

Monday 26th March Parallel Session 1

	Assembly Hall	E29 Lecture Theatre	E05/05a	E07	C1.01 PC Room
Theme	New areas for practice and research	Recognising the need & Practical approaches to Information Literacy	New areas for practice and research & Information Literacy and citizenship	Practical approaches to Information Literacy & New areas for practice and research	Practical approaches to Information Literacy
Chair					
3.40 pm – 4.20pm	<p><i>Peter Godwin</i></p> <p>From Google Scholar to YouTube : ways to engage the internet generation</p> <p>Long paper</p>	<p><i>Gill Sims, Lyn Porteous & Kristy Widdicombe</i></p> <p>The “subject savvy” librarian?: Making IL skills relevant at Kingston University</p> <p>Long paper</p>	<p><i>Helen Conroy</i></p> <p>Beyond the Library: i-Skills for University Administration</p> <p>Long paper</p>	<p><i>Melissa Browne & Cathy Palmer</i></p> <p>Engaging Students through Thoughtful Active Learning</p> <p>Workshop</p>	<p><i>Ruth Hunn & Lesley Castens</i></p> <p>A bespoke information literacy tutorial developed at the DCMT Library</p> <p>Demo</p>
4.25pm – 5.10pm	<p><i>Geoff Walton</i></p> <p>Using digital video to capture first year students' views of a blended Information Literacy programme.</p> <p>Long paper</p>	<p><i>Katharine Reedy & Cathie Jackson</i></p> <p>Embedding information literacy into the curriculum: how do we know how well we are doing?</p> <p>Long paper</p>	<p><i>Sarah McNicol</i></p> <p>Libraries, censorship and young people's rights as citizens</p> <p>Long paper</p>	<p><i>Sheila Corral, Lyn Parker & Helen Dobson</i></p> <p>Developing Information Literacy Strategies and Plans</p> <p>Workshop</p>	<p><i>Chris Martindale</i></p> <p>PLATO - educating students about plagiarism, and citing and referencing information sources.</p> <p>Demo</p>

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From Google Scholar to YouTube : ways to engage the internet generation

Students think they know how to use the internet and can't see why they should need to talk to librarians. Trends seen in the US showing a disconnection between libraries and students will be mirrored in the UK. However, with the proliferation of material available, our role to guide them toward the best information to fit their needs will be more relevant than ever. Librarians should never despair of connecting with their users providing they are willing to be where they are. Until now this has largely meant promoting sensible use of Google and Google Scholar alongside intute and our own subscription databases. Librarians and integrated library system suppliers have also responded by a quest for developing the ideal metasearch engine.

The group of services labelled Web 2.0 has moved the agenda toward provision of more interactive solutions for engaging our students. Social networking sites, e.g. MySpace and flickr and social bookmarking sites like del.icio.us give us new opportunities to promote ourselves and engage with our users. There is evidence that these social networking sites are useful for the skills involved in creation of individual student profiles. These can include the use of mixed media, so issues of ethical use and copyright are significant. Librarians may assist with the formulation of institutional policy, and also directly in their teaching, to improve students' awareness of the dangers of these sites.

Podcasting and use of flickr and YouTube give us new formats for providing tours and enhancing our instructional material. Already some UK universities are using podcast tours. Use of moving images and games available on the web offer us more attractive and interactive ways of presenting our material. With specific groups of students, blogs can be used to discuss use of resources, and wikis to build up resource lists. Tagging and folksonomies are common in Web 2.0 applications. They allow users to decide the important terms and in so doing demonstrate the value of scoping a topic and using keywords.

Blogs and wikis can be important current sources of information. Students need to understand the strengths and weaknesses of both. Therefore they should be included among the sources which we should be recommending to fit student information needs. As these web resources expand issues of provenance will be central to our Information Literacy syllabus.

