

Roisin Gwyer  
(Hands-on)

Using a Professional Development Unit to deliver Information Literacy for Foundation Degree students.

Theme: Practical approaches to Information Literacy

**Foundation Direct is one of two Centres of Excellence in Teaching and Learning at the University of Portsmouth. A small team from across the University (and including a librarian) has been working collaboratively on making online materials available for students on the Foundation Degree in Early Years Care delivered at Portsmouth and also off campus in collaboration with our Further Education partner, Alton College.**

**The University is a major provider of Foundation degrees in the South East with twelve existing Foundation degrees currently running and six being developed. These cover all Faculties. Foundation degree students can have different learning needs because they are busy, mature students who are work-based. These students are often lacking in learning skills but have other work related skills and knowledge and they are very motivated. They can present a challenge as their identification is with their workplace rather than the university and they may have a lot of experience in stressful and demanding workplaces and are now learning to see the relevance of academic study and its applicability to improving practice at work.**

**As well as offering a physical space to students (within the new Library extension) the Foundation Direct team has written online Professional Development Planning (PDP) materials for these students that include a topic on 'Finding information'. It is hoped that once this pilot project is complete the unit will be rolled out to other Foundation degrees at the University (with some degree of customisation). The approach taken to PDP is to maximise the integration of students' learning through Barnett and Coates's (2002) three domains of knowledge, action and self. The materials allow students with different skills needs 'just in time' access to materials that will enable them to work towards becoming reflective practitioners.**

**The workshop will start with a short presentation about Foundation Direct and the process involved in collaborating to produce the materials. This will be followed by a short demonstration of the professional development materials themselves. It will involve participants by asking them to use the materials as if they were students, questions to guide this process will be available for those who prefer. Comments, ideas and feedback will be sought in a discussion to follow the hands-on evaluation of the materials.**

**Topics for discussion might include :**

- Whether a PDP unit is the best place to include information literacy**
- How best to engage Foundation Degree students with information literacy**
- Topics for inclusion in such a unit**
- Positive and negative points about part-time collaborative working**

**Reference**

**Barnett, R. and Coates, K. (2002). Conceptualising curricula : a schema (unpublished paper). London : Institute of Education, University of London.**