

What makes good practice in information literacy and digital scholarship training in UK HE and how can researchers influence this?

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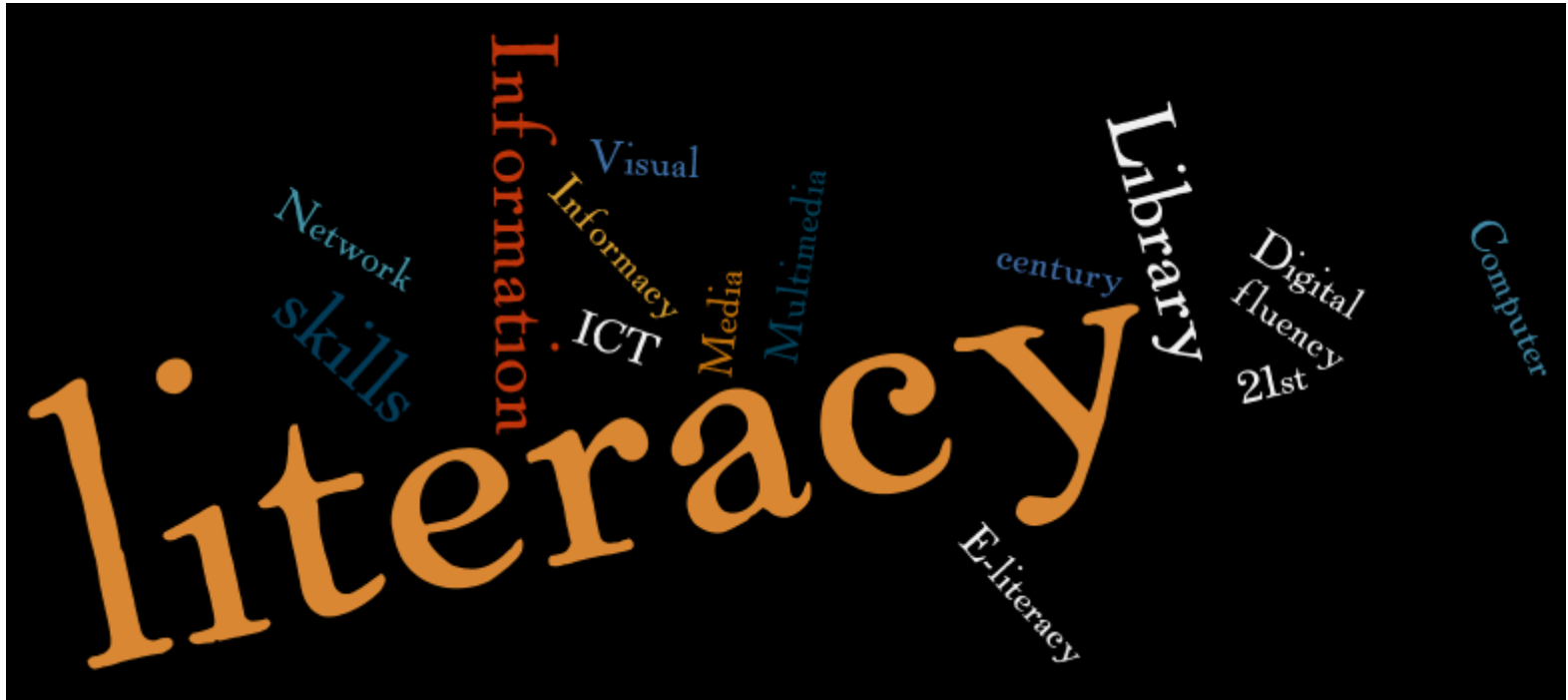
Summary

- This research investigates support available to students, staff and researchers to enhance digital literacy in UK Higher Education.
- The presentation focuses on
 - the key issues in delivering good practice in information literacy.
 - how researchers can influence this

Summary

- What is information literacy?
- What is good practice?
- Who gets What, How?
- Input of researchers
- Conclusions

