

## **Lilac 2007 Poster abstracts**

### **Ellie Clement**

University of Bradford  
JB Priestley Library  
University of Bradford  
Richmond Road  
Bradford, BD7 1DP  
e.l.clement@bradford.ac.uk

### **Information at the time of need - 10 minute information literacy for Engineers**

Outlines how information is delivered at the time of need to Engineering Students at the University of Bradford.

Following consultations by the Subject Librarian with Engineering students in Staff Student Liaison Committee meetings, second year Civil and Mechanical Engineering students identified a need to use British Standards for their Fluid Mechanics assignment. As time to for Information Literacy teaching is usually hard to get, in discussion with the course tutor a 10 minute embedded session where the subject librarian demonstrated the resource during a lecture was written into the module.

This was picked up as good practice on the accreditation visit by the Joint Board of Moderators in 2004 (who accredit Civil Engineering courses for the ICE, IStructE, IHIE and Institute of Highways and Transportation.)

Areas for further development include: Applying this mode of delivery to other information resources and information skills.

### **Themes:**

Practical approaches to Information Literacy & recognising the need

### **Lara A. Cummings**

Washington State University  
361 Holland Library  
Washington State University  
Pullman,  
WA 99164-5610, USA  
lursin@wsu.edu

### **Bursting Out of the Box: Outreach to Academic Programs**

Don't limit yourself to the traditional, departmental liaison relationships such as attending faculty meetings and purchasing monographs when you can deliver enhanced opportunities for students such as library boot camp, online picnics, informational tables and open lab hours! Consider innovative marketing ideas such as contests advertised in the student newspaper, programs and services promoted at campus coffee cart locations and the possibility of parties celebrating collections and library resources. These are just a few of the outreach, marketing and public relations programs that the Washington State University Libraries has offered recently, including an ALA-LAMA award winning campaign featuring a website, posters and door hangers for "The Library In Your Room" program. University offices related to student life, such as The Student Bookstore, New Student Programs, Transfer Student Offices, Residential Life and Campus Involvement, offer new territories for forging new relationships. Burst out of the conventional box to discover where the students are!

Collaborating across campus units can enhance academic liaison relationships and expand the reach of instruction programs. While issues such as coordinating schedules or synchronizing academic calendars might prove challenging, making new contacts and publicizing library services can be very rewarding. These outreach and marketing efforts, offered in conjunction with library instruction, will expose students to library services and programs through both academic channels and campus life. Making the connection that the libraries are a place for lifelong learning, students will begin to broaden their awareness

of the role libraries can play in their lives now and in the future – the library isn't just a place to go when you have a term paper due tomorrow.

**Themes:**

Advocacy, marketing and promotion & practical approaches to Information Literacy

**Ginny Franklin & Tracy Marshall**

University Library  
Loughborough University  
Ashby Road  
Loughborough, LE11 3TU.  
V.Franklin@lboro.ac.uk  
T.M.Marshall@lboro.ac.uk

**Peer 2 Peer**

Simple to use search engines together with a proliferation of publishing tools aimed at the mass market such as blogs and wikis provide a gateway to all kinds of information. Students are increasingly accustomed to accessing online resources without using the library as an intermediary. Gorman (2006) notes the absence of any contact with an "authoritative" source e.g. an ejournal. The library's resources therefore are becoming less relevant - in some cases not even on the students' radar.

If we as librarians want to encourage students to use 'authoritative' sources we need to ensure the teaching we provide is fun and relevant to the way students learn. The authors therefore embarked on an institution-led programme to enhance their teaching skills. An important part of the programme is the formal teaching observation sessions. The authors learned much from these experiences and made a commitment to continue this practice informally after completing the programme.

Our observations are conducted as required or at least once per term / semester. Both authors have taken the opportunity to try out new teaching ideas or to get help with a problem workshop. It is helpful to see how each of us engages with today's students. The observer gains new perspectives whilst the observed receives useful constructive feedback.

The CPD efforts of the authors have been rewarded by positive feedback from the students. The poster will include some 'before' and 'after' quotes.

Future developments include inviting colleagues to join us on a voluntary basis and preparing an observation 'contract'. We hope to create a commitment to share innovations to really make a difference to the students' higher education experience.

Reference

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**Themes:**

Practical approaches to Information Literacy & new areas for practice and research

**Eystein Gullbekk & Anne Sissel Vedvik Tonning**

University of Bergen Library  
Psychology Library  
P.O. Box 7808, N-5020 Bergen  
Norway  
eystein.gunnbekk@ub.uib.no  
anne.tonning@ub.uib.no

**Information literacy education at the Faculty of Psychology – a cumulative discipline-based information literacy programme**

Since the Norwegian reform of higher education (Ministry of Education and Research, 2001) the University of Bergen Library (UBL) has continuously worked towards integration of information literacy (IL) in programmes of study at the University of Bergen. Results are currently starting to come through. First, IL, as a stated learning objective, has found its way into university policy documents. Second, the UBL has developed new web-based learning materials and a set of concrete objectives regarding IL learning and teaching. Third, the branch libraries at the UBL are in the process of developing and implementing discipline-based IL teaching and learning in close collaboration with faculty staff. Our poster thus presents an integrated information literacy programme at the Faculty of Psychology, University of Bergen. Our main purpose is to visualise the interplay between theories of learning, theories of IL and the development of practical approaches to IL modules at the Psychology Library.

