

# KEYNOTE ABSTRACTS

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## Josie Fraser

Social and Educational Technologist

### The library is open: librarians and information professionals as open practitioners

Libraries as spaces and librarians and information professionals play a critical role in ensuring access to knowledge and information, and supporting meaningful access that information. As such, they are on the front line of open education.

Josie Fraser, an educational technologist who has worked with schools, colleges, universities and government in relation to organisational and staff development, will look at why open education is a key component of information literacy. Her keynote will explore what open educational practice is, and look at how libraries and information professionals are leading the way.

Drawing on her experience of working with educators to support their understanding and use of open educational resources, she will look at the difference that an explicit incorporation of open education can make to learners and professional practice. Understanding and engaging with open education can help librarians and information professionals better support the information literacy of 'info civilians' and organisational aspirations with respect to making innovative and effective use of technologies.

At a time when keeping the library open is becoming more and more difficult, Josie will argue

that understanding open practice represents a necessity for everyone concerned with information literacy education.

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## Barbara Allan

Independent Consultant

### Making an impact beyond the library and information service

This presentation focuses on the theme of influencing change (at all levels) within higher education institutions (HEIs). The greater our influence then the more likely it is that information literacy will be higher up the agenda of HEIs. In this presentation, I will explore questions such as:

- Why is it important for all library and information professionals to make an impact beyond the library?
- What strategies can we use to influence university leaders so that we have a meaningful voice in institutional change and transformation?
- How can we facilitate the development and implementation of information literacy policies and practices across the institution?
- How can we influence the university managers and leaders of the future?

Based on my experiences as dean and pro vice chancellor, as well as current research into project management in library and information services, I will explore these questions with reference to large-scale strategic institution-wide programmes and projects, as well as smaller ones.

Universities are made up of different tribes and territories, and sometimes library and information workers reach of influence does not go far enough.

How can we extend our reach so that we can make a bigger impact on students and staff in our institution? Understanding the decision making habits of university leaders and the criteria they use when deciding priorities will help us to influence them. A framework for understanding these behaviours will be briefly explored.

Many universities have invested in large scale projects, e.g. transformation of the curriculum, in order to enhance the student experience and their future employability. Large scale projects often involve the use of project management tools and techniques, such as PRINCE2 and Agile, and there are benefits in understanding these methodologies as this enables us to influence the project and its outcomes.

In terms of small scale projects, there are many excellent information literacy projects that showcase innovative and effective practices in universities and colleges across the world. However, the influence or reach of these projects is sometimes small, e.g. within a department or a group of enthusiastic librarians and academics. How can we make a step change so that these projects have an even bigger impact either across the sector or institution?

How can we influence the university managers and leaders of the future so that they take on board the importance of information and digital literacies, and embed it in their practices throughout their whole university career? If this is our goal then what impact do we have on: early career academics as they develop their research and teaching practices; experienced practitioners who are involved in their first steps into management; as well as new or experienced senior leaders?

Finally, what are the implications of these ideas for the ways in which we organise ourselves and also

the professional development of library and information workers?

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## Alan Carbery

Associate Library Director, Champlain College, Vermont

### Authentic information literacy in a post-truth era

What does it mean to be information literate in a time when post-truth, alternative facts and fake news are all part of our vernacular? What role should the teaching librarian play in addressing issues of information in a post-Brexit, Trumpian time? Why have we found ourselves at this crossroad?

This keynote explores an approach to information literacy that deals in concepts of social justice, informed citizenship and active and critical participation in society as an alternative to tried-and-tested library-centric models of instruction. This philosophy transcends academic librarianship - often the bastion of information literacy, and places the learner as a citizen, instead of student. This keynote advocates for a critical, real-world, authentic approach to information literacy instruction that leaves behind traditional methods of library and research instruction.

Librarians are seeing recent global political events as a heightened call to action. What impact does this have for the actual library classroom? How does this fit pragmatically into the work of instruction librarians? How can we contribute towards reasoned and informed citizenship? This keynote offers that perhaps our role is not in fostering information literacy, per se, but curiosity and healthy scepticism.

# ABSTRACTS

Monday 10<sup>th</sup> April

Parallel sessions (Group 1)

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## Creating a social media mediated learning experience

**Andrew Smith and Hannah Gore**

The use of social media as an adjunct to the classroom experience isn't new and has been explored by researchers such as Junco et al (2010) extensively over the last ten years. The challenge for many digital literacy leaders is the ad-hoc teacher moderated requirement to ensure that the online social media experience is kept active and real time. Digital literacy leaders seldom have sufficient time to prepare for traditional lessons, let alone familiarise themselves with additional tools create social mediated content.

