

Tuesday 27th March Parallel Session 4

	Assembly Hall	E29 Lecture Theatre	E05/05a	E07	C1.01 PC Room
Theme	Practical approaches to Information Literacy & Recognising the need	Ethical use of Information & Recognising the need	Practical approaches to Information Literacy & Advocacy, marketing and promotion	Practical approaches to Information Literacy	Information Literacy and citizenship & Practical approaches to Information Literacy
Chair					
3.40pm – 4.05pm	<i>Nancy Graham & Ann-Marie James</i> Developing RLOs for Information Literacy: are they practical? Short paper	<i>Lucy McKeever</i> "Start 'em young - the importance of exploring and deterring plagiarism in schools." Short paper	<i>Andy Jackson</i> Are We Having Fun Yet? : Developing interactive lectures and presentations Short paper	<i>Chrissie Turkington and Leo Appleton</i> Information Skills in the Northwest Short paper	<i>Dr. Maria Carme Torras & Therese Skagen</i> Search and Write ('Søk og Skriv'): Helping postgraduate students with their academic work
4.10 pm – 4.35pm	<i>Sheila Corrall</i> Benchmarking Strategic Engagement with Information Literacy Short paper	<i>Dr Rebecca Jones</i> Recognising the need for Information Literacy in schools: practical experiences from school librarians Short paper	<i>Jane Falconer</i> The Learner Support Programme: an evaluation of its impact on the participants' practice and on future developments of the course Short paper	<i>Jane Tomlinson</i> Motivation and Movement: Using active teaching methods to teach information literacy skills to FE students Short paper	Workshop <hr/> <i>Cathie Jackson</i>
4.40 pm - 5.10 pm	<i>Clive Cochrane</i> Students' university experience and information literacy Short paper	<i>Christine Irving</i> The development of a National Information Literacy Framework (Scotland) Short paper	<i>Katy Sidwell</i> Bloody brilliant! Promoting information literacy at Leeds. Short paper	<i>Leo Appleton</i> Springboard - study skills in Further Education Short paper	Collaboration and sharing in practice: An interactive citation guide for the law community Demo

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Developing RLOs for Information Literacy: are they practical?

The BRUM (Birmingham Re-Usable Materials) project, funded by the Eduserv foundation, focuses on liaising with academics to act as champions of 15 electronic re-usable learning objects (RLOs) to aid students' information skills. These range from an interactive search strategy quiz to podcasts of the student library experience. The overall aim is to have an online repository of RLOs which can then be cherry picked by academics to embed into their teaching at the point of need thus saving time and effort and reaching a wider audience.

This paper will focus on the practicality of the RLOs, from the technology involved in development and creation through to ease of use for academics.

Technology

A small team of subject librarians developed and created the RLOs. However, as the project progressed it became clear that some RLOs were far more resource intensive than others and that more technical knowledge was required to develop some of the material. More time was needed in learning new software and hardware which was a concern. There were also technical issues with delivering the learning objects; either via the website or within a teaching session.

Liaison

It was important to make the RLOs as accessible as possible and to have as few barriers as possible for the academics to get through. The project team found that much more promotion, advocacy and liaison were required to get academics to use the learning objects. Timing, ease of use and contextualisation are all crucial in gaining the trust of academics and getting them to embed material into teaching.

The future

Sustainability and scalability issues will also be discussed; are generic RLOs useful for different disciplines and how easy and desirable is it to re-purpose RLOs for different subject areas and uses? Another issue is 'institutional readiness' and whether the time is right for RLOs both at the University of Birmingham and beyond.

<http://is.bham.ac.uk/blasst/brum.htm>

Themes:

Practical approaches to Information Literacy & advocacy, marketing and promotion

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“Start 'em young - the importance of exploring and deterring plagiarism in schools.”

The paper will outline the findings from a Netskills project exploring information literacy in schools. Funded by the Eduserv Foundation Information Literacy programme, Netskills delivered a pilot programme of workshops, “Exploring and Detering Plagiarism in Schools” around Britain last Autumn, aimed at secondary school teaching and support staff.

