

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

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Location: <http://rilads.wordpress.com/>
Date: Friday April 12, 2013
Revised: Friday April 19, 2013
Final: Tuesday June 4 2013

Contents

1. Executive summary
2. Project Aims
3. Methodology
 - a. Sample
 - b. Analysis
4. Promotion of project
5. Findings and discussion
 - a. Who is the course or resource designed for, and why?
 - b. What knowledge, skills and competencies is the course or resource intended to provide?
 - c. How is the course or resource delivered?
 - d. Criteria for assessing courses or resources
6. Revisions to criteria
7. Summary and conclusion
8. Next steps
9. Appendices
 - a. Final shortlist
 - b. Long-list
 - c. Returned forms
 - d. Press release
 - e. CILIP Update news story
 - f. Evaluation form
 - g. Skills list
 - h. Short listing process

1. EXECUTIVE SUMMARY

This document summarises the work to date (Oct 2012 – Apr 2013) on the RIN / SCONUL information literacy and digital scholarship project known as RILADS (<http://rilads.wordpress.com/>). The aim of the project is 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. This report focuses on the first strand (RIN) looking at the identification and promotion of good practice in information training in UK HE. The promotion strategy, using social networks, print media and personal contact led to the gathering of a long list of 42 potential examples. Questionnaires, informed by the RIDLS criteria for describing and evaluating courses and resources, were sent to named people, predominantly from the area of Academic Library services, involved in delivering and developing these resources. 27 completed forms were returned.

The questions covered three main areas:

- Who is the course or resource designed for, and why?
- What knowledge, skills and competencies is the course or resource intended to provide?
- How is the course or resource delivered?

A brief overview initial analysis of these was initially used to identify key themes and patterns in the data. The questionnaires were then analysed in more detail and a number of resources shortlisted and contacted for information relating to the evaluation of their resources.

It was confirmed from the results that the sample focused on post-graduate delivery. Generally, resources had an introductory and flexible multi-session multi-disciplinary focus, followed established pedagogic models, and concentrated on the learners' current academic practice. A range of internal and external sources were used to assess learners' demand for the resource, including student feedback, attendance statistics and national debate. Internal policy on researcher development is a strong driver. The current debate on OER and sharable resources is widely acknowledged, although not always practical.

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

The knowledge, skills and competencies raised in the SCOUNL 7 Pillars of Information Literacy and Vitae's Researcher Development Framework inform much of this development. Referencing, source evaluation, plagiarism, searching and dissemination are key areas, although much wider coverage is evident across the sample.

The courses and resources can be categorised into two discrete types, Classroom and Online, and these can take a blended learning approach. They are primarily directed and delivered by Library Services staff, with varying levels of input from other professional service departments (Graduate Schools, ISS, Teaching and Learning Development) and faculty. It is notable that the (Library Staff) respondents offered a wide range of additional skills they required (teaching, research, technical) in order to successfully deliver these resources. These skills were either gained through CPD or outsourced internally or externally. It was widely agreed that time is required to develop and deliver effective resources, although costs can also be an issue, reinforcing the culture of sharing materials.

In terms of assessing the resources, statistical evaluations and qualitative feedback are used to spot trends and iteratively develop resources to meet changing participant needs. The lack of an assessment element in these types of resources means it is difficult to determine changes in learners levels of skills / knowledge / competences. Additionally, because many of the resources are relatively new there is often insufficient data for detailed evaluation.

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. This is not to say that every aspect of each of the shortlisted examples is perfect – this project is not about finding 'the best' information literacy resource - but the benefit of this selection is that those charged with developing resources to serve a similar need may efficiently access some examples – and ultimately, perhaps, that 'good practice' may become 'common practice'. Various recommendations are made within the report, which may be of value to those planning to develop good practice resources. The value of the RIDLS criteria in this research has been to provide an analytical framework for

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

such evaluations (for the researcher) and act as a reflective tool (for the developers/deliverers). Hopefully some of the recommendations and comments within the report, combined with a reflective look at the examples – and contact with their helpful representatives – may assist those attempting to deliver good practice information literacy in UK HE in 2013 and beyond.

2. PROJECT AIMS

The Research Information Literacy and Digital Scholarship (RILADS) 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, of which 15 have been identified in the course of the project, will relate specifically to HE researchers from postgraduate students to senior researchers (including supervisors). It is essentially this first strand that is the subject of this report.

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

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

information professional stakeholders in an effort to guide them in developing and maintaining services and resources which enable digital scholarship.

This document reports on activities in the RIN strand between October 2012 and April 2013.

3. METHODOLOGY

a. Sample

The plan was to collect a long list of examples from recommendations by the community and then reduce this list to a manageable short list of 10-12, using the RIDLS criteria (Appendix) as evaluators.

As a starting point, the RIN Information Handling Working Group (2010) list of 13 examples of good practice in information handling was used to identify resources that may be appropriate for the planned long list. Emails inviting participation or updated information were sent to contact names for each resource. Other resources were identified by researching online for 'information literacy' materials, resources in JORUM grouped under 'information literacy', VITAE's Database of Practice, and other resources identified or highlighted in social media (information literacy blogs and #infolit Twitter). Various stakeholders were also identified from attendees, presenters and award nominees at events such as LILAC and CILIP. Each relevant stakeholder was sent a brief email introducing the project, including a hyperlink to the blog, and inviting them to submit an example of information literacy good practice for postgraduates and beyond in UK HE. The press release was also circulated to professional private email lists by members of RIDLS and SCONUL. Members of the JISC Developing Digital Literacies programme were approached by the researcher at the programme meeting on 16th October 2012 to introduce the project and were personally emailed with information about the project and requests for recommendations for inclusion.

A long list of 42 resources was compiled out of this exhaustive approach. Although every nominated resource was included, not every information literacy resource identified by the researcher was added to the list: those that came up in search results that were not functioning/running, or were minimal or outdated in their content were discarded.

The long list was uploaded, with hyperlinks, to the project blog. As intended, this milestone has already proven to be a valuable resource, with a small number of participants later mentioning how the list usefully shows examples of good practice. Although this was not stated, it is likely that the published list also acted as a

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

motivator for participation in the project in order to aid participants in the dissemination of their work.

Contacts responsible for the development and delivery of each resource on the long list were then individually emailed an 'Information Literacy Evaluation Form' (word doc) for completion. This form was derived from the first section of the RIDLS evaluation criteria ('Criteria for describing and reviewing courses or resources'), focusing on the description of the resources. Each question was numbered and laid out in table format to make it plain where answers should be added. The form was also uploaded to the project blog in downloadable format for those who wished to submit a resource but had not been in direct contact with the researcher. A deadline of 2 ½ weeks was given, which was subsequently extended to 3 weeks. A small number of forms were returned after the extended deadline and are also included in the analysis. In total 27 completed forms were returned from the institutions below, some of which were additional to the previous long list entries; a more detailed list is at appendix A. Each submitted form was acknowledged with a personal email thanking the participant for their contribution and advising them they would be contacted at a later date.

- | | |
|-------------------|----------------------------|
| 1. Bath | 15. Loughborough_Elevesens |
| 2. Birmingham | 16. Loughborough_EMSRG |
| 3. Cardiff | 17. Loughborough_PGR |
| 4. City_1 | 18. Loughborough_staff |
| 5. City_2 | 19. LSE |
| 6. City_3 | 20. Manchester |
| 7. Cork | 21. Nottingham |
| 8. Cranfield | 22. Open University |
| 9. Durham | 23. Oxford |
| 10. EdgeHill | 24. Portsmouth |
| 11. Edinburgh | 25. Salford |
| 12. Glasgow_Pilot | 26. UWE |
| 13. Glasgow_Smile | 27. Warwick |
| 14. Imperial | |

b. Shortlisting

The shortlisting process followed the initial analysis. The sample was split into two distinct groups: course/workshop-based and online. Resources which gave positive responses, illustrating a considered approach to the RIDLs criteria were ranked for each question according to the breadth and depth of their provision. In order to give a broad view of the resources, the two groups were also evaluated in terms of the type and style of the resources available. The draft shortlist were then sent additional evaluation questionnaires, based on the RIDLs 'criteria for assessing courses or resources', which sought to gather data on the assessment and evaluation process followed by each of the 16 resources on this list. The draft list was subsequently reduced to 15:

| Institution | Resource name |
|-------------------------------|--|
| Cardiff University | Embedded information literacy |
| Cranfield University | Online information literacy tutorial |
| Glasgow Caledonian University | PG IL module ('Pilot') |
| Loughborough University | eMRSRG: East Midlands Research Support Group |
| LSE | MY592 |
| Open University | Ready to research |
| Oxford University | Research Skills Toolkit |
| University of Bath | Information Skills for Research Postgraduates |
| University of Birmingham | Raising your research profile |
| University of Durham | Training Resources 1213 |
| University of Edinburgh | Research Data MANTRA course |
| University of Manchester | Media & Information resource |
| University of Nottingham | Effective Literature Searching |
| University of Salford | Salford Postgraduate Research Training (SPoRT) |
| University of Warwick | Digital Researcher |

Table 1 Final shortlist of good practice resources (alphabeticised)

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

It is important that the limitations of this selection process are recognised. Although the described approach includes some quantitative elements the final draft list result should be considered in the light of various subjective factors. The original long list was derived by a combination of subjective researcher selection from a range of resources found by online search and recommendations from participants. Additionally, the self-selected nature of the project means that the resources can only be considered as a 'snapshot' of examples of current (Sep 2012 – Dec 2012) practice. The rationale for the final shortlist is not to present a ranked list of 'best practice'. This is not a competition. The final shortlist is designed to offer a range of examples of different types of resource which may be used to inform future practice. The value of the RIDLs criteria, which were used to derive the data, performed the essential function of giving a framework to the data collection and analysis, aiding in the mitigation of the subjective nature of this type of research.

c. Analysis

The completed evaluation forms were imported into NVivo 8 software for coding. The answer to each question was coded, allowing flexible interrogation of the data and comparisons between answers.

