

# Information Literacy

**INFORUM 2016 (WORKSHOP)**

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**UCL Institute of Education Library**



The Newsam Library  
& Archives

# Plan



Lesson plans are important for teaching so I am suggesting that we plan our morning together in the following way:

10:00 -10:05	Introductions & What you want from the workshop?
10:05 -11:00	Presentation & case study with demos (60 mins)
11:00-11:10	Getting into groups (5 groups of 6 people)
11:10-11:30	Coffee break
11:30-12:00	Group Work (30 mins)
12:00-12:25	Group Presentations (25 mins - 5 mins per group)
12:25-12:30	Recap and thanks

# What is Information Literacy?

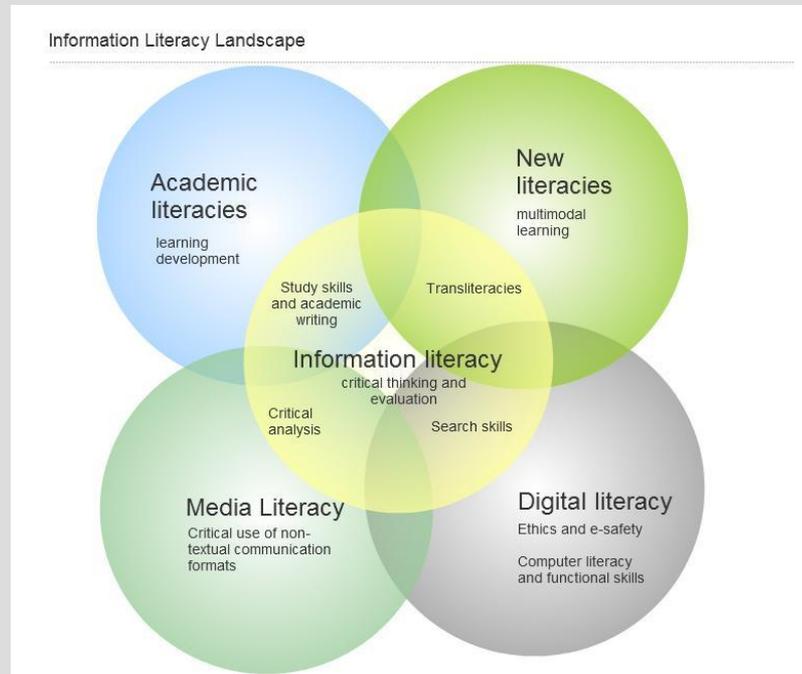


## The Alexandria Proclamation (UNESCO-IFLA, 2005):

Information literacy lies at the core of lifelong learning. It empowers people in all walks of life to see, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion of all nations.

**Aim:** To provide IL training to as many students and staff as we can.

# Models for an Information Literacy Curriculum



Secker, J. (2012, December 10). ANCIL: A new curriculum for information literacy (seminar at LSE). Retrieved from <https://newcurriculum.wordpress.com/2012/10/12/ancil-seminar-at-lse/>

Bent, M., & Stubbings, R. (2011). *The SCONUL Seven Pillars of Information Literacy: Core Model for Higher Education*. London: SCONUL.

# Case Study

## Information & Literature Searching Course

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# Six questions

***I have six honest serving men They  
taught me all I knew There names  
are What, and Where and When; and  
Why and How and Who.***

*Rudyard Kipling (1865-1936)*

# Why teach Information Literacy at the IOE?



Teaching students these skills is as important today as it has been in the past. However today, users not only need to know how to access large print and digital collections in varied formats but they also need to understand the rights associated with the content in order to use the information appropriately and disseminate their work in an ethical manner.

We are also able to play an advocacy role so that these future educators can influence their organisations both in terms of ensuring equal access to information and ensuring information workers are there to curate, manage, preserve and make accessible information for their communities' social progress.

# Who are the students?



The Centre for Doctoral Education is the largest in the UK, with over a third of its students from abroad. These students undertake research degrees leading to an MPhil or PhD, EdD (Doctor of Education), DEdPsy (Doctor of Education Psychology) or an MRes (Master of Research).