The session will outline the content and themes of the workshop programme, and focus on the key issues which emerged, including: the causes and symptoms of the problem (ranging from excessive parental guidance to buying essays online); the lack of an overall strategic approach to deal with the problem in schools; the importance of offering timely guidance and training to pupils; appropriate ways to deal with suspected plagiarism cases; and the likely impact of the proposed changes to coursework methods and assessment.

Finally, the paper concludes by making a number of recommendations as to how best this issue should be tackled in the schools sector, including: targeted training for teachers and pupils alike (both online and face-to-face); offering a more significant role to school library staff in developing pupils' information literacy; improving the dissemination and take-up of plagiarism guidance from examination authorities; developing regional and national networks to enable schools to share best practice and guidance; and building links between schools and universities to identify concerns and expectations and share good ideas.

The paper will also briefly describe the outcomes of a Netskills partner project in this programme, which focused on information skills for teachers, comprising workshops and a national survey of teaching staff.

Themes:

Ethical use of Information & practical approaches to Information Literacy

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Are We Having Fun Yet?: Developing interactive lectures and presentations

For many of us involved in information literacy programmes, the first contact with our audience is at an information-giving 'induction' lecture or presentation. It's often our first big chance to advertise our Library services to potential users, and demonstrate these services in a positive light. This session will take a look at some practical techniques to spruce up the lecture format and create a better impact with attendees. In particular, the session will examine interactive lecture techniques such as the Cephalonian style, management of small-group interactions and attention-grabbing devices such as Library bingo.

The Cephalonian style of lecture is still a relatively new and under-researched technique in information literacy, but it has potential applications across mainstream education. Action research conducted at Dundee University will hopefully illustrate the effectiveness of the Cephalonian style, and also warn against the pitfalls and problems inherent in the technique. Use of appropriate humour and audiovisual material will be discussed.

Small-group interactions within the lecture framework are not commonly used by Librarians, but the formal 'lecture' can be used to facilitate interactions between groups of students, and between students and lecturers. These interactions can be meaningful educational experiences, and can take participants to deeper levels of learning, even within the limited lecture format.

Interactive games or devices such as 'Library bingo' can be used within the lecture format to encourage students to think about their perceptions of Library services and to help explode myths and preconceptions about Libraries and the services they offer. This session will look at how effective lesson planning can embrace such interactive devices without losing sight of the educational and practical value of the Library induction.

The session will show how educational theory underpins these varied interactive techniques, and will give attendees a practical grounding in a number of approaches which will help them to 'sell' their services to potential users in a positive fashion, while delivering a pedagogically sound learning experience to their students. It should also be a lot of fun!

Themes:

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

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Information Skills in the Northwest

Information Literacy and Skills within Further Education has always been seen as an important topic, particularly with promoting independent study skills in preparation for students entering Higher Education. Also, the inclusion of HE within the FE sector has heightened this importance and many colleges are now delivering programmes either integrated into taught courses, or delivered as part of an induction process by the Library and Learning Resources team. However, this is being repeated in many colleges and the potential for duplication of resources is massive!

The JISC Regional Support Centre (RSC) for the Northwest has now been in existence for 6 years and, over this time, has been working with Library and Learning Resources professionals to promote blended learning and the integration of e-resources and Library services into this new Learning Environment. As part of this work, the RSC has been involved with supporting FE and HE colleges with the integration of Information Skills training and, in response to demand from the North West Further Education colleges, has established the Northwest Information Skills Group.

Recently the group has been pro-active in collecting resources for sharing amongst members with the main aim of minimising duplication across the region. This has been facilitated through the use of the RSC Moodle environment, Bluebird. All members now upload material to Bluebird and then download all the uploaded material to take away and use however they wish! Additionally for useful and relevant links, all members were encouraged to use del.icio.us [<http://del.icio.us/>] social bookmarking to submit weblinks which are automatically shared amongst group members.

This technique has proved extremely popular and, due to the demand, the RSC is now delivering the training for those members that couldn't attend the meeting via the online Live Meeting [<http://www.microsoft.com/uc/livemeeting/>] software to ensure that as many resources as possible are made available to all group members. Our submission to Lilac will discuss the ideas behind this technique, evaluate the methods of training offered and discuss how successful the group has become over a short amount of time.