The questions (see Appendix) covered three main areas:

- Who is the course or resource designed for, and why?
- What knowledge, skills and competencies is the course or resource intended to provide?
- How is the course or resource delivered?

These three areas are discussed below. This is an in depth analysis which develops on themes arising from the previously reported preliminary review of the data (Interim Report Oct – Dec 2012). Here, all quotations are from the 27 evaluation forms, randomly anonymised numerically.

4. PROMOTION OF PROJECT

In order to give an accessible focus to the project a blog was set up at <http://rilads.wordpress.com/>. The aim of the project blog is to house information and findings related to the activities and outcomes of the project. It is not intended as a researcher diary. Examples of contents include the initial press release, an initial list of 13 good practice examples, a downloadable questionnaire, a long list (with links) of good practice examples, a deadline extension message to participants, slides from UKCGE conference. The home page also has a selection of related links (JISC, RIN, SCONUL, RIDLS). It is possible to follow blog updates by means of automatic email announcements. Twitter updates (@RILADS) are also listed.

An approved press release was sent to various key publications for information. A news story ran in CILIP's Update magazine (Dec 2012).

The press release (Appendix) was widely circulated to subscribed email lists:

LIS-INFOLITERACY, LIS-E-RESOURCES, LIS-LINK, PROFDOC,
POSTGRAD, EVALUATING-IMPACT, SUP-DEVELOPMENT.

This led to some early Twitter and blog followers.

The blog has been invaluable as a focus of the research and there is some evidence of use of the links list. As dissemination continues through 2013 the blog will remain the central point and will continue to be updated regularly and promoted via Twitter and other outlets.

5. FINDINGS AND DISCUSSION

A. Who is the course or resource designed for, and why?

1. Who are the learners that the course or resource is designed for?

a. By career stage (research students, research fellows, tenured researchers...)

By far the majority of resources in this sample are aimed at post-graduate researchers. This is unsurprising given the scope of the project (PGR and beyond). The level under this number of responses identified All, Staff, Research Students and PhD. Some included UG in this range, while those exclusively devoted to UG were disregarded. Although Researchers and PostDocs were mentioned, they were only specifically the focus of these resources in one case. This focus on PGR indicates that the sample included appropriate resources relating to the scope of this research project. Generally the responses indicated that the resources were designed to cover an inclusive range of researcher types (PG, PhD, staff).

b. By discipline

The focus of the respondents was generally on delivering a resource which was appropriate for all disciplines, with some examples of specialising in broader areas (Social Science in particular, but also Science and Humanities were mentioned) relating to the specialities of the institution. Some one-off mentions were made of more specific disciplines, which their resources were specifically designed to support, such as Business, Psychology, Geoscience, Law, Engineering and English Literature.

2. What steps have you taken to assess learners' need for the course or resource?

The main approach to assessing learners need for the resource was through student feedback, before designing and developing the resource as well as after students had used the resource. This feedback was both anecdotal and derived from more formal sources such as questionnaires, interviews and focus groups, taking "into

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

account learners' feedback on their training needs, and wherever possible develop new workshops where requested". Discussion with internal practitioners and other stakeholders, such as Faculty academics and Graduate School, and supervisors also informs a number of resources. This assessment is also likely to be informed by day-to-day experience of staff delivering information literacy as part of their duties, awareness of national debate and reports from RIN and Vitae's RDF initiative or recommendations from *"external researchers, who last year ran interviews and a focus group in relation to this initiative noted that all staff interviewed regard information literacy as very important, especially at the early stage where research students are first starting their project."* Data from development needs analysis forms completed by students with their supervisors (or online) may also be used, although often students are self-selecting and come from outside this process, reflecting the 'all-comers' nature of many of the resources. One of the resources did not refer to students and academics selected their resources that were incorporated into the collection. A follow up question, (*'If such steps have not been taken, what is the reason for this?'*) was only answered by one respondent, indicating that almost unanimously the respondents had performed what they believed to be adequate and appropriate analyses of user needs.

It is recommended that when developing such resources learners' needs are assessed using a variety of channels:

- Internal discussion – it is important not to rely on one perspective when developing such resources;
- National debate – extensive research is being done in this area and offers valuable insights;
- Development needs analysis performed at a one-to-one or self-assessed level;
- Existing frameworks such as NSS and other feedback gathering exercises;
- Research Development office;
- Student feedback;

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

- Staff experiences in teaching and drop in sessions can provide valuable insights;
- Formal research into needs and demands for the resource within the institution.

3. Given that the course or resource relates to information literacy, how does it fit the broader professional development needs of the learners?

The outcomes of such resources are generally focussed on existing needs for the students to successfully partake in their studies. There is also acknowledgement that these skills are likely to be useful in future careers, *“thereby sitting within a broader – yet connected - professional development context”* although the transferable nature of the skills developed are not always recognised, with the focus being predominantly on the learner’s current research practice. Those participants referring to the RDF discussed how the skills would inform the development of professional researchers, *“addressing employability and transferable skills, as well as the need for high-quality information”* and *“identifying the target skill areas key to the development of professional researchers”*. Highlighted professional skills included dissemination, data management, digital skills and teaching skills.

It is recommended that when developing such resources, current as well as future transferable skills are considered, and that mapping resources to the RDF information lens can frame skills to professional development.

4. To what extent is the course or resource a response to demand from learners, and if so, how have you identified this?

Participant feedback from previous iterations of similar modules / courses is primarily used to assess demand for such resources in terms of spotting trends and filling gaps in delivery. A ‘top down’ approach is also applied, where demand is set by institutional stakeholders from formal student feedback to course committees. However a more ad hoc approach is also apparent, with needs being anticipated. The experience of the subject librarian, development needs analysis forms, RDF,

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

internal research, existing demand for popular courses, and requests from Grad School and academic staff also support the decisions to develop resources.

It is recommended that a combination of some or all of these factors is used to establish demand:

- Participant feedback
- Tutor feedback
- Grad School feedback
- Development needs analysis
- Top down
- External influence
- Formal internal research
- Staff request
- Existing demand

5. Is participation by learners in previous similar training activities a factor in helping you to determine demand?

6. Is such participation in previous activities analysed, in terms of range of learners (for instance, by discipline or career stage)?

Many of the participants mentioned they assessed previous participation in similar activities, *"the numbers attending training sessions are also used to determine future demand – where waiting lists develop, additional offerings are scheduled and where attendance is low, sessions are reviewed and modified or dropped from the programme as learner needs change"*, although this was not always the case

It was noticeable that most responses stated that they did not analyse participation in previous activities by discipline or career stage.

It is recommended that, where the information is available, attendance statistics are analysed when developing and launching new resources.

7. How is the course or resource made appropriate to learners, for instance with regards to their current level of skill, years of experience, disciplinary areas?

Generally, courses are organised so students can self-select elements which they feel will benefit them. Many sessions are introductory although some resources offer a choice between 'introduction' and 'intermediate/advanced'. The course rubric is likely to clearly define the level of the content and, where appropriate, the disciplinary content: classed may be "*open to all research students but where they are targeted towards a particular broad discipline group, this is indicated in the title or description.*". Flexibility within a workshop session may allow specific information needs to be met, using "*workshop time to allow participants supported hands-on experience, this gives them support at the right level.*" It seems that across-the-board resources are aimed at a wide range of disciplines, and act predominantly as introductions to topics, while being sufficiently flexible to respond to learner demand on-the-fly "*at the beginning of each session*".

It may be appropriate for those developing online resources to incorporate this flexibility in some way, for example via moderation and one-to-one follow ups. Some resources may target a broad discipline group, focussing on specific databases or issues such as impact (for Sciences) and e-resources (for Humanities).

8. How accessible is the course or resource, particularly for learners with diverse needs?

Accessibility was either interpreted as meaning 'students can access the material 24/7' ("*The resource is universally accessible. Google Analytics data from the past 5 years of operation show that we have users around the world*") or in terms of disability ("*Accessibility tools (e.g. adaptive peripherals and software) are made available as required*"). In future use of the criteria the meaning of 'accessibility' needs to be more clearly stated.

