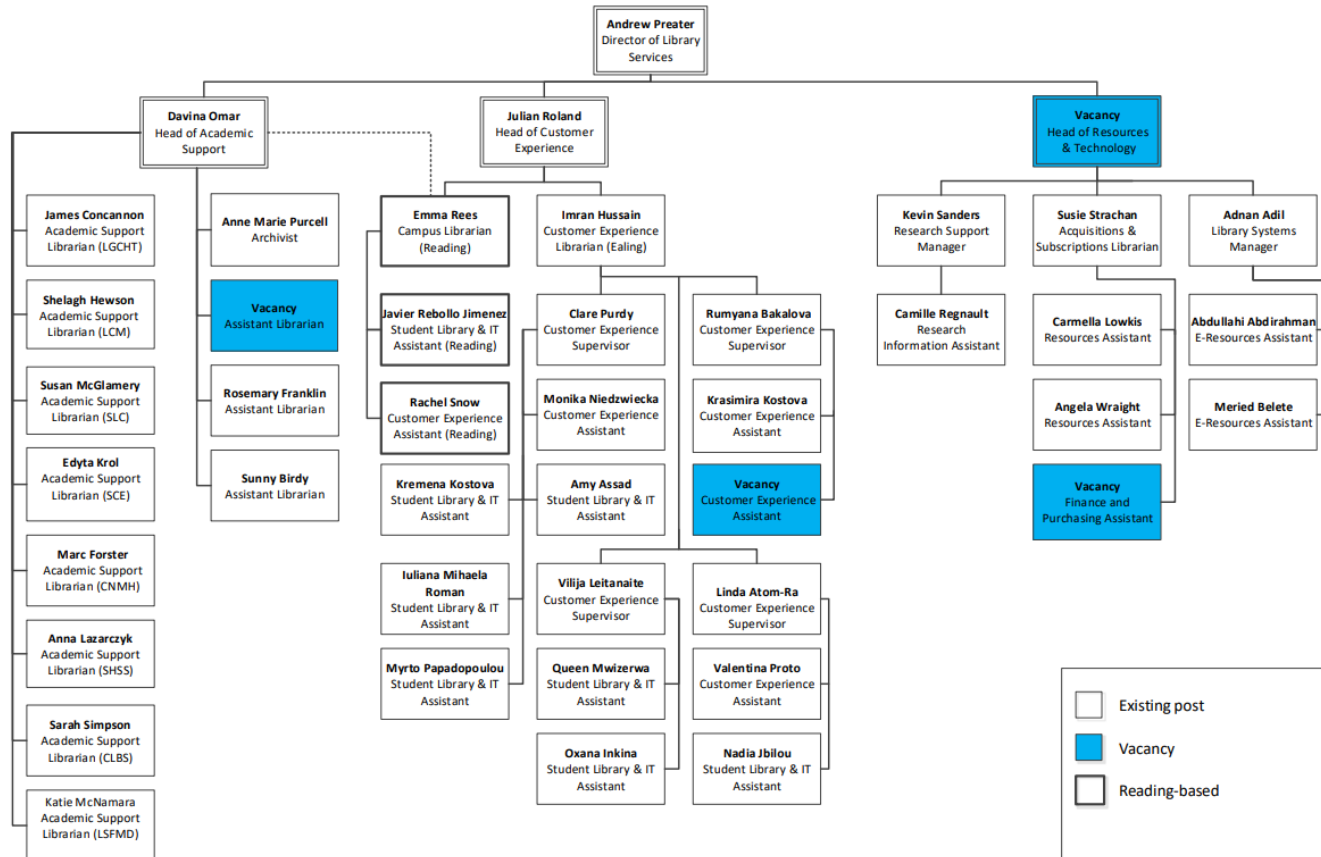
Parity across courses

Teaching at all levels

Evaluation of the impact

The Context of UWL

UWL Library Services Structure 2018/19



Existing post
 Vacancy
 Reading-based

Updated by: Andrew Preater,
Version 12.1.18 as of 2018-12-21



573 academic staff (FTE)

8654 students (FTE)

3 sites

Widening participation university – 1st generation students

Career university

Broad span of courses

Very engaged student union

BAME attainment gap

58% over 21 years of age

Digital native or Digital Residents and Visitors

Staff survey 2019

48% of staff use the library at least weekly

70% of staff use the online resources at least weekly



The Process





“Is our information
literacy instruction
genuine, meaningful
and authentic?”