Themes:

Practical approaches to Information Literacy & recognising the need

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Search and Write ('Søk og Skriv'): Helping postgraduate students with their academic work

This workshop shows how postgraduate students can be supported online through the use of a tutorial. Search and Write is an online tutorial aiming at promoting students' information and digital literacy as they work on a research paper or thesis. It has been developed by the academic libraries in Bergen, Norway.¹ Search and Write consists of five learning objects, which build upon Kuhlthau's (2004) information searching process model. It has been specially designed for distance and blended education students.

Students often experience anxiety, uncertainty and lack of clarity at different stages of their work. These feelings can hinder their academic progress. This situation can be worsened by the fact that postgraduate students taking blended or distance education often feel psychologically and physically isolated. Search and Write aims at helping students come to grips with these feelings and progress in their work. It helps students relate the different process-oriented activities they engage in in their academic work such as information searching and writing. Search and Write provides student-centred guidance by encouraging the student to focus on the particular piece of academic work she is carrying out. Through the tutorial flexible structure, students can decide on the stage they are at in the searching and writing process, as well as what kinds of strategies they might want to deploy at that point.

Through Search and Write, students experience searching and using information as processes that go hand in hand with the writing process in the wider process of constructing meaning. For instance, searching helps the student narrow down their research question. By the same token, a gradually more specific research question enables the student to conduct searches for more pertinent information. Further, students are encouraged to reflect on the ethical, critical and creative use of information. All along students engage in activities that help them become more aware of how their information needs evolve from a vague awareness of an information gap and culminates in their location of information that contributes to constructing meaning. The student learns by doing and reflecting, which lies at the heart of the constructivist view of learning. Search and Write ultimately aims at the kind of learning that empowers students for the information tasks they will encounter in their future private and professional lives.

¹ Search and Write is the product of a two-year collaboration project between University of Bergen Library, Bergen University College Library and Norwegian School of Economics and Business Administration Library. The project has been funded by Norway Open University (Norgesuniversitet) and the collaborating Bergen libraries. Search and Write is freely available on www.sokogskriv.no in both Norwegian and English.

The workshop will be divided up in three parts. A brief presentation of the tutorial and students' evaluation of it will be followed by a hands-on session, where participants will be asked to participate in a role play. Playing the part of students, they will be given a specific task, and asked to work on it using Search and Write. The workshop will end with a discussion of the tutorial related to the participants' own experiences.

Reference:

Kuhlthau, C. C. (2004). *Seeking Meaning: A Process Approach to Library and Information Services*. 2nd edition. Westport, Connecticut: Libraries Unlimited.
1 Search and Write is the product of a two-year collaboration project between University of Bergen Library, Bergen University College Library and Norwegian School of Economics and Business Administration Library. The project has been funded by Norway Open University (Norgesuniversitet) and the collaborating Bergen libraries. Search and Write is freely available on www.sokogskriv.no in both Norwegian and English.

Themes:

Information Literacy and citizenship & ethical use of Information

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Benchmarking Strategic Engagement with Information Literacy

Evidence from literature and other sources suggests growing interest among information literacy (IL) practitioners in moving the IL agenda beyond the library and the classroom to a more strategic level, exemplified in higher education (HE) by Johnston and Webber's vision of an Information Literate University (ILU). Characteristics associated with this vision have some elements in common with Town's Critical Success Factors and related performance measures for IL. The research presented here builds on this and other work, aiming to clarify and define indicators of strategic engagement with IL as progress towards the ILU.

An exploratory survey of IL developments in UK universities was initiated during summer 2006 as a scoping study prior to more comprehensive subsequent investigation. The websites of 114 UK universities were visited, browsed and searched systematically for evidence of strategic engagement with IL. Search terms were derived from a set of research questions and a review of relevant literature. The initial list was augmented by new terms suggested by preliminary data analysis, which were used in successive cycles of data gathering. The data were categorised, coded and analysed using descriptive statistics.