By their nature, the online materials were deemed to be accessible widely and "*open to anyone who can use a computer*", while special tools such as hearing loops are cited in accessible workshop sessions. There is recognition that making resources

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

accessible to students with particular needs due to disability or nature of study (especially part time and distance learners) is important and support may be offered where available, for example, in a situation where “*at least two members of Library staff run each session; this means there is more scope for individual assistance for any participant who may need it*”. This may also be planned for in advance from communication with Graduate Centre administration. This is not always the case and sophisticated tools do not appear to be always widely available.

It is recommended that the accessibility of both online and face-to-face resources is considered carefully in their design in order to ensure their inclusivity.

9. What do learners need to know already in order to benefit from the course or resource?

Nearly all of the resources in this research required only basic knowledge for the users. A baseline could be set when some introductory knowledge was required to access more advanced resources, “*students must have attended the introductory workshop or be familiar with the functions described in that workshop’s description*”. Although technical and subject knowledge was not generally required, the context of the research environment was mentioned, attendees being “*expected to understand the academic environment*” and “*they do need to be involved in some form of research to get the benefit out of most of the workshops*”. When prior knowledge is required it is stated that this is made clear multiple times in the rubric and booking process.

10. On the basis of the assessment of need and demand, what have you done to communicate clear learning objectives to those who attend the course or use the resource?

The learning objectives are widely situated within the rubric of the resource, “*each workshop also has clear learning objectives that are regularly reviewed*” and in online resources they may be “*detailed at the beginning of each unit and reiterated at the end*”. Participant feedback may be used to evaluate learning outcomes.

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

Outcomes are also re-iterated at the beginning of workshop / class sessions, where *“each presentation begins with learning objectives”*.

It is recommended that this practice is followed, with Learning Outcomes being clearly stated in the rubric, at the introduction of each session, and evaluated at the end of each session.

11. How does the course or resource fit with your institutional and/or departmental policy and practice on researcher development?

University research development strategy informs good practice examples, through formal structures *“as part of the University’s broader skills programmes for researchers”*, aligning *“with the university’s aims to support early career researcher and PGRs, and to enhance research and transferable skills”*. Library policy may also inform development, if *“it fits within the library’s strategic plan”*. Vitae’s RDF is also mentioned as an influence, when *“the skills developed through the course fit with Vitae’s Researcher Development Framework and supports the university’s ambition”*. However it is notable that not all resources sit within a policy framework, perhaps because this is not explicit within an institution. One respondent noted that *“the closest we have to an institutional “policy” around researcher development would be the University’s signing up to the Vitae concordat”*, while the nature of the institution may be that although *“it is one of a number of courses offered to PhD students [and] in some departments supervisors strongly encourage their PhD students to attend. But [here] nothing is mandatory”*.

It is recommended that wherever possible resources are clearly linked to institutional and departmental policy on researcher development.

12. Can the course or resource be transferred or adapted to suit needs or contexts other than the one for which it is designed?

Following the current spirit of the sharable nature of such resources, many of these examples are transferable or adaptable to outside users and *“can be adapted to ensure information literacy development is fully embedded into provision and*

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

presented to researchers as an integrated whole". They may also be available internally and *"adapted easily for use in other contexts or for other user group"*. A small number are downloadable or available via Jorum. However not all are available to others, for reasons of specificity because *"some of the content could be used a foundation for some online courses, but would need a lot of reworking to make it an effective learning tool in such a different environment"*.

For many reasons it is becoming considered good practice to make such resources transferable and adaptable and it is recommended this be considered when developing.

B. What knowledge, skills and competencies is the course or resource intended to provide?

1. What areas of information literacy does the course or resource cover?

| | What areas of information literacy does the course or resource cover? | | | | | | | |
|------------------------|---|--|---|------------------------------|----------------------------------|--------------------------|---|---|
| | Information searching and discovery | Assessment and analysis of information sources | Citation and referencing (inc software) | Data management and curation | Plagiarism, fraud, copyright etc | Data protection &/or FOI | Publishing and dissemination including OA | Other |
| Birmingham | Y | Y | Y | Y | Y | Y | Y | Social media: generating interest and |
| City_2 | Y | Y | Y | Y | Y | Y | Y | Y |
| EdgeHill | Y | Y | Y | Y | Y | Y | Y | Digital identity / Web 2.0 |
| Cardiff | Y | Y | Y | N | Y | Y | Y | |
| Cork | Y | Y | Y | N | Y | Y | Y | Managing your Information (using Enc |
| Cranfield | Y | Y | Y | N | Y | Y | Y | Current awareness |
| Glasgow_Pilot | | Y | Y | Y | Y | Y | Y | |
| LSE | Y | Y | Y | Y | Y | N | Y | Use of social media |
| Oxford | Y | Y | Y | N | Y | Y | Y | Measuring impact and bibliometrics, c |
| Bath | Y | Y | Y | N | Y | N | Y | Subject specific resources, searching f |
| Edinburgh | | | Y | Y | Y | Y | Y | |
| Glasgow_Smile | | Y | Y | Y | Y | Y | N | Independent learning, what is a stude |
| Open University | | | Y | Y | Y | Y | Y | |
| Portsmouth | Y | Y | Y | | Y | Y | | We want to tie it in with the IL lenses |
| Salford | Y | Y | Y | N | Y | N | Y | |
| UWE | Y | Y | Y | N | Y | N | Y | Choosing a research topic, defining yo |
| City_1 | | Y | Y | N | Y | Y | N | Y |
| City_3 | N | N | N | Y | Y | Y | Y | Y |
| Imperial | | | Y | | Y | Y | Y | |
| Loughborough_PGR | Y | Y | Y | N | Y | N | Y | Collaboration using web 2.0 tools; |
| Manchester | | Y | Y | N | Y | N | N | Media literacy, use (and abuse) of res |
| Warwick | Y | | Y | | | | Y | The course is not all about informatio |
| Durham | | Y | N | N | N | N | Y | |
| Loughborough_staff | Y | | | N | | | Y | |
| Nottingham | | Y | Y | N | N | N | N | |
| Loughborough_Elevenses | | | | | | | Y | The Elevenses programme changes ee |
| Loughborough_EMSSRG | | | | | | | Y | Bibliometrics – Author & Journal. |

Table 2 Resources ranked by range of IL coverage

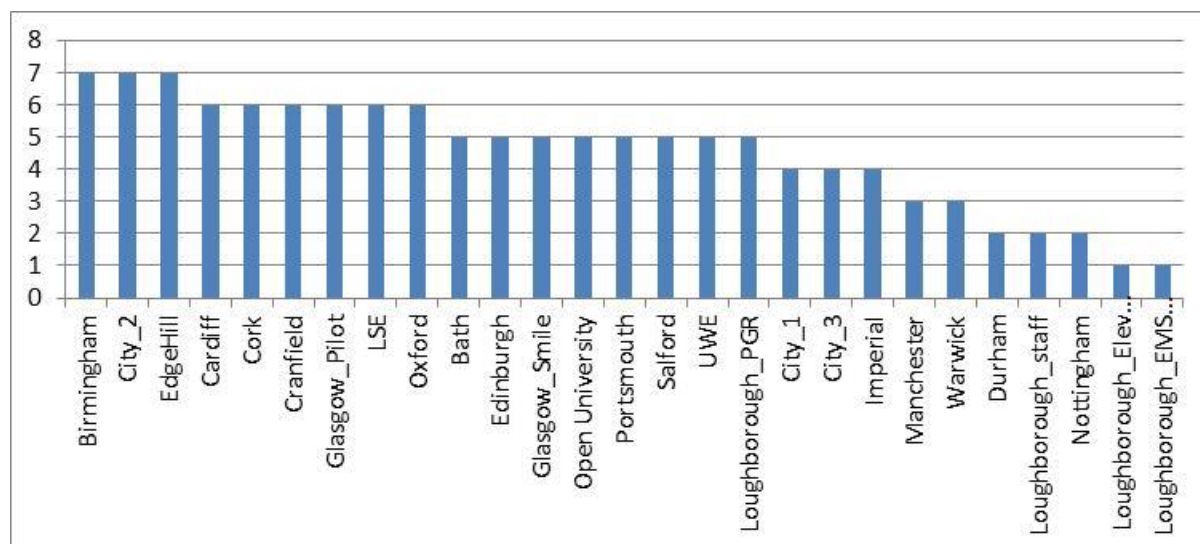


Figure 1 Resources / coverage

The above lists (table 1, figure 1) are ranked in order of areas of information literacy covered. Please note that some resources are highly specific and are not designed to cover the range of topics so this ranking should not in any way be taken to imply that the highest in the list is the best in the sample.

This data is summarised in Figure 2, which shows that there is an emphasis on Citation and referencing, Publishing and dissemination, Plagiarism, fraud and copyright, and assessment and analysis of information sources. This is followed by Information searching and discovery and data protection and FOI, with Data management and curation being least covered.