The Cisco Networking teaching team at The Open University have been exploring the notion of creating "leaky teaching" via automated social media. Mixing prepared curated content, which is delivered automatically alongside live interactive occasional content, offered on an ad-hoc as well as pre prepared basis.

Rather than focus on a singular platform, the content, based on Cisco network engineering principles is presented to Twitter, Facebook, Google+ and LinkedIn. Resulting in reaching a community of 2000 participants on a programme that normally attracts 400 students per presentation.

The content is sequenced around a nine month teaching schedule, and supplemented with additional material using Periscope and Facebook as well as SoundCloud and YouTube. Social media is used to extend the situated cognition and communities of practice described by Lave and Wenger (1998). Engaging a wider peripheral community either by impressions and likes.

The symposia led by Andrew Smith and Hannah Gore from The Open University will give an insight into the methods, tools and technologies that the team used in creating this learning experience. Participants, through interactive use with their mobile devices and laptops, will have the opportunity to access the material from the viewpoint of the learner whilst discovering the valuable lessons the team learnt in delivering the content.

The session will close with a round table discussion on the pros and cons of delivering material with these methods and a discussion on the possibilities of adaptation by the participants for use within a wider context of their online learning communities within library services. Including how digital literacy leaders and learners can benefit from the delivery of learning, develop further digital literacy skills, and enhance current provisions.

Junco, R., Heiberger, G., and Loken, E. (2010). The effect of Twitter on college student engagement and grades. *Journal of Computer Assisted Learning*, 27(2), 119-132.

Lave, J., & Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*, Cambridge Press.

## Creative approaches to embedding copyright in information literacy teaching

Jane Secker and Chris Morrison

It is increasingly important for students and academics to understand copyright and intellectual property (IP) issues and for this to be taught as part of information and digital literacy (Secker and Morrison, 2015). Copyright is relevant to a number of information professionals' responsibilities such as supporting researchers making theses and publications open access; helping teachers to find and re-purpose open education resources or teaching students how to use third party content in presentations, blog posts or videos. In each case it is important the individuals know how to use information ethically, giving credit to people whose work they use and avoid infringing copyright law. However, teaching copyright is often challenging for librarians and dedicated copyright training sessions are rarely popular with staff or students.

The workshop provides an opportunity to share current practices and experiences of teaching copyright as part of wider IL. It involves group work to generate ideas for how to teach copyright in new, innovative ways and to embed it into a discipline. Each group is given a scenario to work on during the session.

This workshop uses an interactive approach to learning design. Each group selects one of four cards that determines their scenario. They will then be asked to design a teaching intervention. The cards cover:

- Audience: e.g. PhD students in the School of architecture, first year undergraduate music students, new teaching staff in the

department of History, senior teaching staff in medicine etc.

- Learning Theories: e.g. constructivism, critical literacy, active learning, experiential learning
- Teaching methods: e.g. online, games based learning, group discussion, simulation
- Topics: e.g. Using and finding images, understanding the benefits of open access, understanding copyright exceptions, protecting your own copyright.

Each group will develop a creative teaching intervention which they will present at the end of the workshop. They will also be asked to consider how their new teaching session will be assessed and evaluated, to ensure they have met the identified learning outcomes. They will identify how this session relates to other aspects of information literacy.

The workshop leaders will conclude by sharing some of their innovative approaches to copyright education.

References:

Secker, J and Morrison, C. (2015) Why copyright is a fundamental part of digital and information literacy. CILIP Blog post. Available at: <http://www.cilip.org.uk/blog/why-copyright-education-fundamental-part-digital-information-literacy>

## Our work is never done: using iterative feedback for the ongoing development of teaching outputs and methods

Rachel Conlon and Charlotte Evans

Participants will discuss and critically engage with the ongoing quality assurance and peer observation processes that underpin the My Learning Essentials programme at the University of Manchester, in which all teaching interactions are continually reviewed and refreshed to meet the evolving needs of students and facilitators. In this workshop, delegates will be given the opportunity to critique an example activity from a current workshop and our peer observation model in order to consider how this approach might be (or is currently being) applied in their own institutions. Throughout the workshop, presenters will demonstrate and ask delegates to actively contribute to the developmental mechanisms that are part of My Learning Essentials, giving attendees the chance to share best practice and gather feedback and suggestions. Participants will discuss how ongoing quality assurance processes (specifically peer observation and iterative feedback) can be used to underpin the continual development of a skills support programme. Building on the successful model used at Aston University Library and Information Services (Norbury, 2001) and the positive experiences in other institutions (Bell and Cooper, 2013; Sullivan et al, 2012), representatives from our team will discuss how collaborative peer observation (Gosling, 2005) has allowed us to reflect upon and develop each other's skills in relation to facilitation and student engagement, thereby improving our academic skills and information literacy offer. Staff from the University of Manchester will discuss the lessons we have learnt

and the benefits of a flexible approach for both facilitators and students.