The survey had limitations in that searches were not exhaustive, evidence was restricted to publicly-available information and it was collected as snapshots at particular periods in the academic year. Nevertheless, it identified many different examples of institutional engagement with IL, ranging from library-based initiatives modelled on traditional user education to institution-wide developments linked to core business strategies. The findings suggest the IL movement has achieved different levels of penetration across the UK university sector. The examples identified have been used to inform the development of a set of 'strategic benchmarks', which it is proposed will help IL advocates to measure progress towards the ILU. The paper will focus on the main findings and proposed benchmarks.

Themes:

Recognising the need

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Recognising the need for Information Literacy in schools: practical experiences from school librarians

This session designed to inform other library professionals about the work being undertaken in school libraries in response to IL. The aim is to present a picture of the skills that school librarians are trying to teach and also how the librarian can function within the organisational structure of a school. These ideas will be discussed in relation to key documents on the curriculum and self-assessment that include references to IL. Examples from practitioners will illustrate how librarians have raised awareness amongst senior managers and teaching staff in respect to IL and will include successful practices and partnerships. Each example will also show how librarians, in conjunction with teaching staff, have placed IL on the agenda within their school. These examples have been gathered from an Independent School in Scotland, a Technology College, an Arts College, a High School and an Independent Girls' Boarding School. Some general responses gathered from the School Librarian's online group SLN aim to capture practitioners' views on IL. Next, the impact that different tools (i.e. SLN, Blogs, Wikis) that school librarians use to communicate with each other will be discussed in relation to their awareness raising function within the profession. As many school librarians are sole practitioners, these tools play a vital role in the dissemination of information about key topics and provide individuals with a means of learning about current issues. Finally, the links that need to be made with other professionals within HE/FE sector will be discussed. Questions will be raised as to how students can be successfully prepared for further study and how the library professionals need more joined up thinking if a coherent path is to be followed.

Themes:

Recognising the need & practical approaches to Information Literacy

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The Learner Support Programme: an evaluation of its impact on the participants' practice and on future developments of the course

This paper presents the evaluation of the pilot Learner Support Programme, run during 2006 by London Metropolitan University and commissioned by London Health Libraries. The programme aimed to provide health librarians with the skills required to create, run and evaluate information skills courses for their diverse users. The paper outlines the variety of evaluation techniques used in conjunction with the pilot programme, and illustrates the programme's impact, both in changing the participants' professional practice and in shaping the ensuing FILE (Facilitating Information Literacy Education) course.

The evaluation process has informed all stages of the pilot, including an initial literature review to identify the skills and competencies that need to be covered in a "training the trainers" programme; a narrative diary kept by the course tutor reflecting on each daily session (4 days in total); and a participant focus group conducted five months after the course to assess its impact and shape future developments.

As a result of this evaluation process, the course has been updated, re-worked and re-named FILE which is scheduled to run from January to March 2007 at London Metropolitan University. FILE is validated as a post-graduate module of 20 credits which the participants will be able to use towards future professional or academic qualifications. Successful completion of this course requires the production of a portfolio illustrating evidence of reflection on practice which will be captured in a freely available web-based repository (<http://www.ilit.org/file/indexfile.htm>). The creation of such a repository was one of the suggestions which arose from the evaluation of the pilot. Another development that emerged after the pilot is a blog (<http://learner-support-programme.blogspot.com/>) set up to support peer-based evaluation and foster communication on information literacy provision amongst the wider health-information community of practice.

Themes:

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

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Motivation and Movement: Using active teaching methods to teach information literacy skills to FE students

This paper proposes to demonstrate how the use of active and kinesthetic teaching and learning methods have proved to be successful when teaching information skills to FE students studying on lower level entry and vocational courses.

Poor information skills are a common problem in FE, especially with students studying on lower level entry courses. For a number of varying factors many of these students have little experience of using libraries and have not acquired many of the basic information retrieval skills. Their dependency on the internet as their chief source of information is high and their information evaluation skills are low.

Traditionally library instruction has been centred on passive learning methods such as lectures/talks or demonstrations, which leaves little or no room for student participation.

At West Thames College, since the introduction of a programme of information literacy workshops, the emphasis has been on using a range of practical and multisensory teaching and learning methods designed to engage the student in the learning experience.