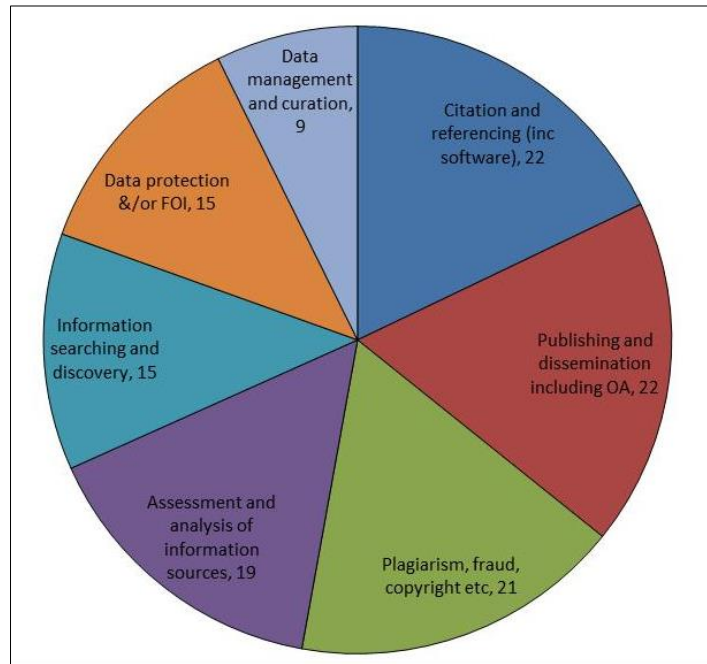


Figure 2 Coverage of IL provision over 27 resources

There are other areas of coverage identified, including notably: subject specific resources, social media literacy, bibliometrics, evaluation of materials, general study skills/research methods, IT skills. These additional categories indicate that the criteria would benefit from being revisited to incorporate more possible areas of coverage.

| | 7 pillars | RDF lens |
|--------------------|-----------|----------|
| Birmingham | Y | Y |
| City_2 | | |
| EdgeHill | | Y |
| Cardiff | Y | Y |
| Cork | Y | N |
| Cranfield | Y | N |
| Glasgow_Pilot | Y | Y |
| LSE | Y | N |
| Oxford | Y | Y |
| Bath | Y | Y |
| Edinburgh | Y | Y |
| Glasgow_Smile | N | N |
| Open University | N | N |
| Portsmouth | Y | Y |
| Salford | N | Y |
| UWE | N | N |
| City_1 | | |
| City_3 | | |
| Imperial | N | N |
| Loughborough_PGR | N | Y |
| Manchester | | |
| Warwick | N | N |
| Durham | Y | Y |
| Loughborough_staff | N | Y |
| Nottingham | | Y |
| Loughborough_Eleve | N | N |
| Loughborough_EMSF | N | N |

Figure 3 Use of RDF and 7 Pillars

2. Is the course or resource informed by models or frameworks such as the RDF and the Seven Pillars?

a. If so, how?

The Seven Pillars and RDF lens are widely used. There appears to be a leaning towards the use of RDF over the Pillars in more recently developed materials.

3. Have you sought to make use of the information lens of the RDF?

Very few resources use the recent RDF information literacy lens, generally stating that the resource was developed prior to the lens.

C. How is the course or resource delivered?

1. What form does the course or resource take?

- a. Classroom-based courses (lecture or workshop)
- b. Individual tuition
- c. Online courses
- d. Training material (printed or digital)
- e. Other

| | Freely available ? | Classroom-based courses | Individual tuition | Online courses | Training material (printed or digital) | Other |
|--------------------|--------------------|-------------------------|--------------------|----------------|--|---------------------|
| Birmingham | N | Y | Y | N | N | |
| City_2 | Y | | | Y | | |
| EdgeHill | N | Y | | | Y | |
| Cardiff | N | Y | Y | Y | Y | |
| Cork | Y | Y | N | Y | Y | |
| Cranfield | Y | | | Y | | |
| Glasgow_Pilot | Y | | | Y | | |
| LSE | N | Y | N | Y | Y | |
| Oxford | N | Y | | | Y | |
| Bath | N | Y | Y | Y | Y | N |
| Edinburgh | Y | | | Y | | Can be supplemented |
| Glasgow_Smile | Y | | | Y | | |
| Open University | Y | | | Y | | |
| Portsmouth | Y | Y | Y | Y | Y | |
| Salford | N | Y | Y | Y | Y | |
| UWE | Y | | | | | An openly available |
| City_1 | Y | | | Y | | |
| City_3 | Y | | | Y | | |
| Imperial | Y | Y | | Y | | |
| Loughborough_PGR | N | Y | | | | |
| Manchester | Y | | | Y | | Podcasting |
| Warwick | Y | N | Y | Y | Y | N |
| Durham | N | Y | Y | N | Y | |
| Loughborough_staff | N | | | Y | | |
| Nottingham | N | | | Y | Y | |
| Loughborough_Elev | N | Y | | | Y | |
| Loughborough_EMS | Y | Y | | | Y | |

Figure 4 Form of delivery

Figure 4 shows the spread of online / classroom-based resources. Although the term 'blended learning' is rarely used by the participants, this appears to be the most widely used approach in the delivery of this type of information, as illustrated in the pie chart below (Fig 5), where a combination of classes and VLE or freely accessible online resources are employed.

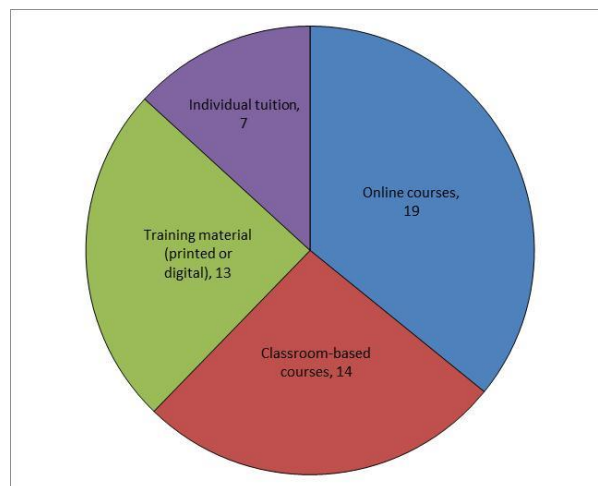


Figure 5 Form of delivery (max 27)

2. What would you describe as the main features of the course or resource?

- a. Mode of instruction
- b. Length of course
- c. Use of assignments
- d. Assessed/non-assessed
- e. Other

The brief responses identified the key element of 'mode of instruction' which they felt was the most important aspect, with no explanation. Key themes here include workshop sessions, blended learning approaches, online content, modular. Mostly the resources / courses are multi-session, requiring regular commitment.

Assignments are rarely used and only one course is assessed. Additional responses included evaluations of the excellence of the resource within institutional and professional frameworks, the benefit of cake in creating a relaxed atmosphere, the value of delivering a wide variety of topics and the opportunity for the learners to choose how they engage with materials.

3. Who designs and delivers the course or resource?

- a. Library
- b. Graduate school
- c. IS department

d. Other (who?)

All the resources / courses included in the survey are developed and delivered by the Library, with some contributions from Graduate School in administration and organisation and inputs from other service departments and faculty when available and appropriate. Other contributors included Learning and Technology, Research Office, Education Innovation. It should be noted that the gathering of this data was heavily focused on library networks. Although supervisor and PG student networks were also approached, all of the responses to the research call came from the library sector.

4. What are the different roles and responsibilities of these various players with regards to the design and delivery of the course and resource?

It is likely that it is partly because of the sampling approach, which sourced resources predominantly through library email networks, that the majority of respondents stated that the library was the main player in developing and designing information literacy resources. However this is mitigated by virtue of the fact that generally *“the content and delivery is the Library’s responsibility”*. That there is substantial evidence of strong liaison across departments is clearly indicative of partnership-working within institutions: *“in consultation with Academic Department staff/students and the University’s Research Development Office staff”* and effective liaison *“with the Graduate School, Planning Office and Research and Innovation Services”*, courses being *“designed jointly”*. Administration is an important example of conjoint working where the *“programme is organized by a small team of professional and clerical staff in the UGC”*. In terms of technical support this may be *“provided by the Graduate School’s learning technologist”*. In a small number of cases, academics design the programme and *“an external consultant actually put the web site together, and also contributed to the structure and general design of the course”*. A team may be assembled from a wide range of *“instructional designers, graphic designers, library staff for content, a project manager for the project phase and product manager”*. Learning Technology and IT departments are mentioned, but rarely so, indicating a possible gap in effective use of available resources. Academics are very rarely involved in delivery. In terms of institutional strategic

engagement, it appears likely that where inter-departmental networks are supported by policy to work together to design and deliver effective resources, this is more likely to take place effectively.

It is recommended that an appropriate range of services within the institution are involved in the design and delivery of these resources wherever possible in order to maximise the value that can be brought to these projects from staff with experience outside of the library setting.