### References

Bell, M. and Cooper, P. (2013). "Peer observation of teaching in university departments: a framework for implementation", *International Journal for Academic Development*, 18(1), pp.60-73.

Gosling, D. (2005). *Peer Observation of Teaching: Implementing a peer observation of teaching scheme with five case studies*. London: SEDA, 2005.

Norbury, L. (2001). "Peer observation of teaching: A method for improving teaching quality", *New Review of Academic Librarianship*, 7 (1), pp. 87-99.

Sullivan et al. (2012). "Peer observation of teaching as a faculty development tool", *BMC Medical Education*, 12, pp. 26-32.

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## Advancing the reflective conversation in information literacy

Sheila Corrall and Alison Pickard

Reflective practice is a defining characteristic of professional work, a feature of UK Subject Benchmark Statements for professional disciplines, and required for professional credentials: the ability to reflect and evaluate is part of the CILIP (2012) Professional Knowledge and Skills Base, and reflective writing is central to the associated processes of Chartership and Revalidation (CILIP, 2014). Reflection is closely associated with education, learning, and research (Finlay, 2008), and information literacy practice (Vezzosi, 2006). ACRL (2016) emphasizes reflective approaches in guidance for instruction librarians, and its new (2015) Framework places critical self-reflection at the heart of its reconceptualization of

information literacy. Reflection is a deceptively simple idea that is easy to grasp at a basic level, but harder to put into practice: terms are defined in diverse, contradictory ways; there are multiple models and typologies; and practitioners often struggle with the personal nature and analytical demands of reflective writing (Black & Plowright, 2010; Hatton & Smith, 1995; Reynolds, 1998).

The importance of work context has generated domain-specific handbooks, notably for the caring professions (Taylor, 2010). Library literature typically references models from other fields or offers only rudimentary guidance (Forrest, 2008). SEA-change is a rare example of a homegrown model developed to support management learning and information literacy assessment, but it has not been tested beyond student use (Sen & McKinney, 2014). A survey of information professionals confirmed benefits from reflection, but found barriers to engagement, recommending more support, clearer definition, improved training and guidance on matching methods of reflection to particular needs and personal styles (Greenall & Sen, 2016). The findings echo the call to articulate "concrete strategies for developing reflection within our profession" (Koufogiannakis, 2010). Our project targets this gap, using participatory action research to explore development of a reflective practice toolkit for the information field, with the information literacy community as our primary testbed.

As LIS educators and researchers we habitually work with new professionals and experienced practitioners to build capacity for reflection. We have surveyed existing definitions, typologies, frameworks and models, and assessed their potential for reflective practice in LIS. Our workshop will present examples and adaptations emerging as candidates for our envisioned toolkit, and field-test their suitability by having participants engage with our handouts, participate

in reflective activities, and evaluate prototype tools from their perspectives as information literacy practitioners. The workshop provides an opportunity to practice reflective thinking, writing, and dialogue with peer support. Participants will have a fuller understanding of reflective practice and its relevance to information literacy, raised awareness of tools supporting reflective practice in particular situations, and continuing access to bespoke documentation, including early sight of project findings.

## References

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- ACRL (2016). 5 things you should read about reflective practice. Retrieved from <http://acrl.ala.org/IS/wp-content/uploads/5Things2016.pdf>
- Black, P. E., & Plowright, D. (2010). A multi-dimensional model of reflective learning for professional development. *Reflective Practice*, 11(2), 245-258.
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Learning. Retrieved from <http://www.open.ac.uk/ocw/resources/pbpl-resources/finlay-l-2008-reflecting-reflective-practice-pbpl-paper-52>.

Forrest, M. E. S. (2008). On becoming a critically reflective practitioner. *Health Information & Libraries Journal*, 25(3), 229-232.

Greenall, J., & Sen, B. A. (2016). Reflective practice in the library and information sector. *Journal of Librarianship and Information Science*, 48(2), 137-150.

Hatton, N., & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. *Teaching and Teacher Education*, 11(1), 33-49.

Koufogiannakis, D. (2010). Thoughts on reflection. *Evidence Based Library and Information Practice*, 5(2), 1-3. Retrieved from <https://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/8266>.

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Taylor, B. J. (2010). *Reflective practice for healthcare professionals: A practical guide* (3rd ed.). Open University Press.