Many are mature students, usually professionals working in education at leadership level in their organisations: they could be heads in schools, university lecturers, administrative managers and /or policy advisors in educational institutions, and even ministers of education in their countries.

This provides an invaluable opportunity to help organisations and educational leaders understand the value of libraries and the role of librarians, particularly in our rapidly changing information world.

# How do we provide training



A team of six members of staff at the UCL Institute's Newsam Library and Archives work to provide information literacy training to staff, students and visiting scholars.

Our aim is to ensure that information literacy training is delivered to as many students as possible in ways that make an impact both in terms of the positive outcomes in their studies and in terms of their understanding the complexity of the information world today.

The team produces material to support information literacy, in the form of leaflets and specially written web pages in [LibGuides](#), [IOE videos](#) ([UCL videos](#)), [quizzes](#), [handouts & presentations](#), [answers to frequently asked questions](#) etc. Sessions are provided as part of induction programmes, as lunchtime drop-ins, as one-to-one sessions and as a compulsory module in the case of the Doctoral School.

# Where and When do we provide the IL training?



## Where?

### Face-2-Face

- At the Enquiry Desk
- In Lecture Rooms
- In Computer Labs

### Online

- LibGuides
- LibAnswers
- LibChat
- Email
- Skype
- Twitter
- SMS (text)

## When?

- Usually during the first term though my course (a 12 week module) runs several times during the academic year.
- At lunch times
- When the user comes to the desk
- When the user schedules a time for a 1-2-1

# How to...

## Researching

- Researching **searching & finding relevant information**
- Searching
- Finding
- Accessing **evaluating information**

## Evaluating

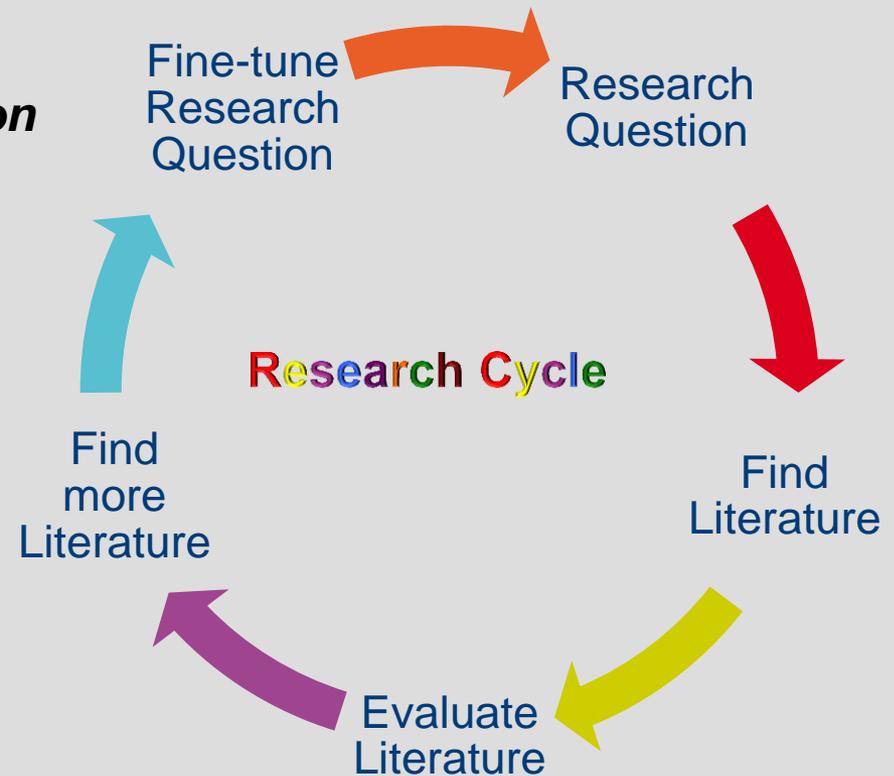
- Bibliometrics and Citation Searching
- Researching

## Managing Information

- EndNote, Mendeley, Zotero
- Keeping Current with Research: RSS& Email Alerting Services
- Evernote
- Copyright & IPR **Using ethically**

## Using new technologies

- Disseminating on Social Media (digital footprint) e.g. Twitter for Researchers
- Digital Researcher to network/share /disseminate information
- Data



**Communicating/sharing in an ethical man**

# Case Study:

Information & Literature Searching for MPhil/PhD students at the IOE



Curriculum based on the findings from the 'Researchers of Tomorrow' (2012) study published by the British Library.