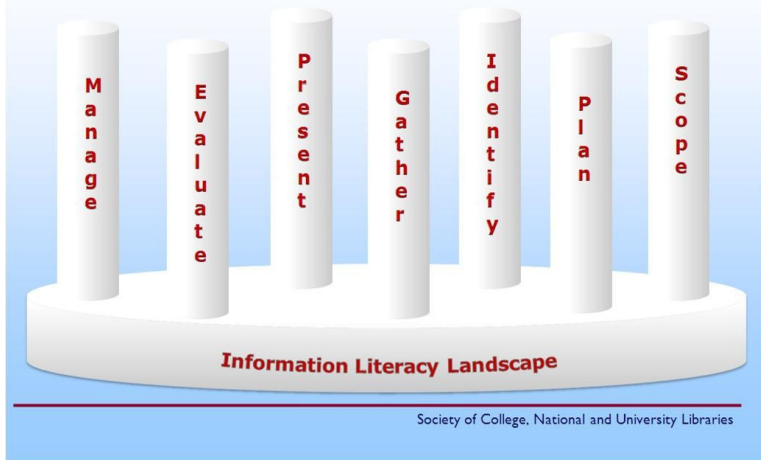
Information Literacy



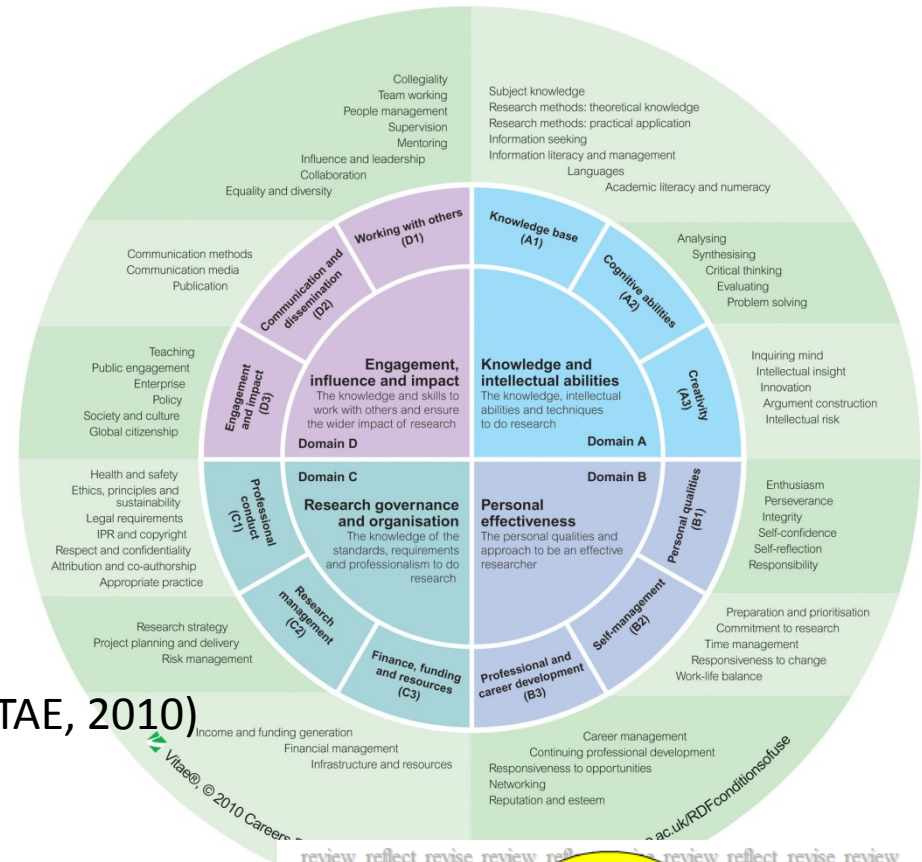


Information Literacy

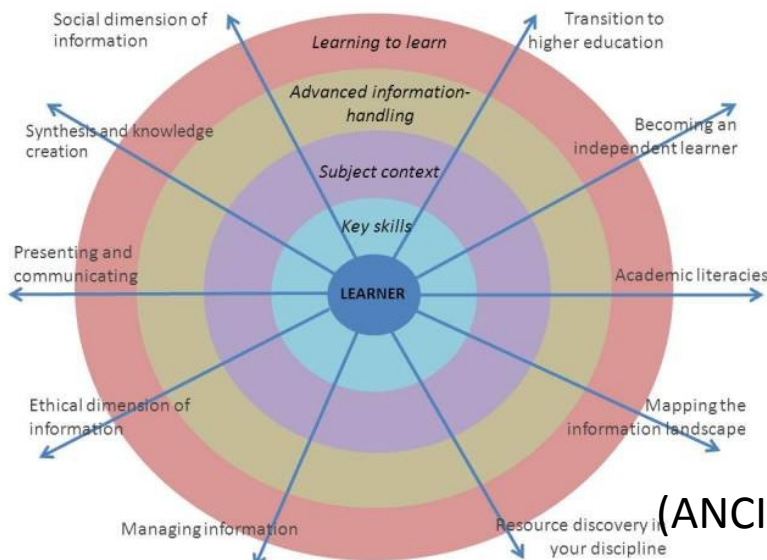
- “Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.” (CILIP, 2004)
- “... information literacy and lifelong learning are the beacons of the Information Society, illuminating the courses to development, prosperity and freedom. Information Literacy lies at the core of lifelong learning. It empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion of all nations.” (UNESCO, 2006)