5. What skills and know-how are required by those devising, running or managing the courses and resources?

Teaching skills are most frequently highlighted, such as *“good oral written and oral communications skills, plus flexibility to adapt the differing needs of attendees – range of experiences, disciplines etc”*. In support of delivering a professional service *“many of the tutors have completed a PG Cert in teaching in HE although it is not required”*. This approach, where *“knowledge of Information Literacy Skills pedagogy, teaching skills, current teaching practices and developments”* is matched by a need for an understanding of the research process. It is widely agreed that *“it is obvious, but essential, that there be an understanding of the research experience more generally – not only to ensure that the offerings are appropriate to the stage of the research but also to effectively communicate the benefits of participation to the researchers”*. IT skills are equally important, mainly in terms of developing online materials, but also in terms of the tools being taught. A good knowledge of digital and information literacy was briefly mentioned, followed by numerous one off mentions of specific skills (Appendix g).

The key skills noted here, teaching, research, technical seem to be paramount in terms of their need in developing good practice resources. A combination of all of those listed would benefit optimum resource development and delivery and should be considered in planning to develop good practice.

a. How do these skills and know-how relate to the different roles and responsibilities?

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

Some respondents affirmed that *“these skills and expert knowledge are core skills for the Library staff running individual sessions and also necessary for those planning and putting into place the combined programme”*, while others had developed special skills for this purpose, and recognised that *“we will need to update our skills on a more sustainable basis in future”*.

b. How were these skills and know-how acquired?

The skills required are developed through a combination of day-to-day experience as a librarian, and CPD and encouraged by the institution, emphasising *“the importance of developing subject librarians’ teaching skills over recent years, through workshops, conference attendance”*. The importance of library staff taking PGCert is notable, along with professional library qualifications. Knowledge sharing *“through sharing good practice and materials among Library staff and through shared teaching of individual sessions”*, peer-review, liaison with faculty and student feedback all inform the development of these skills, and *“deepens knowledge every time”*. This knowledge may be shared *“through joint meetings with the teaching team each term”*.

A combination of experience, CPD and iterative evaluation is appropriate in developing good practice resources.

6. What support is required to run the course or resource (personnel, facilities, financial)?

This work takes time. *“Time for preparation/delivery. Time for advertising/marketing – administration of courses”*. Online courses may be more time-consuming than face-to-face courses, because *“each time the [online] course runs, it requires 40 hours of academic librarian time to be timetabled so that a tutor is constantly available to respond to participant queries and to steer, as well as moderate, the online discussions”*. Time is also required for administration of the resource once it has been developed. Budgeting time is very important, recognising the ebbs and flows of the academic year. While *“the Summer vacation allows for Library staff time to be given to the course, ... the Autumn term requires outside support to be bought in”*. Physical space for face-to-face programmes and some funding for external input

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

and other costs needs to be available as “*there is a considerable administrative overhead (advertising, course booking, room hire and set up, printing materials, uploading materials to the web)*”. Although there were numerous online services surveyed, there was minimal mention of resources required for server space and maintenance.

It is recommended that budgets are carefully drawn up when developing new resources, and that time, the major resource required, is clearly allocated to those responsible.

a. If the courses and resources take the form of digital/online resources, are they free for others to use or can they be readily purchased?

The vast majority of the respondents stated that their resource was freely available, often with Creative Commons license and via Jorum. The culture of sharing being highlighted – some may “*borrow ideas as regularly as I create my own, so open source and open access is important*”. However those resources run within a VLE are somewhat restricted in this regard because they require password or guest access, therefore potential users from outside the institution are unable to access them freely. This is a similar problem for face-to-face workshop courses, which require co-operation with deliverers if resources are to be sharable.

D. Criteria for assessing courses or resources

This section discusses responses to the follow-up evaluation forms which were sent to the draft shortlist. It uses the RIDLs criteria for assessing courses or resources to gather data to determine the extent of evaluations performed on the cited resources. It is therefore based on a smaller response rate (8) than the previous sections.

1. How many learners, by career stage and discipline have taken part in the course or used the resource?

Numbers of learners accessing the courses are reported to be kept, split into career stage more than by discipline. The information provided was not sufficiently detailed to perform any statistical analysis. There is certainly an awareness amongst the respondents that statistics are valuable in terms of evaluation. Numbers of attendees at courses, and online viewing statistics were provided at varying levels of detail. These varied from *“We have at least 60 participants signed up for our next series of sessions, some may have signed up to more than one session”* to the detailed table provided below:

| Part-time / Full-time | | Type of PGR | | Stage | | Faculty | |
|--------------------------|----|-------------|-----|--------|----|---------|----|
| PT | 16 | MRes | 9 | Yr 1 | 68 | Arts | 8 |
| FT | 96 | Doctorate | 103 | Yr 2 | 28 | SocSci | 23 |
| | | | | Yr 3 | 12 | MedHea | 34 |
| | | | | Yr 4 + | 4 | SciEng | 47 |

2. If the course has been run previously, or if the resource has been previously used, what is the trend in terms of number of learners?

The data and discussion thereof provided in response to this question indicates the value of attendance / online viewing statistics in terms of provision and promotion. Trends are recognized, analysed, and used to inform delivery and scheduling. However new courses and limitations in software can cause difficulties: *“the units*

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

were launched in mid-2012 and too early to spot trends and unfortunately our project website does not track usage”.

It is recommended that wherever possible, detailed statistics are gathered during each iteration of such courses as their analysis can inform decisions on timings, content, and gaps in uptake.

3. What have been the reactions and feedback from learners, notably on whether learning objectives have been met, and on quality, originality and attractiveness of the course or resource?

Users’ qualitative feedback comments are quoted extensively by the respondents. These comments strongly support the resources. These may be in the words of the learners, or in Likert scale-derived analyses. Such supportive comments not only motivate those charged with developing and delivering the resources and inform revision of future iterations, but may also be used to publicise the service to potential learners. Notably, it appears from the comments supplied that there are two key areas where learners feel they benefit – the regular and prescribed nature of the courses helps to give the learners a focus for their studies, and specific content within the courses is given relevant context to the learners, enabling them to appreciate the value of various tools and approaches. Whether the learning takes place in a physical classroom or online, the benefit of working with others seems to be much appreciated: *“it is the forum with students’ participation and experience sharing that gives me motivation to learn more and more”*. Statistical analysis of Likert scale comments can be used to create targets for future feedback evaluations: *“Our very ambitious target is for all workshops to achieve a mean of 4.0 or above on all of these items”*.

Pre- and post-course questionnaires can be used to identify progress achieved by attending the course and can be combined with needs analysis to identify areas which individual learners may benefit from covering.

4. What is shown by any evaluation and analysis of such feedback?

This feedback is taken very seriously by most of those who reported its use:

“feedback forms are compiled by the UGC admin support staff and forwarded to the presenter within one week of the session. The compiled feedback is also reviewed by a named officer in the University Graduate College, who notes any items for action and follows up with the presenters” although the time required for its analysis may cause difficulties, and new resources need to be established enough to garner enough data to be of sufficient value.

Insights from participants may provide useful information which had not been picked up otherwise allowing institutions to *“review the content itself to keep it fresh, up to date and relevant to its users”* and courses may be directly influenced and lead to *“the development of new courses, adaptation of content in existing sessions and changes in the length of a session”*. Unfortunately feedback may be difficult to gather in sufficient quantity as *“the drawback to relying on questionnaires is that not everyone will complete them”*

5. What are the changes in learners’ knowledge, skills and competencies resulting from the course or resource?

It is difficult to evaluate changes in knowledge, skills and competencies which are directly attributable to taking a course or resource without pre- and post-course assessment. Very little appears to have been done by the respondents in this regard, *“because there is such a broad range of courses and participants (and due to a lack of staff resource), the UGC has not attempted to track any individual changes in learners as a result of any of our workshops”*. Achieving the course/resource Learning Outcomes, which are frequently cited in rubric, could be one way of informing the measurement of these changes, although this type of very detailed analysis, possibly leading to some kind of assessment, requires large amounts of staff time. As has been discussed earlier, very few of the resources include an assessment element and are designed to support studies rather than lie alongside them as assessed modules.

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

However feedback indicates that there is a change, and may “*suggest their intention to change the way they work as a result of their new skills and knowledge*”.

It could be that a more rigorous evaluation of changes in learners’ knowledge, skills and competencies could be more easily incorporated into the assessed element of curriculum-embedded modules.

It is recommended that these difficulties are considered in terms of evaluation and that steps are made to measure achievement of Learning Outcomes by summative and formative assessment during and following courses. These assessments do not have to contribute towards student degree marks and could readily be built in to VLE resources as instant feedback quizzes, for example.

6. How has this been ascertained?

While feedback forms and anecdotal evidence can provide some useful information regarding student achievement of learning outcomes, an exemplary approach lists self-assessment, peer-review, and tutor feedback in the pursuit of these findings where “*the course uses self – assessment, peer learning during in class group activities and feedback from teachers through observation and conversation on a one to one basis*”.

This approach is not widely taken and it is strongly recommended that in terms of evaluation a rigorous process is used to determine whether or not the resource is of any value to the participants.

7. What are the improvements in researcher attitude, confidence, behaviour, performance and practice that might be attributable to the activity/resource?