The presented IL programme incorporates new ways of perceiving the library. The library can no longer be seen simply as an institution holding historically accumulated collections of authoritative information: we see libraries as it is increasingly becoming a site for the tracking of connections within digital information environments (Kapitzke, 2003). This transition entails far-reaching consequences for information seeking behaviour, critical reading skills and the practice of teaching and learning within the academic library. The shift from bibliographic instruction to information literacy learning is one important manifestation of the changing perception of libraries (Tuominen, Savolainen, & Talja, 2005). Unlike traditional user education, IL implies perspectives that go beyond a specific medium, cumulative learning over time, and a focus on learning that is not restricted to the library alone (Grafstein, 2002).

All courses taught within the program, therefore, endeavour to situate the students' library experience within their discipline-based work (C. Bruce, Edwards, & Lupton, 2006; C. S. Bruce, 1997; Lave & Wenger, 1991). In practical terms, this led us to organise modules according to collaborative learning methods. The poster exemplifies course designs that facilitate collaborative learning and encourage students at undergraduate and postgraduate levels to critically relate sources and search strategies to their subject specific assignments.

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#### Themes:

Practical approaches to Information Literacy & recognising the need

#### **Ruth Hunn & Lesley Castens**

Defence College of Management and Technology (DCMT), Cranfield University DCMT Library

Defence College of Management & Technology (Cranfield University)

Shrivenham

Swindon, SN6 8LA

[r.a.hunn@cranfield.ac.uk](mailto:r.a.hunn@cranfield.ac.uk)

[lcastens.cu@defenceacademy.mod.uk](mailto:lcastens.cu@defenceacademy.mod.uk)

## **Engaging academics in information literacy**

Knowledge Services, Cranfield University at the Defence College of Management and Technology (DCMT) have written and published an information literacy tutorial as part of a collaborative library and e-learning team project. It consists of a suite of nine stand alone tutorials and was officially launched in November 2006. This paper will discuss how the information literacy tutorial has been integrated as a tool to deliver University policy and engage academics in information literacy.

Information literacy (IL) delivery is not just the domain of the library; academics are key to engaging students in the process. However, IL components may not feature highly during academic research as the euphoria of finding the relevant information can overshadow important issues such as evaluation, plagiarism and associated issues. Students often refer to academics for advice on research sources and reference citing which can lead to them bypassing traditional library resources in favour of a Google search and unwittingly falling into the plagiarism trap. Current awareness and copyright issues are two other key areas of importance to academics and are also included in the IL tutorial.

Cranfield University is currently promoting its new plagiarism policy and at DCMT the IL tutorial is a key tool in educating students on plagiarism and how it can be avoided. Collaboration between library staff at DCMT has led to the marketing of the tutorial to academics. The tutorial differs from many others because it includes a high level of interactivity and embedded links designed to engage and motivate the user. Academics, drawn into the concept of the IL tutorial through the need to tackle the plagiarism issue, are therefore successfully promoting the tutorials to their students. Library staff are also reinforcing the use of the tutorial to students during regular information skills sessions and to academics through academic liaison.

### **Themes:**

Practical approaches to Information Literacy & advocacy, marketing and promotion

### **Katharine Reedy**

The Library  
Open University  
Walton Hall  
Milton Keynes  
MK7 6AA  
k.j.reedy@open.ac.uk

## **Getting the message across: targeting distance learners using e-messaging**

Since 2005 the OU Library has been using the Open University's electronic messaging system to support students on selected courses into which information literacy and library e-resources are integrated. A series of messages is sent throughout the relevant course modules, focusing on key resources and skills needed for particular exercises and assignments. Evaluation carried out after the first year found that the reaction from students and staff was positive, and that using a targeted, timed approach had a number of benefits to students and tutors. In particular, the messages saved students time searching for information and boosted confidence.

This paper will start with some brief background context about learning and teaching at the Open University. It will outline why and how the messages were sent, what information they contained, and how they helped students with the skills needed to find, use and manage information for these courses. It will also summarise feedback received from students and tutors and indicate how this was used to improve the messages. The impact on library staff will be considered, and a few concluding thoughts about the future for this method of support will be offered.

### **Themes:**

Practical approaches to Information Literacy & advocacy, marketing and promotion