Vezzosi, M. (2006). Information literacy and action research: An overview and some reflections. *New Library World*, 107(7/8), 286-301.

## Bounding around the library: a playful approach to library inductions

Kim Donovan and Julie Charles

The kinaesthetic library induction: Or, how we stopped talking to a room full of information overloaded students and learned how to deliver an interactive learning event.

This workshop aims to explore and share our experience of the creation of a library induction using Actionbound, an interactive scavenger hunt app. Communicating library information in this way can make learning about how to orient your way around the range of information services provided by the library an active, rather than passive, event. Van Meegen and Limpens (2010) argue that the current generation of students have a different way of processing information, and "get bored quickly and do not pay attention to the lesson". With this in mind, we developed Information Literacy sessions that are designed to use Actionbound as a tool to encourage active learning. Active learning is defined as "any instructional method that engages students in the learning process" (Prince, 2004). We've found that these sessions work well with students who prefer learning-by-doing. Active learning isn't a new principle – studies as far back as the "80s and "90s found that "students must do more than just listen: They must read, write, discuss, or be engaged in solving problems" (Bonwell and Eison, 1991). Developments in technology in recent years have enabled librarians and educators to come up with innovative ways to facilitate active learning in the classroom. Actionbound is app based, so students can download the game to their smartphones or tablets. With a range of participatory tools (take a selfie, make a video, find QR codes, answer a quiz

etc.) it was found to be a successful way of engaging kinaesthetic learners. Studies have also suggested that "gaming is a powerful method for teaching..." (Van Meegen and Limpens, 2010). Students are asked to complete the bounds as part of a team and actively collaborate to complete each task in the bound. The team works together, through discussion and problem solving. This sustained, high level of interaction ensures their engagement with the learning process.

We will discuss the approaches used at two different site libraries, supporting students studying Architecture, and Art, Design and Media.

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## Ways of translating: an immersive experience of the international classroom

**Monica-Carmela Sajeve and May Warren**

University of the Arts London (UAL) is made up of six colleges specialising in the creative arts; international students make up 49% of the student body, more than any other UK HEI. In 2015 UAL opened a new FE level course, International: introduction to design and media communications at London College of Communication (LCC) explicitly aimed at international students. The cohorts for both 2015/16 and 2016/17 included approximately 36-50 students with a varying age range and a global cultural diversity. An implicit aim of the course is to act as a feeder for university's undergraduate programme.

From the outset as the course librarian, a strong academic liaison link was established with the contextual theoretical studies (CTS) tutor to contextualise both the library and information literacy within the international nature of the course. Initially this was via the college's lecture

theatre induction programme and then evolving into a curriculum- embedded approach via invitation from the 2016/17 course-planning panel.

During the first week of the Autumn 2016 term a day-long library and information literacy session – designed to sit within the course's theoretical conversations whilst responding to identity and cultural diversity – was delivered by the librarian and augmented by the tutor. Through various individual and group activities students were given peer-learning opportunities to reflect, discuss and share their recreational, educational and research use of the information landscape. The aim of this was to burst their respective personalisation "bubbles" and to become aware of their academic identities.

The focus of this workshop is to explore the practice of internationalisation by the academic librarian in the classroom rather than within the "walled garden" of the library.

The workshop will initially attempt to construct an experience of the international classroom via an immersive activity in which attendees will adopt international personas; both assumptions and insights will be encouraged. A short presentation demonstrating the approaches taken to the challenges of identifying and enhancing the learning value of the library for international students will be followed by an opportunity to participate [in persona] in the "peer- learning" activities from the session. The workshop will close with group discussions on: internationalisation as a policy and an understanding of "your" role in your institution's aim regarding internationalisation.

## Intersectional opportunities in open educational resources

Michelle Reed

As academic librarians become increasingly involved with advocacy and implementation of open educational resources (OER) and open educational practices (OEP) on our campuses, it is important to think critically about how such initiatives further the strategic goals and priorities of the libraries and institutions we serve. OER/OEP advocacy typically includes copyright education, making this budding area of librarianship a rich example of how we may leverage the intersections of scholarly communication and information literacy to strengthen our outreach and educational initiatives.

This hands-on workshop builds on concepts presented in “ACRL Intersections of Scholarly Communication and Information Literacy Webcast Series,” sponsored by CILIP. We’ll discuss open education in the context of librarianship, review the intersecting cornerstones of information literacy and scholarly communication, and apply strategic mapping and partnership exploration to open educational programming. Participants will have the opportunity to engage in similar planning exercises related to their own work in order to identify important institutional connections and partnerships that arise at the intersections.