In higher education RSS feeds will be forming part of our teaching to researchers; they are easily used to capture search output from web sources and databases. Provision of instant information and advice may be more significant in the future. We should consider the advantages of using instant messaging as users may prefer this. This could help us find solutions to both off-campus help and within large buildings.

All the formats discussed are particularly valuable for distance learning, as well as for engaging campus students who work remotely. The scope given by them for active learning could make our Information Literacy delivery more effective. We should certainly use them to make it more fun. These new tools provide us with an unmissable opportunity to connect with the internet generation.

Themes:

New areas for practice and research & practical approaches to Information Literacy

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The “subject savvy” librarian? Making IL skills relevant at Kingston University

This paper reviews the work of the Group Teaching Fellowship project being undertaken by the subject team of librarians for the Faculty of Arts & Social Sciences at Kingston University. Working closely with the teaching staff, the team are developing, implementing and embedding a systematic and integrated information skills component into all first year academic skills modules for every subject. The project closely supports the goals of the University's Learning and Teaching strategy which aim to improve the student experience by developing a framework for student support integrated into the curriculum. The project is also exploring ways of offering sustainable support to students throughout their course following this initial induction to information skills.

The aim of this approach is to allow students to develop the skills required to search a range of sources in their own subject at an early stage in their academic careers. The training provided by the subject librarian moves away from the generic model of delivery and is individually tailored to the demands of the subject. It is delivered offering a range of teaching, learning and assessment methods and is fully integrated into a core first year module in each subject.

An innovative approach in both Film and Politics has been to give the students a self-guided workbook that takes them through the process of finding information sources based on a hypothetical essay title which is selected in consultation the module leader and relevant to the other work of this module. In Psychology, lectures are given linked to the topic currently being studied, followed by a series of seminar tasks set by the subject librarian and the teaching staff in collaboration. Both models offer a support framework that allows the student to work at their own pace, enabling them to become independent learners in control of their learning and confident in their approach to finding resources in their other modules.

The paper will outline the aims of the project and its methodology by focussing on subject specific case studies. It will discuss the more practical issues of delivering, marking and evaluating the learning outcomes of set tasks (e.g. paper submission versus online delivery, formative versus summative assessment etc.) It will also critically examine the ways of offering sustainable support to students. In a wider context, the paper will discuss the role of the subject librarian and will identify a need to become more 'subject savvy' in order to meet the needs and expectations of the student body. As suggested in a recent study on subject librarianship, "Increased subject specialism offers another possible route for the development of subject librarianship" (Dale, Holland, Matthews, 2006: p 189). By working in collaboration with teaching staff, subject librarians at Kingston have developed their role and have ensured that the teaching of IL skills is both phased and relevant.

References

Dale, P., Holland, M. & Matthews, M. (2006). Subject librarians : engaging with the learning and teaching environment. Aldershot: Ashgate.

Themes:

Recognising the need & new areas for practice and research

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Beyond the Library: i-Skills for University Administration

This paper outlines a programme of research and training conducted from December 2005 to July 2006 aimed at promoting information skills to managers and administrators in higher education. Funded by JISC (the Joint Information Systems Committee), the programme was delivered by Netskills and builds on previous work in the JISC Staff Information Skills Set programme, in particular the i-Skills publications. The programme involved research into the information use of managers and administrators, the delivery of a series of workshops and the creation of a self-evaluation.

The paper will outline four areas:

- The research carried out prior to the training programme
- The delivery of the workshop programme
- The development of the i-Skills self-evaluation
- The current status of JISC i-Skills work

The paper will report on the research carried out prior to the training programme which involved an online survey and follow-up interviews. Consultation during the programme involved key stakeholders within the JISC community and also the AUA (Association of University Administrators), the principal representative body for administrators within HE.

The online survey received 290 responses, representing a range of job roles and levels within institutions. Over 75 HE institutions were represented with most respondents working in either central administration or faculty administration, with 65% of respondents having a management role. The paper will report on key findings, including patterns of information use and areas of concern for managers and administrators.

