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

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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.
1\textsuperscript{st} lesson we learnt

A close working relationship with the planning department is essential
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Objectives

Senior level approval
Parity across courses
Teaching at all levels
Evaluation of the impact
The Context of UWL
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
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

• 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
Part way through an academic year

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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

Correlation

Causation

(Rinto and Cogbill-Seiders, 2015)
Live anonymous feedback from the students

“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)
eeeekkkk........
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
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 appraisals 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 is up 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.

Digital Discovery Tool: Resources & Support

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.

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

- Introduction to online course design
- Teaching techniques: blended learning
- Teaching research 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
- MAGIX
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 Allden, 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

Information literate learners have the skills and tools to obtain an effective grasp of the subject, gaining confidence and understanding. They contribute to their own and others’ knowledge and understanding, and develop the characteristics of self-directed and self-determined learners.

Teaching

Information literate teachers are highly aware of contemporary issues and knowledge in their area of expertise and therefore are better able to develop challenging, skilled and creative teaching. Their teaching practice recognises the need for, and supports, the explicit development of information literacy in their students’ learning.

Research

Information literate researchers are more fully engaged with knowledge and so can engage the knowledge in testing, gaining confidence and understanding, and in what context, they contribute to research and development, and in what context, they can make an impactful contribution.

In the workplace

The information literate person has a greater ability to develop contextual and knowledge to a range of roles in the workplace, including informing and supporting others, fulfilling key aims, and developing strategy (Cheur, 2017; Forster, 2017).

As a citizen

Information literate citizens can critically judge information and its sources to make ethically and socially-aware decisions that enable them to engage fully in democratic life and society (Coonan et al., 2018)
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

As 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
Reference list


• Harland, F., Stewart, G. and Bruce, C. (2017) 'Ensuring the academic library's relevance to stakeholders: The role of the Library Director', The Journal of Academic Librarianship, 43(5), pp. 397-408.
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