(Carbery, 2017)

“Students most commonly fell short was in evaluation of sources, often selecting sources that were inappropriate or lacking in rigor (50%)”

(Perry, 2017, p. 969)

“I wish there wasn’t so much trial and error in finding sources. You think you find a source that is relevant and read half of it and it just isn’t what you needed”

(D’Couto and Rosenhan, 2015)

The Policy

Levels 3 and 4

How to use the library and its resources (covered at induction)

- Awareness of library policies
- Knowing key library contacts and how to contact them
- How to locate and use library services and resources

Recognize and define the information need

- Recognising different sources of information
- Identifying what the assignment requires them to do
- Ability to identify gaps in their knowledge of the subject

Construct strategies for locating information

- Understanding the difference between broad and narrow searches
- Locating known items vs subject searching
- Knowing who to contact to ask for assistance

Ability to locate and access information

- Ability to locate and use their online reading list
- Ability to search the library catalogue effectively
- Ability to find the physical and online resources

Ability to evaluate information

- Ability to understand the value and significance of different information sources
- Knowledge of the difference between a library discovery system and a web search engine
- Begin to know how to evaluate the credibility of various sources

Ability to organise and apply information

- Begin to know how to critically appraise an information source
- Ability to find and apply the correct referencing style
- Understand what constitutes plagiarism and how to avoid it

Commercial awareness/employability

- Find basic professional information

UWL Library Services (2018) UWL's Information Literacy Policy. Available at:

https://www.uwl.ac.uk/sites/default/files/Departments/Library/information_literacy_policy_version_3_november_2018.pdf (Accessed: 30 January 2019)



Levels 6 and 7

Recognize and define the information need

- Ability to identify information requirements for coursework, the level of information required, and the types of material needed
- Differentiate between primary and secondary sources
- Ability to identify appropriate keywords (broader and narrower terms, synonyms)

Construct strategies for locating information

- Select from a wide range of appropriate sources to search for information, e.g. identify relevant databases relating to their topic; effectively use the discovery tool
- Ability to combine keywords to formulate a search, using broader and narrower terms, truncation, synonyms, apply limits
- Ability to use 'advanced search' options in databases
- Awareness of controlled vocabulary and when to use it
- Ability to use advanced searching skills to find credible web sources, including Google Scholar

Ability to locate and access information

- Access relevant Library resources (books, relevant individual databases)
- Source information beyond the Library (ILL, SCONUL, open access material)
- Save results of database searches (My Account options), and re-use searches (adjusted as appropriate) in multiple databases

Ability to evaluate information

- Evaluate whether content is relevant to coursework
- Ability to critically evaluate material found for academic integrity, bias, validity and currency
- Critically evaluate the quality of websites found
- Differentiate between peer-reviewed and popular literature, and understand the potential audience for both
- Ability to select relevant results from a search, and then use these to develop/extend search strategies (e.g., subject terms, citation searching)
- Reflect on the research process, assess whether the information need has been met and redefine/revisit if necessary to locate more relevant material
- Develop further a critical reading style and apply this to all sources

Ability to organise and apply information

- Mark and download references for use in their work
- Record, save and re-use search strategies and sources used
- Accurately reference sources in the accepted departmental style
- Awareness of RefWorks (reference management software)

Commercial awareness/employability

- Carry out background research into sector and/or specific organisations when preparing for job interviews
- Identify relevant trade publications, company data and professional publications to research and be aware of sector developments
- Ability to use social networks to stay up-to-date on sector and company news