To connect your work to the larger goals of your library and institution, it is important to know your campus environment, stakeholders, and their aims. Please consider taking time to locate guiding documents that relate to your work. Places to look include campus and library strategic goals, recommendations or metrics from accrediting bodies, goals and mission statements from relevant campus departments or committees, and

learning outcomes for departments, courses, or other programs. You may bring electronic or print copies of these documents with you to the workshop.

This workshop is led by Michelle Reed, presenter for “Two Paths Converge: Designing Educational Opportunities on the Intersections of Scholarly Communication and Information Literacy,” a one-day workshop sponsored by the Association of College and Research Libraries (ACRL).

Participation in “ACRL Intersections of Scholarly Communication and Information Literacy Webcast Series” is encouraged but not required.

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## Don’t burn out OR fade away: coping with the stressors of library induction

Ray Bailey

As is the case with any type of teaching, delivering library instruction can at times be very stressful and challenging. Performing full-time library instruction, however, also presents its own unique brand of stressors. These difficulties arise for many reasons, including the often-repetitive nature of the instruction, extreme workloads, and the sometimes adverse attitudinal qualities of students and even faculty.

Thus, to avoid experiencing job-related burnout and fatigue, library instructors must develop and employ active coping mechanisms and other strategies. These adaptive mechanisms can take the form of internal changes via improved psychological coping skills; they can also consist of external tactics such as innovative logistical and programmatic approaches.

In this workshop, the presenter will draw upon both his Master's in Psychology and his extensive experience in teaching information literacy to offer

real solutions to the problems of burnout and fatigue among library instructors. The program, as outlined below, will include several hands-on activities:

#### I. Introduction

- Why is this a problem?
- What is the nature of the problem?
- Hands-on Activity -- Identifying Your Stressors and Their Causes

#### II. Internal Solutions

- Effective coping skills
- Cognitive strategies
- Hands-on Activity -- Developing Your Unique Coping Skills

#### III. External Solutions

- Programmatic changes
- Logistical improvements
- Hands-on Activity -- What Changes Can You Make?

#### IV. Conclusion

- Identifying what works
- Implementing solutions

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## Engaging students with research data management – the modular approach

Claire Sewell

As academic libraries work to adapt to the 21st century researcher environment it is inevitable that the forms of instruction they offer to their graduate students will also evolve. The Office of Scholarly Communication at Cambridge University Library was formed in 2015 as a joint initiative between the Library and the Research Office with a

remit to support the University in its promotion of Cambridge research output. Since its inception the Office of Scholarly Communication has established an extensive and successful educational programme for both students and staff covering the area of scholarly communication.

Data literacy is one such area which is of growing importance to both the student and research community. The ability to manage the many forms of data produced by through study and research is a vital skill and one in which libraries are uniquely qualified to provide instruction. This workshop will introduce the methods used by the OSC to engage its attendees on the topic of research data management and provide a chance for participants to gain hands-on experience of a session.

After an introduction to the situation at Cambridge and an explanation of the preceding modules in the workshop, participants will work through one module (approximately 15 minutes) of a longer workshop offered by the Office of Scholarly Communication. This will introduce them to the concept of using mix and match modules to teach a complex subject. Following this there will be small group work where participants will evaluate this approach and work to adapt one of the modules to their own work environment. Participants will then be invited to feed this back into a larger group discussion. The session will conclude with the workshop leader offering strategies to ensure both student and faculty engagement with scholarly communication topics.

## The great library escape

Andrew Walsh

Real life escape rooms, exit games, locked room games, whatever we choose to call them, have exploded in popularity in recent years. From the television programmes of my youth (Crystal Maze, The Adventure Game), through increasingly complex computer games, adventure games have now manifested into "real world" rooms that can be found in cities all over the world. The "real life" escape rooms involve working together as a team to solve a series of puzzles, normally culminating in escaping from a locked room. There is often a strong narrative involved as part of the activity, increasing the sense of a "magic circle", where participants can step outside the normal world into a playful place, where different rules apply.

They require teamwork, observation, creativity and critical thinking from the participants. The playful, yet challenging atmosphere created by these games encourage participants to try repeatedly to solve the puzzles. This can be taken advantage of in the learning environment, allowing learners to practice engaging critically with information sources, to practice skills as diverse as referencing and constructing a search strategy, and to generally increase their information literacy in a "safe" environment.

Participants in the workshop will:

- Hear briefly about the theoretical benefits of creating playful learning environments and be challenged to think about how this might apply to their own teaching practice
- Try an example of an escape room style puzzle, as a practical example of how escape rooms might work in practice
- Be introduced to a method of approaching the design of escape room activities for their own workplace
- Participants will then be encouraged to consider how they may apply ideas from this workshop to their own workplace
- We will finish with a few minutes for additional questions and round up
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Further reading will also be recommended to broaden the theoretical knowledge of interested participants.