Attitude, confidence, behavior, performance and practice may appear in course aims and objectives, and some respondents appear to quote from these in answering this question, attributing improvements in these to the activity / resource is a tricky process and often, “*this hasn’t been collected in any systematic way, only anecdotally*”. Again, examples of anecdotal comments via feedback forms are given,

indicating substantial impact: *“Previously I was in darkness. I see the dawn now. And I never feel scared about doing research anymore”*

8. How has this been ascertained?

These learning objectives are again collected anecdotally and interpreted from comments feedback forms but it appears that they are not prioritised in the gathering of data relating to the outcomes of the resources, most likely owing to their intangible nature and the difficulty in assessing these higher level skills and attributing them directly to participation in the course / resource.

9. What has been the broader impact of the activity/resource, i.e. the extent to which recipients have become better researchers, and the way in which this has benefitted the institution?

Although *“it is currently difficult to draw direct correlations from the feedback we have gained”* because *“we have been running the series of courses for less than a year – so our next evaluation effort will take a longer range view of participants and ask about their perceptions of improved performance”* there has been some external evaluation of these resources. Also *“in focus groups run by external researchers in 2011, both research students and research supervisors reported they were greatly impressed by the information literacy courses offered by the UGC programme”* showing there are efforts made to evaluate course outcomes. Notable comment is made that there is much value to be derived from the process for the developers / deliverers and other stakeholders in terms of CPD and other skills development. Also as an example, when students who attended the courses started to teach, they requested input from the (library) deliverers in research methods courses, indicating there is additional value to the institution from participation and connecting academic practice with library services.

10. What has been the feedback from the departments or other units in which the learners work?

In addition to the expected recommendations to take part in courses / resources to their students by other participatory units (faculty, graduate schools) there is some positive evidence of positive recommendations and support above-and-beyond professional expectations where “*some departments go further and advise students to take the course*”, “*staff in the Graduate School regularly recommend the course to doctoral students as part of their researcher development programmes*”, and a “*department incorporates an adapted version of the course in its own timetabled PhD seminars taught by the academic liaison librarian*”. Word-of-mouth within departments and faculty also increases uptake and widens participation and it is recognised that “*word of mouth has increased attendance levels*”.

11. What challenges/barriers have been encountered in implementing the development intervention (including lack of resources), and how are these managed and/or overcome?

Unsurprisingly, predominantly lack of time but also lack of resources (staffing, financial, software and VLE restrictions, teaching space) are the key barriers to “*develop an online iteration of the course*”. “*Resourcing in people is limited due to pressure on time from other responsibilities, and the appetite for generic skills training from learners*”. On occasion this is compounded by the fact that “*the designing and running of cross-university sessions is not specifically stated within their job descriptions*”.

These issues are partially dealt with by using quiet time over the summer to develop courses, using OER and the cloud, and using statistics and feedback evaluations to gain support from management to extend and expand services.

12. What steps were taken to improve the course or resource as a result of any evaluation?

All of the respondents stated they respond positively to evaluations and use feedback to continually develop the course/resource. This may be in terms of format or content: increasing numbers of sessions, making them more interactive, changing the delivery from classroom to online, developing relevant and up to date content, rebranding module names amongst others. It is widely agreed that evaluation and reflection should inform curriculum development and the many specific examples offered indicate this is an important element of the process of continuous iterative development.

6. REVISIONS TO CRITERIA

Clarification needs to be made in:

“What steps have you taken to assess learners’ need for the course or resource?”

The answers to this question varied according to whether the participant understood it to mean the individual learner or learners in general. This should be clarified in future revisions of the criteria.

“How accessible is the course or resource, particularly for learners with diverse needs?” – not all respondents relate the term ‘accessibility’ in this question to disability, rather focusing on the availability of their online resource. This should be clarified.

“What areas of information literacy does the course or resource cover?” – the various ‘Other’ categories identified (subject specific resources, social media literacy, bibliometrics, evaluation of materials, general study skills/research methods, IT skills) indicate this criterion could be refined.

“What would you describe as the main features of the course or resource?” – it is not immediately clear whether this question requires a tick box answer by category, or elaboration within each category. However all of the participants chose the latter interpretation, summarising their resource in a few words under each category. This criterion may require some attention in terms of explanatory detail.

7. DISSEMINATION AND PROMOTION

The short list will be announced via the project blog and Twitter at the same time as the final approved version of this report. Results of the analysis will also be disseminated via social networks, relevant print publications (eg CILIP Update) and conference presentations.

Charlie Inskip will be presenting at UKCGE International Conference on Developments in Doctoral Education (Apr 11/12) and CILIP Umbrella (Jul 2/3). Other relevant conferences will be targeted during the course of the year.

It is recommended that key findings of the report be identified and used to generate targeted interest – for example the range of skills required by librarians to successfully develop and deliver the resources would be an interesting angle for Update, while THE are likely to find more value in the findings around inter-departmental collaboration or the importance of technology in delivering these resources.

An accessible '*how to build a good practice information literacy resource*' guide could also usefully summarise the recommendations and may be more likely to engage practitioners considering work in this area.

Input from the RIDLs steering group would be valuable here in terms of dissemination and promotion possibilities.

8. CONCLUSION

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. This is not to say that every aspect of each of the shortlisted examples is perfect – this project is not about finding ‘the best’ information literacy resource - but the benefit of this selection is that those charged with developing resources to serve a similar need may efficiently access some examples – and ultimately, perhaps, that ‘good practice’ may become ‘common practice’. The value of the criteria in this research has been to provide an analytical framework for such evaluations (for the researcher) and act as a reflective tool (for the developers/deliverers). Hopefully some of the recommendations and comments within the report, combined with a reflective look at the examples – and contact with their helpful representatives – may assist those attempting to deliver good practice information literacy in UK HE in 2013 and beyond.

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

9. APPENDICES

a. Final shortlist (15) (alphabetical order)

| Institution | Resource name | Audience / Coverage |
|-------------------------------|--|--|
| Cardiff University | Embedded information literacy | Postgraduate students Integration of information and digital literacies into the University Graduate College skills development programme. |
| Cranfield University | Online information literacy tutorial | Undergraduate / postgraduate students Highly interactive online tutorials on a wide range of IL issues; attractively and imaginatively packaged. |
| Glasgow Caledonian University | PG IL module ('Pilot') | Postdoc researchers Online tutorials on wide range of IL issues (developed for postdocs, but seems suitable for graduate students too). |
| Loughborough University | eMRSG: East Midlands Research Support Group | Early career researchers Online, interactive tutorials on disseminating research outputs and reference management. Resource developed jointly by four East Midlands HEIs. |
| LSE | MY592 | Postgraduate students Structured 6-week course on many aspects of IL. |
| Open University | Ready to research | Postgraduate students A set of online tutorials, structured within a broad range of IL topics. |
| Oxford University | Research Skills Toolkit | Postgraduate students A set of interactive online resources. |
| University of Bath | Information Skills for Research Postgraduates | Postgraduate students Extensive programme of courses throughout the academic year, mostly on literature searching, but also on copyright, plagiarism, use of databases... The only programme on this list which has some discipline-specific resources. |
| University of Birmingham | Raising your research profile | Workshops on publishing, bibliometrics and social media. |
| University of Durham | Training Resources 1213 | Postgraduate students Range of autumn term IL courses. |
| University of Edinburgh | Research Data MANTRA course | Postgraduate students Online tutorials on all aspects of research data management. |
| University of Manchester | Media & Information resource | Postgraduate students, researchers Podcast-based online resource covering wide range of IL issues. |
| University of Nottingham | Effective Literature Searching | Postgraduate students (early stage) 5-day course on literature searching |
| University of Salford | Salford Postgraduate Research Training (SPoRT) | Postgraduate researchers Wide-ranging programme of workshops reflecting the structure of the RDF; selected sessions available on aspects of IL. |
| University of Warwick | Digital Researcher | Early career researchers Module-based, 18-week online learning programme on social media in the research lifecycle. |

b. Long-List

| | |
|-------------------------------|---|
| Cardiff University | Embedded information literacy |
| Cranfield University | Online information literacy tutorial |
| Glasgow Caledonian University | PG IL module ('Pilot') |
| Glasgow Caledonian University | SMILE |
| Loughborough University | Academic and research staff workshops |
| Loughborough University | eMRSG: East Midlands Research Support Group |
| Loughborough University | PGR workshops |
| LSE | Copyright |
| LSE | MY592 |
| LSE | Research support |
| Newcastle University | Information Literacy Toolkit. |
| Nottingham University | Effective Literature Searching |
| Open University | Digital scholarship |
| Open University | Ready to research |
| University College Cork | PG IL module ('PG6009') |
| University of Birmingham | 4 Ways to raise your research profile |
| University of Birmingham | Disseminating your research |
| University of Birmingham | Raising your research profile |
| University of Cumbria | Skills@Cumbria |
| University of Dundee | Advance@Dundee |
| University of East London | Infoskills |
| University of Edinburgh | Research data management guidance |
| University of Edinburgh | Research Data MANTRA course |