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- Every campus based students to have information literacy embedded in to their curriculum at Levels 3, 4, 5 and 7.
 - All campus based students, who need to complete a dissertation, to be provided with information literacy embedded in to their curriculum at level 5 or 6.
 - Research students offered an induction at the beginning of their research studies and follow up guidance.
 - Academic staff offered 1-2-1 meetings to enhance their information literacy skills which will be supplemented with regular communication about other opportunities to keep abreast in this area.
 - All support/professional staff in the university to have the opportunity to develop their information literacy skills and be able to book 1-2-1 meetings with the Academic Support Assistant librarians.
 - Alumni support available as well

Not just a
number or a tick
sheet

	L3 completed	L3 total	%	L4 completed	L4 total	%	L5 completed	L5 total	%	L6 completed	L6 total	%	Total completed UG	Total number UG	%
A	11	11	100%	19	23	83%	16	27	59%	14	21	67%	60	82	73%
B				19	19	100%	25	25	100%	16	16	100%	60	60	100%
C	12	12	100%	29	31	94%	6	35	17%	20	27	74%	67	105	64%
D	8	8	100%	40	42	95%	36	47	77%	31	32	97%	115	129	89%
E	20	20	100%	32	33	97%	9	25	36%	10	15	67%	71	93	76%
F	13	13	100%	44	47	94%	24	36	67%	30	33	91%	98	129	76%
G	5	5	100%	16	17	94%	5	14	36%	7	14	50%	33	50	66%
H	7	7	100%	16	16	100%	19	19	100%	14	14	100%	56	56	100%
TOTAL	76	76	100%	215	228	94%	140	231	61%	142	172	83%	560	704	80%

Part way through
an academic
year

L7 completed	Total number PG	%	Total UG and PG completed	Total UG and PG number	%
8	15	53%	68	97	70%
17	19	89%	77	79	97%
13	15	87%	80	120	67%
9	9	100%	124	138	90%
4	4	100%	75	97	77%
16	16	100%	114	145	79%
4	4	100%	37	54	69%
14	14	100%	70	70	100%
85	96	89%	645	800	81%

EVALUATE



*“It is easy to see the difference
between a student that studies at
the library and finds information
from databases and a student that
learns only from us”*

(Yevelson-Shirsher, A and Bronstein, J,
2018)

Learning vs satisfaction
Intentions vs behaviour
Immediate vs longitudinal
Self report vs observation
Formative vs summative
Pre or Post

Walsh, A. (2009) 'Information literacy assessment: Where do we start?', *Journal of Librarianship and Information Science*, 41(1), pp. 19–28. doi: 10.1177/0961000608099896

Erlinger, A. (2018) 'Outcomes Assessment in Undergraduate information literacy instruction: A systematic review', *College & Research Libraries*, 79(4), pp. 442-479. doi: 10.5860/crl.79.4.442

Correlation Causation

(Rinto and Cogbill-Seiders, 2015)

Live anonymous feedback from the students

How confident do you feel in knowing whether you have found the most useful sources for your assignments?

You can respond once

Very confident

Confident

Not very confident

Very unconfident

“Asking them [students] to report on what they learned during the session and what they would like to learn during their next visit”

(Angell and Tewell, 2017)

The pre meeting....
Pro-Vice Chancellor
(Education)
eeeeeeekkkk.....

Learning, Teaching and Assessment Committee May 2017

Preparation





Library Services Information Literacy Policy



But what
happened
next?

2017/18 academic year

986 staff hours

66% percentage change

14,113 user hours

59% percentage change

What
contributed to
this?

Role of the librarian in proactively
making this happen

Concept of the personal librarian for
both staff and students

(Henry, Vardeman and Syma, 2012)

Two projects happened reasonably simultaneously:

JISC Digital discovery tool

Internal UWL Information Literacy and Digital Capabilities working group

JISC Digital discovery tool working group members;

Lead: Head of technology-Enhanced learning

Members of the team:

Student Services

IT Services

Graduate School

Learning and Organisational Development, HR

Library Services

ExPERT Academy



Jisc

Your digital capability report

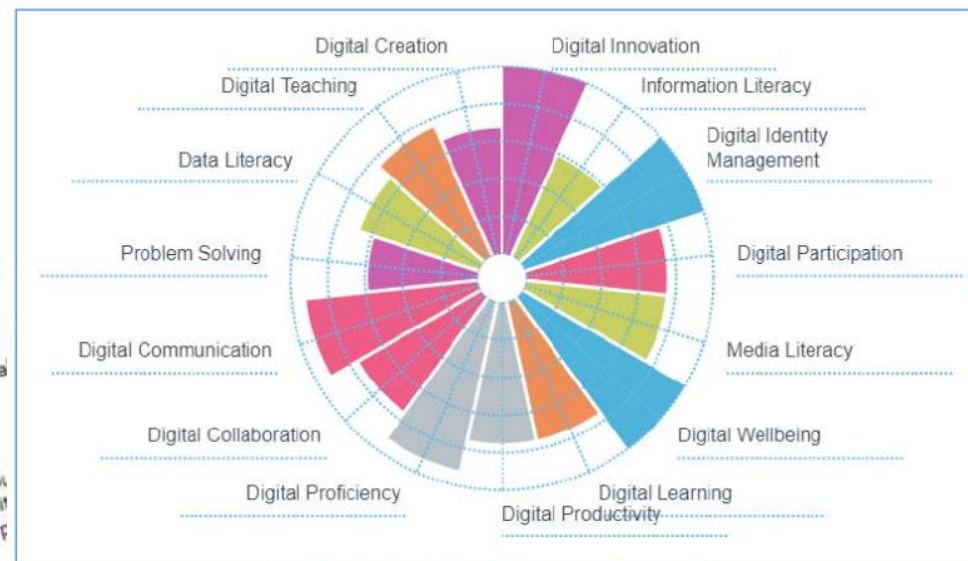
Welcome to your digital capabilities report. Here you can find out, for each of the 15 capability elements:

- Your level and what this means (developing, capable, proficient)
- A percentage score based on your responses
- 'Next steps' to consider if you want to develop further
- Links to useful resources

You can download a copy of your report to review in your own time using the download button at the top of the page. We hope it will encourage and inspire you! You might want to share your report with other people, for example during appraisal and as part of your professional development process. This is up to you.

If an element is very important in your job role we suggest you focus on how you improve, consolidate, or gain recognition for your skills in this area. Otherwise it to you whether you choose to focus on your strengths, or develop your digital skills in other areas.

Please don't forget to give us your feedback (using the form on your dashboard) once you've read your report(s). To return to the dashboard simply click on the Jisc logo in the top left corner of this screen.



Example graphic from personalised report

JISC (2018) Digital Capability report.

Available at:

<https://digitalcapability.jisc.ac.uk/our-service/discovery-tool/> (Accessed: 2nd April 2019)

Digital Discovery Tool: Resources & Support

Published

[\[Click to enter a description\]](#)

Last Updated: Mar 27, 2019 1:57 PM | Type/Group: General Purpose/None | URL: <https://uwl.libguides.com/digitaldiscovery>

Subjects: [none] | Tags: [none]

About & Instructions | Resources & Support | General Lynda.com videos | UK HE Data | Welcome | Resources to support you | Some general Lynda.com videos

PAGE URL: <https://uwl.libguides.com/digitaldiscovery/resources> | PAGE | LAYOUT

UWL resources

Resources for UWL staff mapped to the Digital Discovery tool.

- 2018-19: further staff development opportunities will be available through a new CPD programme starting in 2018-19

If you want to view any of the **Lynda.com** videos, you need to log in via the UWL portal: <http://portal.uwl.ac.uk>. If you are new to Lynda.com, you will then need to register with the website.

Add / Reorder

Jun 12, 2018

Digital Identity and Wellbeing

Covering: Digital identity management and Digital wellbeing

Using [Social Media](#) to improve your Career prospects - This publication by the Careers service is aimed at students seeking to build their social media brand and develop online networks for the purposes of career planning and job search.