Anyone considering attending this workshop should expect active participation, play, puzzles, padlocks, prizes, and possibly pass the parcel. But probably not penguins. Or quite as much alliteration.

Prior to coming to this session, try to solve the puzzle in this final paragraph. Learn to accept this will happen throughout the workshop. Always remember that this thing can be valuable in learning. Yet you won't see it unless you look at the start of things.

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## Cwtch up and THINK! Fostering a reflective community of practice

Erica Swain and Nigel Morgan

The benefits of reflective practice for personal and organisational development are widely advocated in the literature (see for example Booth 2011; Greenall and Sen 2016). However, according to a recent study by Greenall and Sen (2016), 89% of respondents cited lack of time and 40% reported a lack of support within their organisational culture as barriers to engaging in reflective practice.

Whilst reflection can often be perceived as a personal activity where individuals reflect-in-

action whilst they are teaching or on-action (Schon 1987) after a specific teaching event, the literature suggests collective reflection can also be beneficial to both individuals and organisations (see for example Booth 2011; Boud, D. et al. 2006).

The workshop leaders are based in a distributed library service where a number of initiatives have been implemented which aim to foster collective reflection across the organisation and facilitate a community of practice around information literacy teaching.

Our approaches include:

- A formal peer-assisted reflection of learning and teaching scheme
- Regular journal clubs and Digital and Information Literacy fora which include group discussion of reflective questions
- Repositories for sharing teaching materials and best practice via our new online Handbook for Information Literacy Teaching and Information Literacy Resource Bank
- Team teaching.
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The aim is to create space to think, foster a supportive environment for reflection, share ideas and encourage creativity in our teaching practice. In early 2017 we will conduct a survey of staff to evaluate these approaches and will share the results with participants in the workshop.

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## The digital research notebook: a simple tool to augment the one-shot

**Julia Glassman and Dough Warsham**

Although deep, sustained engagement with students is desirable, many librarians still work

within the confines of the one-shot instruction session, in which librarians have one class session to bring students up to speed on library resources, research methods, critical thinking, and more. This problem is compounded at universities serving tens of thousands of undergraduate students, where models like the "personal librarian" aren't feasible. Librarians must thus find creative ways to help students craft thoughtful research questions, scaffold their research process, and think critically about the sources they find. To meet this challenge, the authors used Google Docs to create a digital "research notebook" which, through a combination of video tutorials and reflective writing prompts, guides students through the basics of choosing a topic; generating search terms; and navigating LibGuides, article databases, and the library catalog. The notebook can be assigned before a one-shot session so that the librarian can devote the session itself to more advanced concepts. It can also be used in other ways: as a stand-alone assignment, for instance, or the backbone of a credit course. After a one-year pilot program, the authors have found the notebook to be an effective way to help students write high-quality research questions and find useful sources for their assignments.

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## Discovering the reality from the myth – how PGRs “really” find and use information

**Helen Young and Laura Montgomery**

A recent literature review (Spezi 2016) has indicated that information seeking studies of Postgraduate Researchers (PGRs) as a specific user group are rare. It confirms anecdotal evidence that in the context of information literacy, support from supervisors can be inconsistent and the belief that generic sessions will not help researchers at this

level. Is this truly the case?

This presentation will briefly highlight the research methodology and delve more deeply into the findings of a collaborative project between Loughborough University and Taylor and Francis, which examined the user experience of PGR students in the digital library. Using qualitative research techniques, we tracked ten PGRs' use of information for seven months. They each completed a monthly online survey/diary on their use of information resources, to show what they accessed, why, how successful they were and what caused them frustration. They also reflected on topical questions each month, exploring how they acquired their information skills, how they managed information and how they used social media in their research, as well as other related topics, such as the role of print journals. The collaborative nature of the project ensured that the students could be completely honest in their responses to the survey and the mixture of qualitative and quantitative methods has led to a rich dataset.

The result of this project indicate that whilst PGRs do have digital literacy skills, these vary, and the frustrations that the students encounter could be overcome with small changes in behaviour that can easily be taught in generic sessions. Process maps explore the variety of routes to information that PGRs can take and enable information professionals to appreciate the different levels of skills that the participants demonstrated, as well as how they adapted their behaviours to different tasks. The sharing of experience that was encouraged at different stages of the project also indicated the benefits of peer-to-peer learning across the disciplines.

As well as gaining practical tips for undertaking such a project themselves, attendees of this session will come away with a deeper

understanding of how PGRs 'really' research and develop their digital literacy capabilities. They will also learn how qualitative (or user experience) research methodologies can influence the design of their teaching and research support.