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

| | |
|-------------------------------|--|
| University of Exeter | Cascade |
| University of Exeter | OpenExeter |
| University of Leeds | Researcher@Library |
| University of Leicester | Library training |
| University of Manchester | Media & Information resource |
| University of Manchester | Researcher Development |
| University of Portsmouth | UPLIFT |
| University of Salford | Salford Postgraduate Research Training (SPoRT) |
| University of Sheffield | MA Information Literacy |
| University of Sheffield | Information Literacy |
| University of Surrey | For Postgraduate Researchers |
| University of Surrey | Learning Skills Portal. |
| University of Surrey | Taught Postgraduates |
| University of Sussex | Research Hive |
| University of Warwick | Research Exchange |
| University of Warwick | Digital Researcher |
| University of Warwick | PhD Information Literacy workshops |
| University of West of England | Research Observatory |
| Various | Skills Forge |

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

c. Returned Forms

| RETURNED FORMS | | | | |
|----------------|-------------------------------------|---|--------------------------|----------|
| 1. | Bath | Library PGSkills Training Programme | Hannah South | 7/12/12 |
| 2. | Birmingham | Raising your research profile | Judith Hegenbarth | 3/12/12 |
| 3. | Cardiff | Integration of information and digital literacies into the University Graduate College skills development programme | Cathie Jackson | 3/12/12 |
| 4. | City (3 forms) | Upgrade | Rowena Macrae-Gibson | 5/12/12 |
| 5. | City (3 forms) | Library Guide for Researchers | Rowena Macrae-Gibson | 5/12/12 |
| 6. | City (3 forms) | Social Media guide | Rowena Macrae-Gibson | 5/12/12 |
| 7. | Cork | Graduate Information Literacy Skills | Margot Conrick | 6/12/12 |
| 8. | Cranfield | Information Literacy Tutorial | Mandy Smith | 5/12/12 |
| 9. | Durham | Doctoral Training Programme | James Bissett | 30/11/12 |
| 10. | Edge Hill University | | Rachel Bury | 13/12/12 |
| 11. | Edinburgh | MANTRA | Robin Rice | 4/12/12 |
| 12. | Glasgow Caledonian (2 forms) | PILOT | Marion Kelt | 19/11/12 |
| 13. | Glasgow Caledonian (2 forms) | SMILE | Marion Kelt | 19/11/12 |
| 14. | Imperial | Research@Imperial | Ruth Harrison | 17/12/12 |
| 15. | Loughborough (4 forms) | Elevenses programme | Helen Young | 29/11/12 |
| 16. | Loughborough (4 forms) | Dissemination of your research-eMRSg project | Helen Young | 29/11/12 |
| 17. | Loughborough (4 forms) | Workshops for PGR students | Helen Young | 29/11/12 |
| 18. | Loughborough (4 forms) | Academic and Research Staff workshops | Helen Young | 29/11/12 |
| 19. | LSE | MY592 Workshop in Information Literacy | Maria Bell / Jane Secker | 29/11/12 |

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

| | | | | |
|-----|------------------------|--|-------------------|----------|
| 20. | Manchester | Media & Information Literacy for Postgraduates and Researchers | Drew Whitworth | 3/12/12 |
| 21. | Nottingham | Effective Literature Searching | Elizabeth Newall | 9/12/12 |
| 22. | Open University | Ready to Research / Digital Scholarship | Robin Goodfellow | 30/11/12 |
| 23. | Oxford | Research Skills Toolkit | Angela Carritt | 29/11/12 |
| 24. | Portsmouth | UPLift: Information Tips | Greta Friggens | 4/12/12 |
| 25. | Salford | Salford Postgraduate Research Training (SPoRT) programme | Victoria Sheppard | 22/11/12 |
| 26. | UWE | The Research Observatory | Liz Falconer | 2/12/12 |
| 27. | Warwick | Digital tools for research | Jenny Delasalle | 6/12/12 |

d. Press release

RIN and SCONUL announce RILADS project into Information Literacy and Digital Scholarship

Wednesday, 24 October 2012

SCONUL and Research Information Network (RIN) have announced they are co-funding a year-long research project into delivery of Information Literacy and Digital Scholarship. The 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 and will actively seek input from the community in nominating examples of good practice.

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 (RIDLCs), 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. The scope 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.

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.

The project is led by Stephane Goldstein of RIN and Alison Mackenzie of SCONUL, and project officer is consultant Charlie Inskip. Project updates and detail can be found at Twitter (@RILADS) and <http://rilads.wordpress.com>. Charlie will be actively

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

gathering examples of good practice over the next few months with a view to disseminating results in the New Year.

For more information and to give recommendations of good practice examples, contact:

Dr Charlie Inskip

Gmail: inskiprilads@gmail.com

Twitter: @RILADS / Blog: <http://rilads.wordpress.com>

RIN: Research Information Network: <http://www.researchinfonet.org/>

RIDLs: Research Information and Digital Literacies Coalition

<http://www.researchinfonet.org/infolit/ridls/>

SCONUL: Society of College, National and University Libraries

<http://www.sconul.ac.uk/>

[JISC Design Studio – Developing Digital Literacies:](http://jiscdesignstudio.pbworks.com/w/page/46421608/Developing%20digital%20literacies)

<http://jiscdesignstudio.pbworks.com/w/page/46421608/Developing%20digital%20literacies>

e. CILIP Update news story

Digital literacy best practice study

A TWELVE-MONTH study project looking into ways to improve the delivery of information and digital literacy has been give funding from Sconul and Research Information Network.

The project will be split into two strands with the one co-ordinated by RIN on behalf of the Research Information and Digital Literacies Coalition (RIDLs), and the other by Sconul under the Jisc Developing Digital Literacies (DDL) programme. The aim is to deliver a small number of key outputs that will feed into wider investigations of the support that is available for students, staff and researchers to enhance digital literacy.

The Sconul arm of the programme will look at gaps in provision and suggest ways to fill these, while the RIN strand focuses on identification and promotion of good practice in

information handling and data management training and development across the HE and research sectors. The RINside of the project relates specifically to postgraduate and senior researchers and aims to identify and use materials that will aid the development of digital professional expertise.

The Sconul-run arm will be targeted towards Sconul members and other information professional organisations and will look to guide them in the best ways to develop and maintain services and resources for digital scholarship. The project is led by Stephane Goldstein of RIN and Alison Mackenzie of Sconul, and project officer is consultant Charlie Inskip, who will be providing updates through a blog and Twitter account.

- <http://rilads.wordpress.com>
- @Rilads

Figure 6 CILIP Update, Dec 2012

f. Evaluation form

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).

Your resource has been nominated as a good practice example of information literacy for our research project, Research Information Literacy and Digital Scholarship (RILADS). The information you provide in this form will be used to help us assess and evaluate your resource. Hopefully it will also help you. Please feel free to comment on the questions we are asking, should you wish.

We would be grateful if you could please complete this form and return to inskiprilads@gmail.com by 3rd December 2012. We will be in touch if we require more information. Many thanks for your assistance. For more information on the project please email us or see the project blog: <http://rilads.wordpress.com/>

The information you provide in this form will be used in reporting to the wider community. It will be anonymised but should not be regarded as being confidential. If you wish to take part in this research but do not wish your comments to be circulated and made available to others please make it clear on this form.

A. Details about the resource

| | |
|----------------------|--|
| Name of resource | |
| URL | |
| Hosting organization | |
| Contact name | |
| Email address | |
| Phone number | |

B. Who is the course or resource designed for, and why?

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

| |
|--|
| <i>Individual learners</i> |
| 1. Who are the learners that the course or resource is designed for? |
| |
| a. By career stage (research students, research fellows, tenured researchers...) |
| |
| b. By discipline |
| |
| 2. What steps have you taken to assess learners' need for the course or resource? |
| |
| a. If such steps have not been taken, what is the reason for this? |
| |
| 3. Given that the course or resource relates to information literacy, how does it fit the broader professional development needs of the learners? |
| |
| 4. To what extent is the course or resource a response to demand from learners, and if so, how is have you identified this? |
| |
| 5. Is participation by learners in previous similar training activities a factor in helping you to determine demand? |
| |
| 6. Is such participation in previous activities analysed, in terms of range of learners (for instance, by discipline or career stage)? |
| |
| 7. How is the course or resource made appropriate to learners, for instance |

| |
|---|
| with regards to their current level of skill, years of experience, disciplinary areas? |
| |
| 8. How accessible is the course or resource, particularly for learners with diverse needs? |
| |
| 9. What do learners need to know already in order to benefit from the course or resource? |
| |
| a. Have you set a baseline to reflect this? |
| |
| 10. On the basis of the assessment of need and demand, what have you done to communicate clear learning objectives to those who attend the course or use the resource? |
| |
| <i>The broader context</i> |
| 11. How does the course or resource fit with your institutional and/or departmental policy and practice on researcher development? |
| |
| 12. Can the course or resource be transferred or adapted to suit needs or contexts other than the one for which it is designed? |
| |

C. What knowledge, skills and competencies is the course or resource intended to provide?

| |
|--|
| 1. What areas of information literacy does the course or resource cover? |
|--|