Social Media Skills videos on Lynda.com

- Learning LinkedIn
- Twitter – Essential Training.
- Learning Instagram

Digital Learning and Development

Covering: Digital learning and Digital teaching

Learning Technology support on the [Teaching Hub](#) for FAQs and guidance on using Blackboard, [Turnitin](#), UWL Replay/[Panopto](#), Poll Everywhere, [CampusPress](#) & [PebblePad](#)

ExPERT Academy [Workshops](#) on using specific learning technologies.

Lynda.com videos for lecturers

- Introduction to online course design
- Teaching techniques: blended learning
- Teaching complex topics

ICT Proficiency

Covering: ICT Proficiency and ICT Productivity

[IT Services Internal WebPage](#)

IT Services YouTube Channel (Forms, Word, OneDrive)

Lynda.com videos

- The Basics of Computer Programming
- Access 2016 Databases
- Network Admin
- Captivate
- Excel: Basic to Advanced
- Graphics

Internal UWL Information Literacy and Digital Capabilities working group

This had a much bigger impact

Lead: University Director, Learning Teaching and Pedagogic Research (Lesley-Jane Eales-Reynolds)

Members of the team:

IT Services

Learning and Organisational Development, HR

Library Services

ExPERT Academy

Quality Office



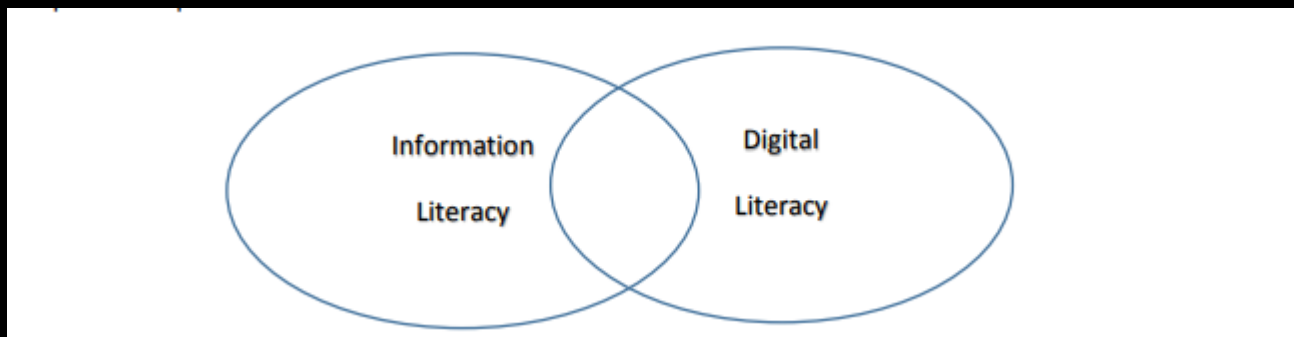
“I made engagement a major priority for us”
(Harland, Stewart and Bruce, 2017)

Quote 35

This is an opportunity for librarians to reinvent themselves, but it is about moving out of their areas. For the most part librarians don't bring problems; nor do they bring solutions. The library is the library. The NSS feedback is typically OK. Librarians need to move out of that cosy environment.

(Baker and Alden, 2017)

Theoretical debate of Information Literacy and Digital Capabilities



We had been a bit simplistic in our original strategy

Fundamental question:

What did we mean by
information literacy and was
this what we practiced?