The workshop programme initially aimed to provide 150 places. Due to high demand the places were quickly taken and further funding secured from JISC to provide a further 150 places. A total of 21 workshops were run throughout the UK, providing 332 places. The workshops were very well received and provided the opportunity to gather more information to highlight key issues and concerns, relating to both individual and organisational use of information. The paper will outline the common themes that emerged, such as the need for effective strategies for sharing and managing information

The paper then describes the development of the i-Skills self-evaluation tool and will provide the opportunity to see a demonstration of the tool itself. The self-evaluation was trialled extensively during the workshop programme and the paper will report on the findings. In particular, the tool showed the potential to enable i-Skills to be embedded into existing staff development and appraisal processes. The evaluation will be made available as a 'toolkit' to download and use within institutions.

The paper will conclude with a review of the current status of the JISC i-Skills work, including news of a dissemination programme and information regarding the availability of the self-evaluation tool. Although the paper is focussed on the higher education sector, it has wider relevance to those interested in workplace information literacy

Themes:

New areas for practice and research & practical approaches to Information Literacy

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Engaging Students through Thoughtful Active Learning

INTRODUCTION

Active Learning: any activity taking place in the classroom whereby the students are doing something besides watching or listening.

Numerous publications have reported on the positive relationship between active learning opportunities in the classroom and student motivation and content retention. However, librarians who teach multiple, one-shot instruction sessions often feel constrained—both in terms of preparation time and classroom interaction time—and may be hesitant to incorporate active learning strategies into their curriculum planning. This workshop will provide librarians with practical tools and techniques they can use to infuse relevant and meaningful learning activities into their teaching to achieve their instructional goals.

METHODS

The workshop has three objectives. Attendees will have the opportunity to:

1. Meet other librarians to exchange ideas about teaching
2. Discover at least one new learning activity to enhance their instruction repertoire
3. Devise a learning activity that meets a specified learning objective and instruction scenario

We will structure the session around a three-tiered approach to instruction: tell, show, do. Modeling this approach, we will begin the session with a content overview, and proceed to demonstrate how several simple active learning techniques can be utilized during the initial minutes of an instruction session, to address students' comfort levels and set a participatory tone for the remainder of the session. Attendees will then be asked to form groups and analyze a real-life instructional scenario. Each group will be tasked to identify one (or more) active learning strategies to achieve a stated instructional objective, and explain the rationale behind their selection. Approaches will be shared with all attendees through brief group presentations.

Supplemental materials for this workshop will include a sample lesson plan for a fifty-minute library instruction session and an extensive list of active learning techniques, which includes instructions on how, when and why to use particular strategies. A bibliography of resources on teaching, learning and assessment will also be provided.

SUMMARY

Employing a group exercise, a variety of presentation techniques and informational handouts, we hope to engage attendees with diverse learning styles and address some of the affective, cognitive and behavioral factors that impact learning. Mapping active learning techniques to stated instructional objectives creates a meaningful learning experience for our students, and a fulfilling teaching experience for ourselves.

Themes:

Practical approaches to Information Literacy & recognising the need

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A bespoke information literacy tutorial developed at the DCMT Library

In an age increasingly dominated by information, the ability to locate, access, evaluate and communicate information effectively is paramount. The internet has created new problems of information overload and trustworthiness, as well as providing new tools, resources and communication methods. The need to become information literate is a challenge for all engaged in learning. Knowledge Services, Cranfield University at the Defence College of Management and Technology (DCMT) have written and published an information literacy tutorial, for a postgraduate audience, as part of a collaborative library and e-learning team project. The product draws on the existing experience of DCMT Library staff in creating and delivering information skills programmes, a year of international research into information literacy (IL) tutorials, and the learning design and multimedia expertise of the e-learning team. It consists of a suite of nine stand alone tutorials, each covering a different aspect of IL, and was officially launched in November 2006. An overview of the tutorial can be found at <http://diglib.shrivenham.cranfield.ac.uk/ilit>

Learning outcomes were mapped against the SCONUL Seven Pillars of Information Literacy Model (Advisory Committee on Information Literacy, 1999) and content was written based on these. Research had shown that many existing IL tutorials focus on the lower order information literacy skills, pillars one to four of the SCONUL Seven Pillars. Our intention was to produce a tutorial which included the higher order IL skills, SCONUL's pillars five to seven. The tutorial differs from many others due to high level of multimedia including much interactivity and embedded links designed to engage and motivate the user.