## References

Valérie Spezi (2016) Is Information-Seeking Behavior of Doctoral Students

Changing? : A Review of the Literature (2010–2015), *New Review of Academic Librarianship*, 22:1, 78-106, DOI: 10.1080/13614533.2015.1127831

# ABSTRACTS

Monday 10<sup>th</sup> April

Parallel sessions (Group 2)

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## **Embedding interventions for better critical writing and reading: collaboration between librarians and Academic Skills tutors**

Jessica Haigh and Jane Mullen

This collaborative research project aims to address the perceived difficulties some undergraduate students have in reading and thinking critically, and to explaining their thinking clearly in their writing (Itua et.al., 2014). Attendees to this session will take away strategies for collaborative working and easy ways of embedding critical practice into subject specific sessions.

Within the School of Education at the University of Huddersfield it was perceived that some students were displaying a lack of critical reading of academic sources within their dissertations.

The need for critical academic information literacy to be embedded within disciplines is well established (Theis, 2012; Hill and Tinker, 2013). This project, led by Academic Skills tutors working collaboratively with Subject Librarians, is developing a set of physical and online resources that can be used across the undergraduate framework. The resources will be course-specific learning innovation activities, fully embedded within subject tutorials, which will place the learning outcomes of critical writing and reading in context of the course material. This will engage the learners as they will immediately see the relevance of the skills covered (Cooke, 2010). The project is

also developing activities that students can be directed to complete outside of class time. This could take the form of a flipped classroom approach, or signposting for future use.

The aim is to improve students' searching and evaluating skills, in order to be more confident in using academic sources critically in their writing. By developing activities to be embedded in class and to be promoted by tutors, the project will, it is hoped, lead to students' writing improving.

Primary research was undertaken by the Academic Skills Tutor for the School, who interviewed course leaders and module leaders to find which specific modules to target. Research Methodology modules for three key courses were then selected for a pilot. Resources are now being developed for these modules. Using escape rooms, online quizzes and other methods, these resources focus on "finding stuff", "evaluating stuff" and "writing stuff up critically". The teaching resources are being designed to appeal to tutors to use in class, with some options to direct students towards for independent study.

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## PhD student support at the library – from generic courses to contextual learning

Kristina Ericson

For many years Malmö University Library arranged a course for PhD students, called Searching for academic information. This annual course was very appreciated by the participants. Still, in 2015 we decided to explore how we could develop the doctoral student support further. Academic disciplines differ in structure and approach - we wanted a support model that could be more adjustable to various disciplinary practices and different postgraduate programmes.

We started a one year project with the aim to understand how the library's support to doctoral students can be designed, based on their contexts. This was especially important for us since our pedagogical strategy at Malmö University Library focus on contextual learning. We explored in particular how to support the PhD students based on the individual projects, the postgraduate programmes progression for learning how to be a researcher and epistemic cultures.

The project was inspired by action research. Participation is an important component and action research is both practice-oriented and change focused. As doctoral students were the target group we worked to involve both them and

others outside the library in order to develop our support model. Our method was iterative; we repeated, evaluated and changed steps subsequently.

In this paper we present how the method of action research is useful to develop your organisation in relation to user needs, in this case the PhD students. The project resulted in a flexible support structure with various activities that can be changed as needed with thematic content in different formats. The activities are planned and performed by librarians from the part of the library that has the relevant competence. Examples of seminar topics are; systematic search strategies, reference management, publishing strategies and research data management. We will discuss the choices we had to make and the pros and cons of having a flexible support structure rather than a traditional course.

New web page - Library support for doctoral students:  
<http://mah.se/library/doctoralstudents>

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## Critical reading made easy

Pip Divall

University Hospitals of Leicester (UHL) NHS Trust Libraries and Information Service have always offered a programme of critical appraisal training. In 2015 we began to feel that the sessions lacked interactivity and often left participants feeling that they could not come back for further assistance.

We modified sessions to offer a three hour introductory session, "Critical Reading Made Easy: Research Methods & Statistics". This begins with participants being invited to design studies on the usefulness of parachutes, and goes on to look at quantitative and qualitative research.

The second three hour session "Critical Reading Made Easy: Practical Appraisal" in which three different papers are read each time, and participants are free to drop in. The session has evolved into a journal club, with participants able to share ideas on the papers. Journal clubs are run at UHL NHS Trust, but not every area is able to commit the time. This means that people wishing to keep skills current are able to attend repeat sessions and the teaching is able to react to current health "hot topics".