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

| | |
|--|--|
| a. Information searching and discovery | |
| b. Assessment and analysis of information sources | |
| c. Citation and referencing | |
| d. Data management and curation | |
| e. Plagiarism, fraud, copyright and other relevant legal issues | |
| f. Data protection and/or freedom of information | |
| g. Publishing and dissemination of research results (including open access) | |
| h. Other | |
| 2. Is the course or resource informed by models or frameworks such as the RDF and the Seven Pillars? | |
| a. If so, how? | |
| | |
| 3. Have you sought to make use of the information lens of the RDF? | |
| | |

D. How is the course or resource delivered?

| | |
|--|--|
| 1. What form does the course or resource take? | |
| a. Classroom-based | |

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

| | |
|--|--|
| courses (lecture or workshop) | |
| b. Individual tuition | |
| c. Online courses | |
| d. Training material (printed or digital) | |
| e. Other | |
| 2. What would you describe as the main features of the course or resource? | |
| a. Mode of instruction | |
| b. Length of course | |
| c. Use of assignments | |
| d. Assessed/non-assessed | |
| e. Other | |
| 3. Who designs and delivers the course or resource? | |
| a. Library | |
| b. Graduate school | |
| c. IS department | |
| d. Other (who?) | |
| 4. What are the different roles and responsibilities of these various players with regards to the design and delivery of the course and resource? | |
| | |
| 5. What skills and know-how are required by those devising, running or managing the courses and resources? | |
| | |

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

| |
|---|
| a. How do these skills and know-how relate to the different roles and responsibilities? |
| |
| b. How were these skills and know-how acquired? |
| |
| 6. What support is required to run the course or resource (personnel, facilities, financial)? |
| |
| a. If the courses and resources take the form of digital/online resources, are they free for others to use or can they be readily purchased? |
| |

E. Do you have any further comments or questions?

| |
|--|
| |
|--|

Please return this completed form to inskiprilads@gmail.com

[Are you prepared for us to follow up your reply with additional questions? Y/N](#)

[May we take direct anonymised quotations from your form to use in reporting, journal and other publications? Y/N](#)

g. Follow-up assessment criteria

| |
|--|
| Criteria for assessing courses or resources |
|--|

1. How many learners, by career stage and discipline have taken part in the course or used the resource?
2. If the course has been run previously, or if the resource has been previously used, what is the trend in terms of number of learners?
3. What have been the reactions and feedback from learners, notably on whether learning objectives have been met, and on quality, originality and attractiveness of the course or resource?
4. What is shown by any evaluation and analysis of such feedback?
5. What are the changes in learners' knowledge, skills and competencies resulting from the course or resource?
6. How has this been ascertained?
7. What are the improvements in researcher attitude, confidence, behaviour, performance and practice that might be attributable to the activity/resource?
8. How has this been ascertained?
9. What has been the broader impact of the activity/resource, i.e. the extent to which recipients have become better researchers, and the way in which this has benefitted the institution?
10. What has been the feedback from the departments or other units in which the learners work?
11. What challenges/barriers have been encountered in implementing the development intervention (including lack of resources), and how are these managed and/or overcome?
12. What steps were taken to improve the course or resource as a result of any evaluation?

And, finally:

13. Do you have any further comments or questions?
14. Are you prepared for us to follow up your reply with additional questions?
15. May we take direct anonymised quotations from your form to use in reporting, journal and other publications?

h. Skills list

Teaching skills:

“Knowledge of Information Literacy Skills pedagogy, teaching skills, current teaching practices and developments also appropriate teaching skills. In addition to knowledge of e-learning.”

“Teaching ability / Presentation Skills /???”

“Pro-active in supporting participants through their blogs, as they progress”

“Presenters need good oral written and oral communications skills, plus flexibility to adapt the differing needs of attendees – range of experiences, disciplines etc.”

“Many of the tutors have completed a PGCert in teaching in HE although it is not required.”

“Presenters need good oral written and oral communications skills, plus flexibility to adapt the differing needs of attendees – range of experiences, disciplines etc.”

Librarian skills

“expertise in the practice of literatures searching and evaluation and expert knowledge of subject resources and databases “

“Background knowledge, technical knowledge (bibliometrics etc).”

“good knowledge of information and digital literacy”

“Understanding of the width of the information landscape and the research life cycle.”

“Skills in the tools and resources covered by the activities”

University skills

“contextual understanding of university and HE, “

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

“Understanding of the specific needs of academic and staff, compared with those of students; e.g. time frame of research, specificity of subject areas, time pressures; wide variety of experiences and depth of knowledge of topics and information resources.”

“Understanding of the specific needs of PGR students, compared with those of UG?PG (T) students”

“Ability to liaise effectively with faculty and Skills Officers to promote the programme”

Management skills

“Project Management”

Marketing skills

“creative skills for marketing posters; “

Life / office skills

“CPD, “

“keeping up to date”

“excellent organisational skills,”

“respect for the others’ role and expertise “

“an understanding of the foundation frameworks. “

“Able to manage time & be flexible when supporting participants”

“Collaborative approach in designing/promoting the course “

“Reflective when re-designing different iterations of the course”

“Presenters need good oral written and oral communications skills, plus flexibility to adapt the differing needs of attendees”

“clerical skills for analyzing feedback forms, timetabling etc.”

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

“Ability to produce clear instructional materials (in MS Word)”

Researcher skills

“Understanding of the research experience”

“A thorough knowledge of the principles of research data management;”

“Understanding of researchers’ needs & the research process”

“Understanding of the width of the information landscape and the research life cycle.”

“Understanding of research and understanding of effective online resource design.”

“Understanding of postgraduate research “

Technical skills

“Dreamweaver editing, “

“uploading files to Blackboard”

“Ability to use site content management system (menu-driven)”

“IT Skills – various / “

“Technical skills, about the tools being described and taught “

“Ability to write for the web”

“maintaining the database.”

“Web skills for uploading materials to the VLE etc “

“Powerpoint skills at present”

i. Short listing process

| CLASSROOM | ONLINE |
|-------------------------------------|---|
| <u>Bath</u> | <u>Cranfield</u> |
| <u>Birmingham</u> | <u>Edinburgh</u> |
| <u>Cardiff</u> | <u>Glasgow Caledonian (Pilot)</u> |
| <u>Durham</u> | <u>Loughborough</u> |
| <u>Loughborough</u> | <u>Manchester</u> |
| <u>LSE</u> | <u>Nottingham</u> |
| <u>Oxford</u> | <u>Open University</u> |
| <u>Salford</u> | |
| <u>Warwick</u> | |

**Alphabetical order by institution

1. The original long list of 42 was reduced to 27 by circulating evaluation questionnaires to named representatives of the original 42 resources. 27 questionnaires were returned by the deadline of Dec 7th 2013.
2. The 27 questionnaires were coded by question. The qualitative questions coding gave rise to a range of themes for each question. The coding of the quantitative questions gave some insight into the breadth and depth of provision provided by each resource.
3. The sample was split into two groups, one offering course or workshop-based approach (15), the other predominantly online (12).
4. The evaluation questionnaires provided by each member of these groups was examined, focusing on the three main questions (Who, What, How). Coded responses were considered in detail. Resources which gave positive responses, illustrating a considered approach to the the RIDLs criteria were ranked for each question according to the breadth and depth of their provision. This ranking was performed for each of the three main question groups.
5. The three ranked lists were then combined to determine which of the Classroom-based and which of the Online-based resources consistently rose to the top of the ranked list.

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

6. In order to give a broad view of the resources being considered, the two lists (Classroom / Online) were also evaluated in terms of the type and style of the resources available. This involved detailed analysis of each returned questionnaire in association with the actual content and style of the resource available to the researcher.
7. The resources primarily designed for UG were removed from the sample.
8. The draft shortlist (above), with the subsequent addition of Warwick, were then sent additional evaluation questionnaires, which sought to gather data on the assessment and evaluation process followed by each of the 16 resources on this list.
9. Those who return their completed questionnaires (or provide similar feedback in a different format, such as their own evaluation reports) were then assessed according to their responses. This enabled the draft short list of 16 to be reduced to the original planned 12 resources, 6 of each Classroom and Online.

Limitations:

1. It should be noted that although this described approach includes some quantitative elements the final draft list result should be considered in the light of various subjective factors.
2. The original long list was derived by a combination of subjective researcher selection from a range of resources found by online search and recommendations from participants.
3. The analysed list of 27 was derived exclusively from the returned questionnaires. If a questionnaire was not returned, the resource was not included in the analysis. This self-selected nature of the project means that the resources can only be considered as a 'snapshot' of examples of current (Sep 2012 – Dec 2012) practice.
4. Subjective researcher input took a substantial part in interpreting and coding the questionnaire responses.

Research Information Literacy and Digital Scholarship (RILADS) Apr 2013

5. The draft shortlisting ranking process was informed by a combination of qualitative data and subjective researcher input.
6. The rationale for the final shortlist is not to present a ranked list of 'best practice'. This is not a competition. The final shortlist is designed to offer a range of examples of different types of resource which may be used to inform future practice.
7. The value of the RIDLs criteria, which were used to derive the data, performed the essential function of giving a framework to the data collection and analysis, aiding in the mitigation of the subjective nature of this type of research.