A key aspect of the tutorial package was the development of two layers of content. A light layer was designed to be relevant to the majority of library users and learners, introducing each tutorial, covering the basic skills needed to be information literate and encourage active library use. The main layer promotes a more sophisticated and in-depth level of IL in order to enhance students' confidence and independence and provide re-usable and transferable life-long learning skills. The main layer also includes more detailed descriptions and IL in terms of the higher order SCONUL pillars. Activities are included for the user to test what they have learnt and apply their knowledge and understanding.

We propose to deliver a practical demonstration, covering both the light and main layers and highlighting the content, functionality and unique features of the nine distinct constituent tutorials. The use of a computer lab would provide the opportunity for participants to engage with practical examples of the tutorial by allowing them some 'hands-on' time to explore the content and undertake some of the activities designed to test the user's understanding of each topic. Demonstrator/s would be available to answer questions regarding the development and use of the tutorial at the DCMT Library.

References

Advisory Committee on Information Literacy. (1999). Information Skills in Higher Education. London: SCONUL. [Online]. Available at: http://www.sconul.ac.uk/groups/information_literacy/papers/Seven_pillars.html. Accessed: 01.12.2006

Theme:

Practical approaches to Information Literacy

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Using digital video to capture first year students' views of a blended Information Literacy programme

This paper offers an analysis of students comments (captured on digital video) made regarding an information literacy (IL) programme delivered in Semester 1 of academic year 2006-07. This programme was initially developed by Walton, Barker, Hepworth & Stephens in 2005 and reported at LILAC 2006. The IL programme consisted of a blended programme of one face-to face workshop, three Online Collaborative Learning (OCL) Activities and related instant reflective practice activities (IRPAs). Hence this programme provided an ideal environment to explore the teaching of IL using both electronic and face-to-face (blended) methods of instruction and engagement and the results are highly relevant to people developing such learning environments.

Student comments were taken from one-to-one interviews carried out during the course of the six week programme after each OCL session. Each interview consisted of a number of open ended questions designed to reveal student views regarding the effectiveness of the learning activities, including comment on the learning support material; the ways that they found the activities useful, what they liked and disliked about each activity and what they felt they had learnt. The presentation will include edited digital video clips from the individual student interviews.

This paper will provide a rich, detailed and revealing insight into what students feel about the blended IL programme, what they learnt and what implications this experience has for the design of future programmes.

In addition, included in the presentation will be highlights from videoed interviews with the module leader (Jamie Barker) and reflective observations on the results by Dr Mark Hepworth an expert in the area of teaching and learning information literacy.

The following is a brief description of the programme that included:

A Face-to-face workshop

A one hour workshop which included:

- identifying an information need in order to solve a problem based assignment.
- identifying appropriate keywords and appropriate e-resources and
- learning how to use the e-resources to find appropriate information.

Online Collaborative Learning (OCL) activities

These took place over five weeks. Two activities focused on evaluating web sites and one activity was focused on the APA referencing style. In the 'evaluating web sites' activities students developed (through online discussion with fellow students and tutors) their own evaluation criteria which they later used to evaluate two web sites for an assignment. Student Discussion Board output was summarised and put into handout form. In the APA exercise students analysed examples of information resources and cited them to APA standard. Instructions for exercises were set out following recommendations by the Plain English Campaign. Discourse was managed following Salmon's (2002) guidelines who recommends that online discourse should be personalised.