(SCONUL, 2011)



(VITAE, 2010)



(ANCIL, 2012)



(Manchester Metropolitan University, 2002)

Good practice

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

Criteria for evaluation of good practice

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

Methodology

- Long list of 42 resources from search, networks and nominations
- Criteria evaluation questionnaires sent to named representatives of all 42 resources
- 27 returned, analysed for themes using Nvivo coding software
- NB this is a purposive convenience snapshot sample of self-selected participants and is not designed to be representative of the population.
- The aim of this research is to identify a selection of resources in order to encourage good practice by example (RILADS, 2013)

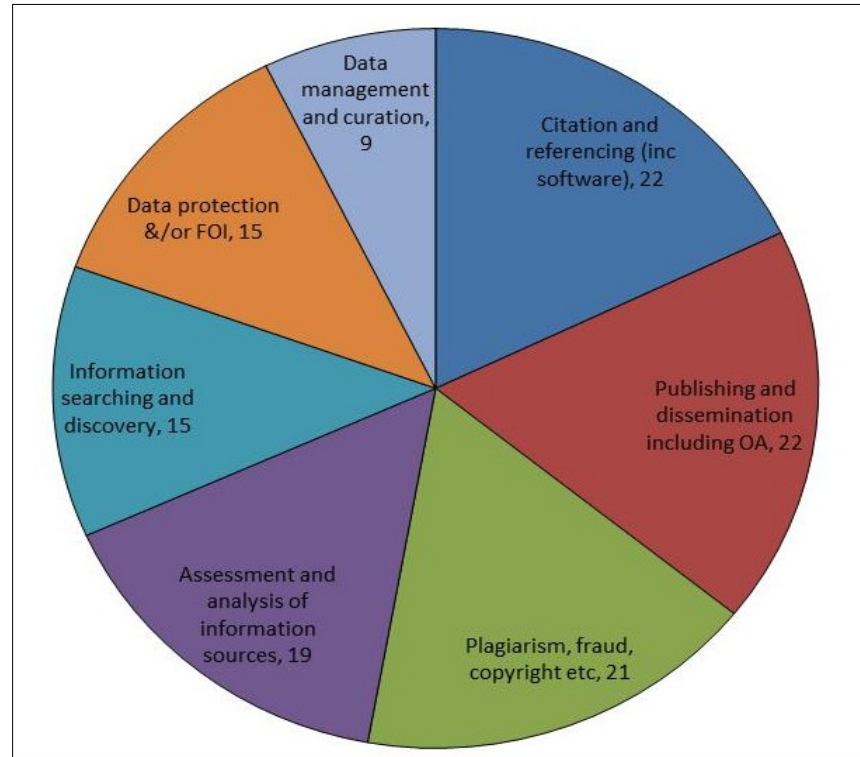
Who gets What, How?

- **WHO?**
- All those involved in research (including staff) or PhD and PG students.
- Not discipline-specific (some tailored to Arts and Humanities or Sciences)
- Need assessed by research, national and professional debate, cross-departmental discussion, expert knowledge.
- Skills considered important for life-long learning
- Informed by SCONUL 7 Pillars and RDF
- Demand detected (development needs analyses, existing course uptake) or anticipated

Who gets What, How?