Following a successful case study conducted in 2005/06, of a series of information literacy workshops delivered to a group of BTEC first diploma media students, the speaker will demonstrate some of the learning activities that were used to engage and motivate this particular group of students in the learning experience.

The speaker will also examine how, through the use of these teaching and learning activities, the media students were able to make meaning of their learning through reflective practice.

Finally this paper will explore the importance of the collaborative approach taken by the librarian and the media tutor in teaching information literacy skills.

Themes:

Practical approaches to Information Literacy & recognising the need

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Collaboration and sharing in practice: An interactive citation guide for the law community

In Spring 2006, Cardiff Law School agreed to adopt the Oxford Standard for Citation of Legal Authorities (OSCOLA) as the citation system to be used by all students from the start of the next academic year. We identified that an e-learning resource would provide the most efficient and effective way both to train students and staff and to support students in the preparation of their coursework at the point of need, 24/7.

Although many law schools use OSCOLA, a survey on the law librarians' jiscmail discussion list indicated that none had yet created an interactive e-learning resource to help students understand how to cite references and avoid plagiarising, using the OSCOLA format.

With some funding from the UK Centre for Legal Education and with partners in Staffordshire and Oxford Universities, we launched at the end of September 2006 a suite of interactive e-learning resources to guide users of legal material in how to cite, using the OSCOLA standard. The suite comprises a short stand-alone tutorial which can be linked to or downloaded by any institution and a set of bite-sized learning objects including interactive exercises, quizzes and diagrams which can be repurposed to local needs within web guides, e-learning materials or handouts.

Within two months, law librarians and lecturers from ten other universities had reported that they were using the tutorial in class or pointing to it from their webpages.

What advantages are there in developing a resource in collaboration with partners outside your own institution? What are the advantages in sharing the materials we develop with everyone else? What makes a learning resource truly re-usable by other institutions? The workshop will consider these questions in the light of this case study. Participants will have the opportunity to explore the tutorial on the Information Literacy Resource Bank at <http://ilrb.cf.ac.uk/oscola> and view the individual learning objects on the JORUM online repository. Using feedback showing whether institutions opted to use the web tutorial 'off-the-shelf' or to re-purpose the bite-sized learning objects for local use, participants will be able to reflect on factors which may have influenced this choice and the merits of designing for re-use or for re-purposing.

Themes:

Practical approaches to Information Literacy

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Students' university experience and information literacy

Student diversity is now the norm. A lecturer delivering a module might assume that students at a particular stage have similar levels of competence in a range of skills. In reality this is not the case. Students taking a particular module may present a diverse range of characteristics. They may belong to different faculties or schools, follow different degree pathways, have studied for different time periods or reflect different cultures. Superficially all the students in a class may appear to be similar, but their university experiences may be very different.

Recently initiatives have been undertaken by librarians and academics in higher education to promote students' information literacy. Ideally there should be evidence of progression as students move from their first to their final year. Often there is a gap between rhetoric and reality. Although the students in a class study the same module this may be one of the few things they have in common.

The paper aims to explore the following question:

How does the university experience influence students' competence in and attitudes to information literacy?

Using a small class of students taking a semester 1 final year module as a case study, their attitudes to and experiences of information literacy will be analysed using a personalised questionnaire. In addition to posing open-ended questions, the questionnaire lists all modules each student studied during their degree pathway. For each module students are requested to comment on three aspects associated with their development of information literacy namely, the level of learner support offered by librarians and /or lecturers, their opportunities to develop skills and the extent to which skills were formally assessed. The paper will present an analysis of the findings. If the university experience of these students epitomises a 'typical' class in other universities, this raises important issues regarding the development of skills in general and information literacy in particular.

Themes:

Practical approaches to Information Literacy & recognising the need

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The development of a National Information Literacy Framework (Scotland)

Presentation on an Eduserv funded project to develop a national information literacy framework for Scotland.

Background Information

Research undertaken by Glasgow Caledonian University Information Literacy Skills - the link between secondary and tertiary education <http://www.caledonian.ac.uk/ils/> has highlighted the need to develop a national overarching framework of information literacy skills and competencies which all sectors of education can recognise and develop or which can be applied to the world of work, equipping learners with skills needed for the 21st century. The framework is seen as a key tool for the embedding of information literacy in schools, FE, HE, lifelong learning and for life.

