

# Are librarians delivering good practice in information literacy for postgraduates in UK Higher Education?

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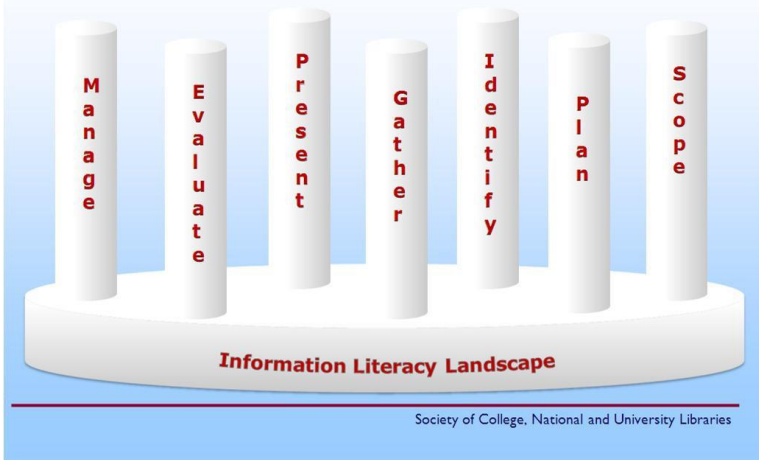
# Summary

- Research Information Network / SCONUL collaborative project investigating support available to students, staff and researchers to enhance digital literacy in UK Higher Education.
- Formal criteria are used to describe, review and evaluate practice in information literacy and digital scholarship training
- Importance of librarians in designing and delivering innovative resources
- User feedback and awareness of a wider stakeholder context are important aspects of delivering good practice in life-long learning skills.
- Identify trends in provision
- Encourage good practice in information literacy and digital scholarship delivery

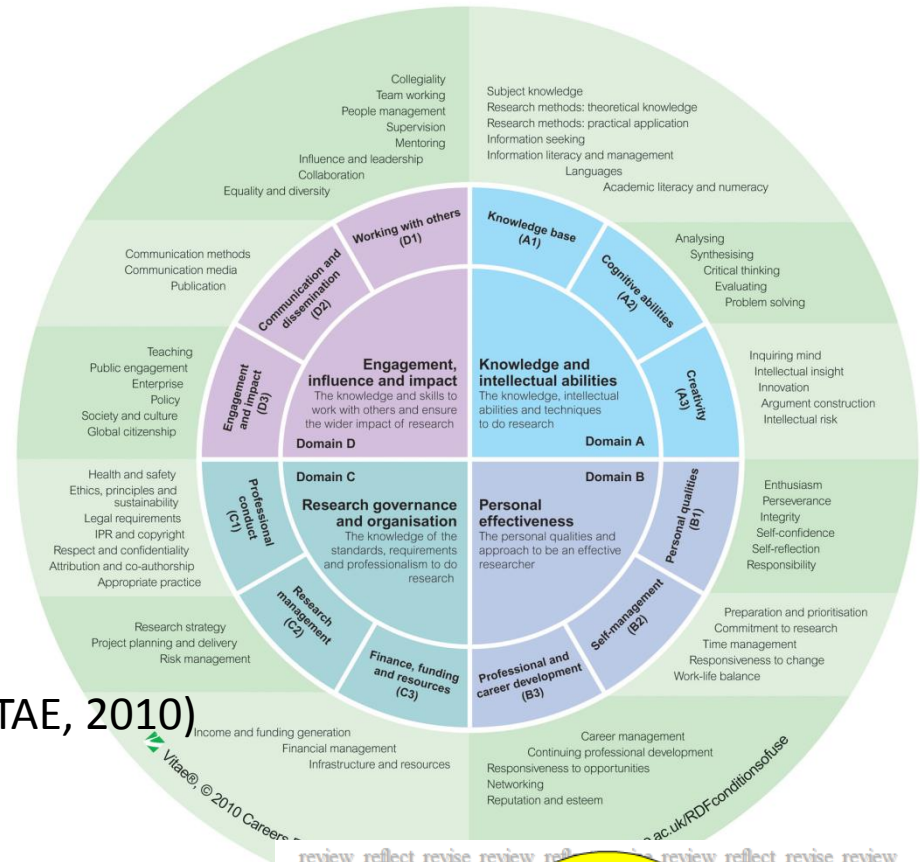


## Information Literacy

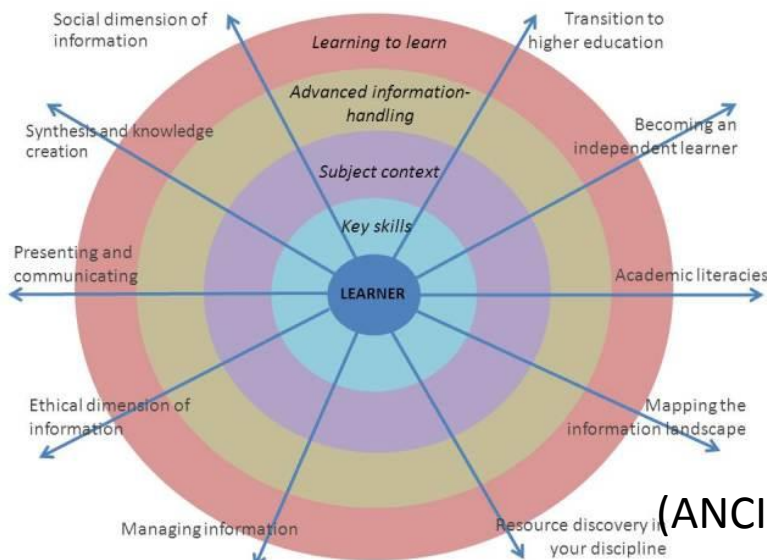
- “Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.” (CILIP, 2004)
- “... information literacy and lifelong learning are the beacons of the Information Society, illuminating the courses to development, prosperity and freedom. Information Literacy lies at the core of lifelong learning. It empowers people in all walks of life to seek, 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.” (UNESCO, 2006)