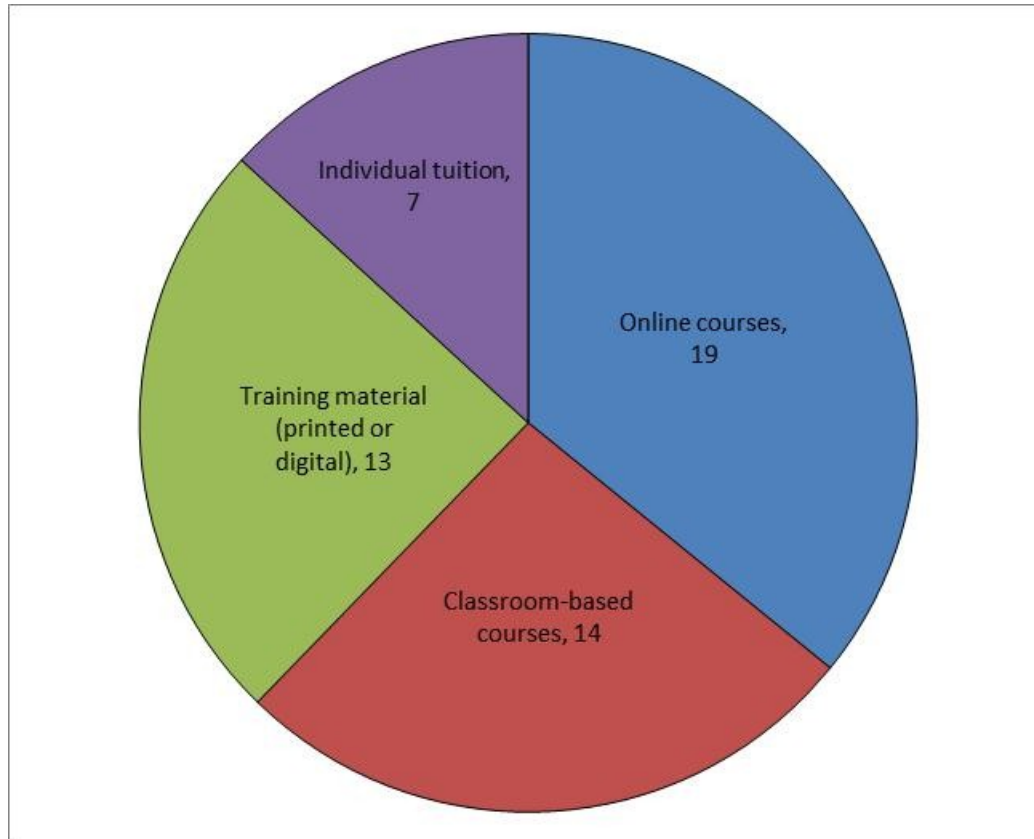
- WHO?
- Multi-modal resources accommodate variations in skill level
- Pre-course/session evaluations and one-to-one flexibility.
- Accessible environment (physical, virtual)
- Generally, only basic initial knowledge is required.
- Clear learning objectives stated
- Reflect departmental &/or institutional policy and practice.
- Can be transferred or adapted.

Who gets **What**, How?



Other areas of coverage: subject specific resources, social media literacy, bibliometrics, evaluation of materials, general study skills/research methods, IT skills.

Who gets What, **How**?



Form of delivery (max 27)

Who gets What, How?

- **HOW**
- 'Blended learning' widely used
- Classes / VLE or freely accessible online resources
- Workshop sessions, online content, modular.
- Multi-session, requiring regular commitment.
- Assignments and assessment rarely used.
- Excellence of the resource within institutional and professional frameworks
- Value of delivering a wide variety of topics
- Opportunity for learners to choose how they engage with materials.