Instant Reflective Practice Activities (IRPAs)

Each activity was followed by an IRPA where students could reflect on what they had done the previous week by choosing from prepared reflective statements ('stitched' together from written reflections made by students in the previous year). Students also had the choice of writing reflections in their own words.

Participants

Students were drawn from those registered on the Level 1 core module Effective Learning Information and Communication Skills (ELICS) in Sport & Exercise.

Themes:

New areas for practice and research & practical approaches to Information Literacy

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Embedding information literacy into the curriculum: how do we know how well we are doing?

Information literacy is increasingly being recognised as a core component of learning and teaching in higher education. A number of library and university strategies now include the aim for information literacy to be integrated into taught courses, and librarians are working in partnership with academic colleagues to develop appropriate programmes and materials to achieve this. The question is, how much progress have we made?

This paper will discuss approaches to measuring current practice, in order to assess the extent to which we are achieving these institutional strategic aims and to identify areas for future development. Case studies will be presented from Cardiff University and the Open University, illustrating two different methods being used to measure provision in terms of the level of the training and its reach across the student population.

In Cardiff, an annual audit identifies to what extent library staff have provided IL training to each course in the University, measuring the provision against the Association of College and Research Libraries' competency standards (1) and whether it is embedded. With this approach, the library can report to the university the percentage of students provided with embedded information literacy training. An example of the detailed report, which is represented graphically, will be presented.

At the Open University, progress in integrating information literacy and e-resources into individual courses is logged in a database and reviewed regularly against annual targets for each Faculty. The Library's Information Literacy Unit and the OU's Centre for Outcome Based Education (COBE) have together developed level indicators for information literacy as part of the Undergraduate Levels Framework. An example will be shown of how this approach has been used to successfully integrate information literacy into a programme so that students progressively build up skills.

The paper will also report on an informal benchmarking survey of UK Higher Education institutions carried out by the Open University Library, which aimed to discover the extent to which information literacy is being embedded into curricula. The survey highlighted such issues as how we define terms and determine what we need to measure.

The paper will progress the debate on how we might gather accurate figures to quantify the extent to which our institution has succeeded in embedding information literacy.

References

1. <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>

Themes:

Practical approaches to Information Literacy & Advocacy, marketing and promotion

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Libraries, censorship and young people's rights as citizens

The findings of a research project which I recently carried out indicated that many young people are being denied access to information in school and public libraries, especially information provided in an electronic format. As Marcella and Baxter reported, freedom of information is believed to be important for exercising rights as citizens by a highly significant majority of the population. So what does restricting access mean in terms of young people's development as citizens? This paper will reflect on research involving both librarians and young people in an attempt to answer this question.

According to Article 13 of the UN Convention on the Rights of the Child:

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
 - (a) For respect of the rights or reputations of others; or
 - (b) For the protection of national security or of public order (order public), or of public health or morals.

The research I carried out suggested that many librarians feel restricted in the way in which they are able to teach young people both about important issues, for example AIDS and abortion, and also how to evaluating information and identifying bias. Some interviewees felt they were failing in their duty as information professionals to equip young people with the skills they needed to function in the wider world.

The standard of students' information skills was felt to be especially important with regard to Internet resources. However, many interviewees felt that the restrictions placed on Internet access actually prevented the effective teaching of information skills. Decisions about Internet access are often not controlled by librarians; they are set by schools, or more often by the local authority. Both librarians and young people have severe reported problems in carrying out independent research for National Curriculum topics due to the rigid filtering systems in place. Restrictive filtering systems do not teach students to be self-reliant and to develop effective information handling skills. A number of librarians interviewed felt that young people are not being taught to handle information responsibility and, in this respect, many schools are failing to prepare their students for life in the outside world.