Learning

Research

Teaching

Information literate learners

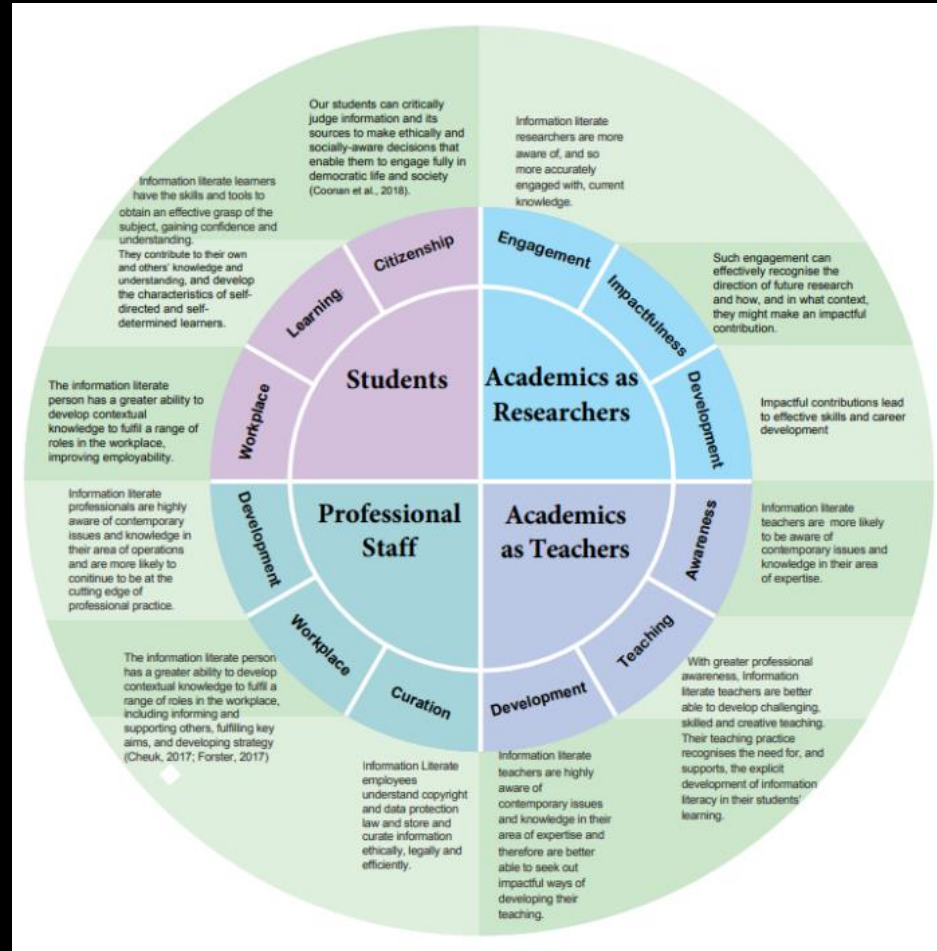
Information literate researchers

In the workplace

Information literate learners have the skills and tools to be more fully engaged with highly aware of obtaining an effective grasp of the information and so can The information literate person has a greater ability to develop expertise and the ability to contextual knowledge to a range of roles in the workplace and creative thinking including informing and practice recognises the needs supporting others, fulfilling supports, the explicit aims, and developing strategy (Creuk, 2017; Forster, 2017).

Information literate researchers are more fully engaged with the wedge and so can recognise the information literate citizens can critically judge information and its sources to make ethically and socially-aware decisions and understand an impactful and self-directed and self- (Coonan et al., 2018)

learning.



Staff
Students
Alumni

18/19 what
changed?

Case Studies

Semester 1: Personalised Learning module



Body in the Library game (week 1):

Designed to instruct students on Library basics

Searching Summon (week 2):

Assessment worth 10% of final grade

Searching legal databases (week 4):

Assessment worth 10% of final grade

Referencing (week 6):

Assessment worth 10% of final grade

Semester 2: Academic Performance module

Week 2: Eyewitness testimony

Week 3: Eyewitness testimony

Week 4: Police investigation

Week 8: Criminal Complaints Review Commission (CCRC)

Week 11: Role of the media and campaign / Group exercise

Week 12: Miscarriage of justice

Week 13: Compensation for miscarriage of justice



Forecasting and Contemporary Culture Module

Asked by the lecturer to show the students WGSN but wanted to avoid them treating WGSN as an absolute authority on forecasting

Looked at the WGSN forecasting reports in class, and discussed with the students an image in relation to cultural appropriation



Revalidation of nursing curricula changing the 'information literacy culture' of the course to focus on the contextual use of information in nursing practice.

Becoming a lived experience



Reading circle

Information literacy handbook

Embedding into the Academic
Quality process

Critical information literacy

Inclusive curriculum

Appraisal

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