Students are shown how to navigate various library catalogues and databases in order to search and find information and critically evaluate resources relevant for their literature reviews. In doing this, students learn about search strategies and the need to define concepts and keywords. This is their introduction to researching.

They are tasked to create concept maps that link the main themes contained in their research question and may go as far as linking the key readings they have found by theme. The readings highlight different aspects of the research process for the literature review, which in turn, encourages discussion.

Students are introduced to different types of resources, including historical materials in archives and special collections, policy documents, audio-visual content and data. They look at ways in which impact is measured using citation counts and alternative metrics such as mentions on the social web.

They learn how to evaluate information using the CRAPP test or the REVIEW method.

# Digital Literacies



Many of the students have been away from formal education for some time, but are quickly made aware of how new technologies can make their lives easier.

Students are introduced to ways they can keep current with research by using TOCs and alerting services and [RSS](#); and they are introduced to referencing software such as [Zotero](#) and [Mendeley](#).

Students are encouraged to reflect on their readings by creating a [blog](#) and writing about their research. This allows them to build confidence, keep a track of their ideas, get feedback through comments and establish their digital identities.

Our [digital researcher guide](#) is used to introduce students to [social media](#) sites such as [Twitter](#) both for research and to consider ways in which they can share, network and even crowd source for information.

# Open Access & IPR



The merits of open access, both from the perspective of enabling their own work to be found and cited, and from the perspective of creating a more equal knowledge society, are not lost on many of our international students. They recognise this as **social justice**.

A considerable amount of time is given to discussing how research is disseminated, both traditionally and as open access. Examples of open educational resources including the IOE's home-grown Digital Education Resource Archive, DERA and its research repository IOEePrints, the Doctoral School's open access journal Educate ~, the IOE's London Review of Education and other open access content such as DOAJ and OpenDOAR are given as examples of the trend towards quality knowledge becoming freely and openly accessible globally.

Students are introduced to UK copyright law and how IPR can affect their research and research dissemination.

# Checking understanding



The students are especially pleased to then have the [IOE LibGuides](#) and demos available to them as a [YouTube playlist](#) so that they can come back to the course at any particular time of need. The Library's [blog](#) and [LibAnswers](#) are used to provide useful information.

We have also created [quizzes and games](#) that students can use to check their understanding. This is particularly useful for those students who are second language learners (and many of our students are international).

In this way I can be sure that students not only to acquire the necessary skills to navigate the information landscape for research, but change perceptions – of libraries, the role of librarians and value of information literacy in the Information Age.

# Qs & As



# Plan

- A. 11:00-11:10 Break up into groups of 5 (6 people in each group)
- B. 11:10-11:30 Coffee (and discussions)
- C. Take a flip chart & pens; nominate a spokesperson
- D. 11:30-12:00 Come up with a set of ideas/lesson plan on how you would teach (20 mins)
- E. Presentation (5 mins per group)
- F. Recap and thanks (5 mins)
  - 1. Searching and Finding
  - 2. Accessing
  - 3. Evaluating Information
  - 4. Copyright and IPR (including avoiding plagiarism)
  - 5. Referencing and managing information
  - 6. Social media and research dissemination

# Useful Resources



## CILIP Information Literacy

- Journal of Information Literacy

Information Literacy Group (Blogs, Definitions & Models, Teaching, Researching and Further Reading)

VITAE – Researcher Development Framework

Research Information Network

SCONUL 7 Pillars of Information Literacy See also:

- Open Content lens on the SCONUL Seven Pillars 14/01/16
- Digital Literacy Lens on the SCONUL Seven Pillars of Information Literacy 14/01/16
- Graduate Employability Lens on the SCONUL Seven Pillars 14/01/16

Also look at: IOE LibGuide for Information Literacy