However, it was not just access to electronic resources which was restricted. For example, labelling of controversial materials seemed widely accepted among librarians because they did not believe that students' levels of information skills were sufficiently sophisticated to detect bias unassisted. Furthermore, it would appear that some librarians do not have sufficient knowledge, experience or confidence to make a decision about how trickier materials should be handled. Practice differed from school to school so while in some, students would have access to a wide range of materials, in others the information provided was severely restricted. For example, in a Catholic school resources relating to abortion, HIV and AIDS might not be allowed.

This research therefore suggests that major improvements are required in information skills teaching in order to equip young people to be effective citizens. Librarians expressed concern about students' levels of information skills, in particular their ability to evaluate information and detect bias. However, they felt constrained in the ways in which they could teach these skills at present because information available within schools was so restricted. There needs to be more freedom to allow students to develop a more sophisticated understanding of the types of information they will find in the outside world.

Themes:

Information Literacy and citizenship & recognising the need

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Developing Information Literacy Strategies and Plans

Evidence from published literature, institutional websites and professional networks shows that library and information professionals in higher education are increasingly adopting a more strategic approach to planning and managing information literacy (IL) interventions. In some cases, IL features prominently in the library's mission or vision statement. In other cases, libraries have developed formal IL strategies. Research carried out in the UK during summer 2006 has identified several examples of IL strategies at various stages of development.

Academic libraries have been engaging with strategic planning concepts and models for almost three decades and in some cases have evolved sophisticated systems and processes, using models and methods drawn from corporate strategy literature and the world of business. However, there has been comparatively little discussion of the application of strategic management methods and techniques to IL activities. Published work covers only a limited range of the strategy techniques and tools available. Our analysis of IL strategy documents similarly suggests that a relatively unsophisticated approach prevails, especially in terms of selecting methods and techniques to fit particular strategic issues and specific planning contexts. Practitioner interest in this area is further evidenced by the Yorkshire Universities Information Skills Group's (YU-ISG) identification of 'Strategic planning for information literacy' as a 'hot topic' for one of its regular special interest meetings.

This workshop will draw on the presenters' recent research, practical experience and insights gained in the field. Our experience includes leadership of strategic planning workshops and discussions for practitioners in higher education (eg North West Academic Libraries and YU-ISG) and other sectors. We shall also draw on insights gained from our involvement in the Information Literacy Network at the University of Sheffield. Using a combination of group discussion, short presentations and "hands-on" activities, the session will give participants an opportunity to consider different approaches to IL strategy development and to engage with selected strategy tools and techniques at a practical level.

Participants will be invited to set the agenda for the workshop by identifying particular areas of interest and concern. The presenters will provide a brief overview of some models of strategy development and then introduce a selection of analytical tools, chosen specifically on the basis of their potential to

inform and enhance IL strategic planning. Participants will then be split into small groups, with each group being asked to focus on the application of a particular tool or technique to the IL strategy context. The session will conclude with a quick review of the tools used and feedback from group work. Participants will receive full supporting documentation, including examples of 'best practice' and guidance on how to follow up points covered in the workshop via publications and other resources.

Themes:

New areas for practice and research & practical approaches to Information Literacy

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PLATO - educating students about plagiarism, and citing and referencing information sources

PLATO - PLAgiarism Teaching Online

With the development of enhanced plagiarism detection tools in the past two years, the increase in detected incidents of academic offences has become of increasing concern to teaching staff in Further & Higher Education.

Although detection tools can be a powerful tool to help academic staff, the development team of PLATO have consistently taken the view that educating students about what to some, might be a new issue is also an key step to enable learners to change their behaviour.

The aim of this presentation is to demonstrate the design and development of PLATO, interactive educational courseware. Plagiarism is a complex issue without a simple solution. PLATO is based on the need for learners to recognise what plagiarism behaviour is and then to build on this using visual identification and diagnostic testing. The approach adopted is based on supporting the learner to develop confidence in their skills whatever their background or experience. PLATO aims to develop reflective behaviour in the learner to assess their own gaps in knowledge of citing and referencing through exploration and experience of the principles involved.

Themes:

Practical approaches to Information Literacy & recognising the need