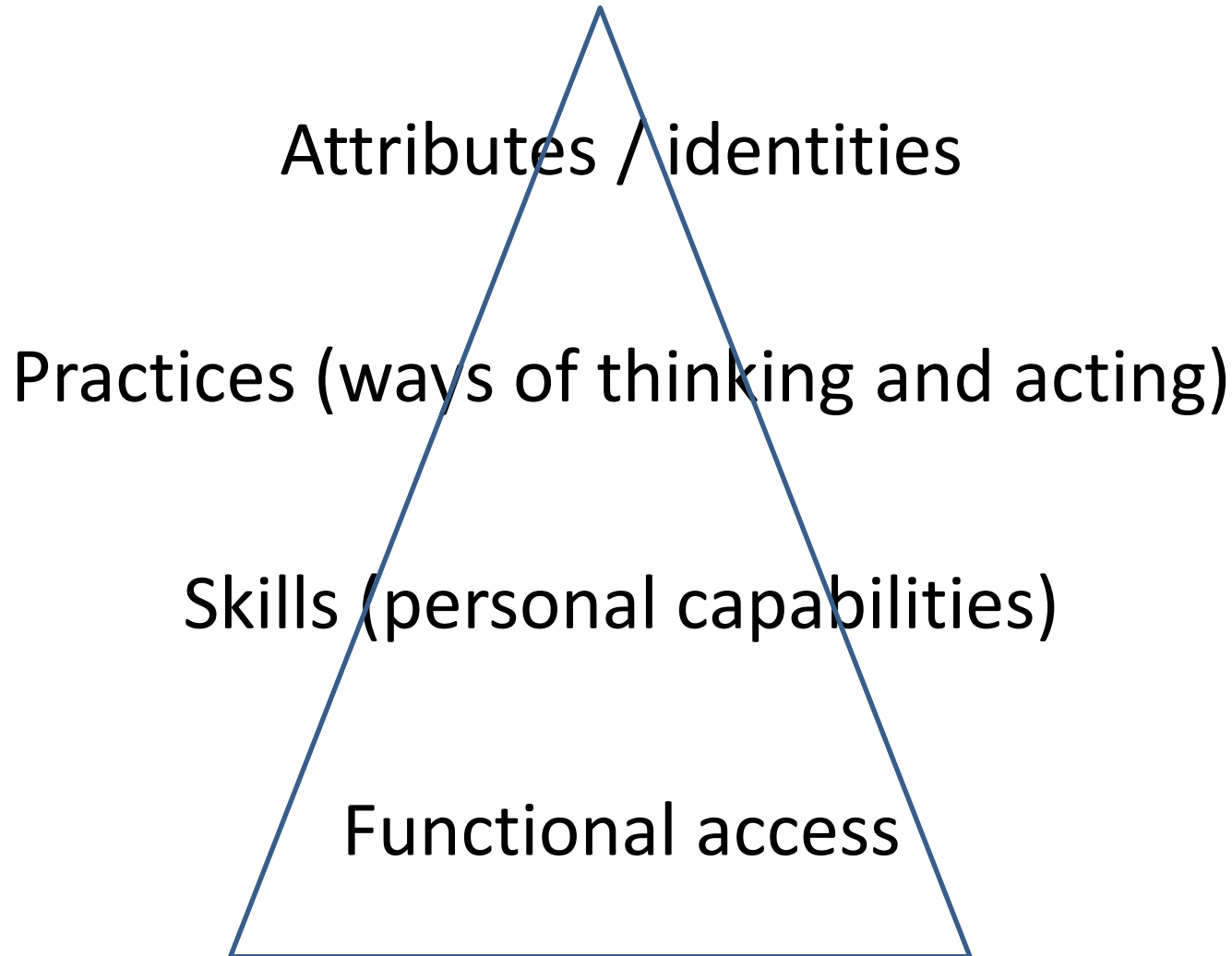
Who gets What, How?

- **HOW**
- Collaborative projects instigated and led by library.
- Key skills required: teaching, librarian, university, management, marketing, life, researcher, technical.
- Skills acquired by CPD and experience, some brought in.
- Support required: staffing, classrooms, funding, administration, tutor fees, refreshments, advertising.
- Some resources freely accessible online, sharable and adaptable.
- Others within VLE and only available to members of institution, but may be sharable via (eg) JORUM.

How can researchers influence the delivery of these resources

- Fill in feedback forms!
- Show there is demand by using existing resources
- Feedback on existing resources within the institution
 - Focus groups, feedback forms, development needs analyses
- Involvement in design and development of new resources

Literacies development framework



(Sharpe & Beetham, 2010)

Literacies development framework

Attributes / identities

Create / plan / design / judge / behave

Practices (ways of thinking and acting)

ICT / information & media / learning & thinking
capabilities

Skills (personal capabilities)

“I can...”

Functional access

“I have access to...”

Conclusions

- The resources appear to meet many of the good practice criteria
- Combination of formal and informal approaches
- There is no 'one-way' approach
- Library-led: range of 'non-librarian' skills required
- Importance of cross-departmental communication and collaboration

Future work

- Data on researcher literacies being gathered
- Data on outcomes evaluations being gathered
- More detailed analysis to inform the shortlisting of 10-12 examples.
- Dissemination: social networks, project blog/Twitter, relevant print publications (eg CILIP Update) and conference presentations.
 - CILIP Umbrella (Manchester, Jul 2/3).
- Input to VITAE RDF / 7 Pillars mapping workshop
- Other relevant conferences will be targeted during the course of the year.

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Acknowledgements

Project website:

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

Twitter @rilads 

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Thank you

Any questions?