(SCONUL, 2011)



(VITAE, 2010)





(ANCIL, 2012)



(Manchester Metropolitan University, 2002)

# RILADS

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## Research Information Literacy and Digital Scholarship

This blog contains information about the RIN / SCONUL research project, RILADS

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This project aims to deliver a small number of key outputs contributing to a wider investigation into the support available to students, staff and researchers to enhance digital literacy. There are two strands to the project. One is co-ordinated by Research Information Network (RIN) on behalf of Research Information and Digital Literacies Coalition (RIDLs), the other by SCONUL under the JISC Developing Digital Literacies (DDL) programme.

The RIN strand focuses on the identification and promotion of good practice in information handling and data management training and development across the HE and research sectors. Its aim is to identify a representative sample of case studies to illustrate information and data management training in Higher Education (including those already documented in earlier research). The scope of these case studies will relate specifically to HE researchers from postgraduate students to senior researchers (including supervisors).

The SCONUL strand aims to identify, harvest, and use materials to progress the development of digital professional expertise. To ensure that both strands retain clear foci, while minimising duplication of effort, the emphasis for the RIDLs programme will be on the identification and promotion of good practice in information literacy in HE, and, for the SCONUL/JISC funded activity, on enhancing the digital scholarship skills of information professionals, using the SCONUL baseline survey definition: "Digital scholarship: the ability to participate in emerging academic, professional and research practices that depend on digital systems. For example, use of digital content (including digitised collections of primary and secondary material as well as open content) in teaching, learning and research, use of virtual learning and research environments, use of emergent technologies in research contexts, open publication and the awareness of issues around content discovery, authority, reliability, provenance, licence restrictions, adaption/repurposing and assessment of sources." It is anticipated that the SCONUL strand will identify gaps in provision and efforts will be made to make proposals on how these might best be filled. These proposals will be targeted towards SCONUL members and other information professional stakeholders in an effort to guide them in developing and maintaining services and resources which enable digital scholarship.

# Good practice

- Research Information and Digital Literacies Coalition (RIDLs) draft set of criteria ([RIN, 2012](#)) to help training practitioners in higher education describe and assess their training and development interventions and resources.
- Criteria relate to all interventions aimed at developing researchers' information-handling knowledge, skills and competencies, whether in the form of face-to-face sessions/courses or digital/online resources.
- The criteria are informed by, and incorporate elements from teaching/learning resources criteria devised by other bodies (Vitae, 2012; Jorum, 2011; CILIP, 2011; HEA, 2012; DELILA, 2011).

# Criteria for evaluation of good practice

- **Who** a resource is designed for and the fit between the resource and the targetted user, the other stakeholders and the institution itself
- **What** knowledge, skills and competencies are provided
- **How** the course / resource is delivered – the structure of the resource and the roles and responsibilities, skills and know-how of key players and support and resources required.

# Who

- Clearly identified target group
- Generic / discipline-specific
- Assessing learners needs
- Consider future transferable skills (RDF / 7P)
- Determine demand for resource
- Analyse participation statistics
- Recognise diversity
- Accessibility
- Set a baseline
- Clear learning objectives
- Link to institutional and departmental policy
- Transferable and adaptable



# What

- Consider potential and existing demand from targeted users (Who)
- Identify key areas of focus from existing frameworks (RDF / 7P)
  - Citation and referencing
  - Publishing and dissemination
  - Plagiarism / fraud / copyright
  - Assessment and analysis of sources
  - Search and discovery
  - Data protection and FOI
  - Data management and curation
  - + subject specific resources, social media literacy, bibliometrics, evaluation of materials, study skills/research methods, IT skills.

# How

- Online / classroom? Assignments / assessed?
- Led by library?
- Importance of networks – combining range of services
- Wide range of skills required (librarian, teaching, research, technical, management, marketing)
- CPD and evaluation
- Money, time
- Sharable

# Evaluating resources

- Statistical analysis
- Pre- and post-course questionnaires
- Feedback
- Difficulty of assessment? Curriculum-embedded modules
- Self-assessment, peer review, tutor feedback
- Learning objectives
- Broader impacts
- Feedback from learners' departments
- Time and resources (OER)
- Respond to feedback – iterative development

# Summary

- A number of self-selected information literacy resources have been evaluated using the [RIDLs criteria](#), leading to a shortlisting of a selection of [15 good practice examples](#).
- That 'good practice' may become 'common practice'.
- Various recommendations are made within the [report](#)
- Criteria provide an analytical framework for such evaluations (for the researcher) and act as a reflective tool (for the developers/deliverers).

# Acknowledgements

Project website:

[Research Information Literacy and Digital Scholarship \(RILADS\)](#)

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- [Research Information Network](#)
- [Society of College, National and University Libraries \(SCONUL\)](#)

The research could not have taken place without the generous detailed contributions of the participants, who shared their experiences.

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