Project aims and objectives:

- defining information literacy learning in terms of statements of skills, knowledge and understanding
- supporting a continuing learning process through identifying a learning pathway as part of an educational guidance or personal development planning process
- mapping the existing learning that is taking place; allocating a notional level to learning outcomes utilising relevant reference points such as the SCQF / SQA generic level descriptors with the intention of providing a general shared understanding of each level which can then be linked to academic, vocational or professional practice
- enabling the notional levelling process and outcomes to become transparent and clearly understood by other learning providers, receiving organisations and or employers to meet the needs of the lifelong learner more effectively
- incorporating and highlighting CILIP's information literacy skills and competences definition; SQA's Information Handling Skills Intermediate 2 qualification and existing models.

Although this is a Scottish based project it has relevance for the rest of the UK and further a field on an international basis.

Themes:

New areas for practice and research & advocacy, marketing and promotion

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Bloody brilliant! Promoting information literacy at Leeds.

Leeds University Library gives a high priority to information literacy and has developed a programme of courses for staff and students, enhanced over a number of years. We had positive feedback from course attendees on the content and standard of teaching of our courses. However, only a few courses were fully booked. This short paper will demonstrate the importance of effective marketing planning to promote information literacy courses successfully.

Previously the main publicity vehicles were a 28-page A5 booklet and a black-on-white poster listing the courses offered. Students and staff are bombarded with 1500 marketing messages per day and this publicity was not achieving its objective of attracting interest and increasing bookings onto our courses.

We focussed on improving our marketing promotional mix in a series of steps. We segmented our market and considered what the benefits of attending an information literacy session would be for each segment, marking a clear departure from 'selling the product' to 'selling the benefits'. We examined effective marketing methods and decided upon:

- A simple, engaging and colourful poster campaign
- The use of personal testimonials from previous attendees
- A simplified and concise leaflet outlining course content
- A call to action which links to a new training bookings website
- A re-branding from the little-understood 'information literacy programme' to 'library training'
- Working with an external design agency for a professional look and feel
- Re-packaging a group of courses to appeal to PhDs
- Using 'just-in-time' marketing for courses with low bookings

We achieved a 47% increase in course bookings in the first semester compared with the same period in the previous year. The major increase in bookings was from students – 78% more from undergraduates; 23% from taught postgraduates; 47% from research students.

Themes:

Advocacy, marketing and promotion & practical approaches to Information Literacy

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Springboard - study skills in Further Education

During 2006, West Cheshire College, a large further education college in the North West of England implemented a 'post level-3 strategy' designed to increase its level 4 provision. This includes courses at HNC, HND and Foundation Degree level, and also professional programmes run by organisations such as the Chartered Institute of Personnel Development (CIPD) and the Chartered Management Institute (CMI). Some of the Foundation Degree programmes include elements of study and research skills, incorporating information literacy. However, the vast majority of courses, particularly the professional programmes contain no academic study and research skills elements.

Therefore, an integral part of the 'post level 3' strategy was the development of a support programme designed to equip higher level students with essential study skills. The programme was collaboratively developed by curriculum and support departments and was led by the Learning Resources Department. It was widely felt that the programme should be made available also to level 3 learners who intended to go onto level 4 study (i.e. BTEC and Access to HE students)

The programme, entitled 'Springboard' begins with a study skills audit conducted by an individual learner's personal tutor, during which study skills gaps are identified and students are directed to appropriate workshops. The workshop provision focuses on the essential study skills required for higher level programmes of study: effective essay writing; information and research skills; reflective learning; communication skills and presentation skills

The workshops are co-ordinated, and delivered by the Learning Resources Department, allowing for the embedding of information literacy concepts for students who approach the workshop in a strategic manner.

The workshops are offered and delivered at a variety of times and locations to enable all higher level students to have access to them. The programme was implemented during 2006, and is supported by the college's VLE.

This paper will present the findings of the initial evaluation of the Springboard programme and will report on the rationale behind the development of Springboard' within the college's VLE.

Themes:

Practical approaches to Information Literacy & recognising the need