Papers appraised are on topics of interest to clinical and non-clinical staff, and always include a systematic review, randomised controlled trial, and observational study. Participants are introduced to toolkits from CASP UK ([www.casp-uk.net](http://www.casp-uk.net)) and the Centre for Evidence Based Medicine ([www.cebm.net](http://www.cebm.net)), and taught where to look for the key components of research papers without the need to read a paper in full.

Since 2015, participants report their confidence in reading and appraising scientific research has increased. The average reported increase in confidence after attendance is 32%.

We believe our approach is a novel method of delivering critical appraisal training to busy NHS staff, and that LILAC attendees will see that being an expert in a non-clinical field does not preclude teaching this subject.

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## Bridging the gap: investigating academics' views of information literacy

Deborah Stebbing and Jane Shelley

Our University Library provides a variety of information literacy (IL) education for students,

both subject-specific and generic sessions as part of a study skills programme. However, we questioned whether librarians' understanding and practice of IL were aligned with the views of academic staff.

Was this a barrier to collaboration when planning IL support?

This project, funded by a University Learning and Teaching award, emerged from the drive to improve our understanding of perspectives and preferences of academic staff when planning support for IL. We also aimed to learn about undertaking a significant research project with a deadline of a presentation at our university's annual learning and teaching conference.

Building on seminal works by Webber et al, (2005) and McGuiness (2006), there has been a revival in research specifically looking at views of academics on IL and around discipline differences (Dubicki 2013, Miller 2010, Nilsen 2012, Saunders 2012). We conducted a small qualitative research project, to analyse the views of academic staff, through semi-structured interviews, drawn from two contrasting faculties offering vocational courses.

This paper will discuss: our investigation of their perceptions of IL, the idea of an information literate undergraduate student, the barriers to achieving IL efficacy, and the impact of discipline in the academic and workplace setting.

In conclusion we identified two areas in the undergraduate academic career where support is critical to students achieving adequate IL skills. The transition into university where academics expect a high level of IL skills which students do not always possess and at level 6 where students are undertaking in-depth research and have a need for preparation for IL requirements in the workplace. Additionally students need an

improved understanding of the information landscape pertinent to their discipline and enhanced skills to evaluate and use information.

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## Shaken and stirred! The librarian, the academic and the case of the refreshed skills module

Sharon Reid

"They looked bored, they didn't interact and only half of them turned up." Too often this is the post-lecture refrain of the subject librarian. Students remain largely disengaged from the process of mastering information literacy skills despite the recognised correlation with achieving, "Personal, social, occupational and educational goals." (IFLA, 2005). This situation poses particular challenges in the lecture theatre where interactivity is not easily incorporated or embraced. Despite the importance of participation to the process of learning, students are largely, "Passive consumers of lecture content presented by the educator." (Höver and Hartle, 2010). Lack of engagement is often compounded when the module leader is absent from the lecture. For librarians committed to delivering high quality, impactful teaching, a fresh approach is needed.

This paper describes the development of a template for re-engaging the disengaged. In response to disappointing module feedback, radical changes were made to the information literacy and academic skills teaching on a core, first year module. The impact of the module was evaluated as was the student perception of their skill level pre- and post- module. Over 200 pre-module surveys were completed. Indicative results suggest that while students appreciate the need to continue to develop their information literacy and academic skills, this is counterbalanced by pre-existing fair to high levels of confidence in their abilities. Learning more about evaluating the quality of information on the web is the skill they believe will be least useful.

Lectures in the revised module were based around the content of a well-regarded study skills handbook with students encouraged to read relevant sections pre-lecture. Working in a truly collaborative manner, the subject librarian and module leader reassessed the current teaching content and reworked many of the sessions to incorporate a high level of innovative interactivity. Many of the lectures were co-delivered and all sessions attended by both parties. Real-time polling and presenter roll-play were introduced, questions encouraged throughout, and, crucially, the students were required to complete a reflective SKILOD (Skills Intended Learning Outcomes Diary) for discussion with their tutors. Mechanistic content previously delivered in workshops was re-created online as work sheets designed to aid learning and to encourage higher-level critical and reflective thinking. These were individually marked by the subject librarian and module leader. Model answers were also made available via the VLE.

This bold approach to delivering challenging topics to large cohorts and the consequent evaluation of perception and impact is relevant to anyone involved in the teaching of information literacy and associated topics. The outcomes have been illuminating and afford an opportunity to move towards a model for best practice. The opportunity to work closely with an academic colleague has brought a wealth of skills to the table, making teaching more relevant for the student and rewarding for the presenters!

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## Tackling Mahara or the Saraha! A journey through the Welsh Information Literacy Framework

**Amanda Bennett and Sandra Dumitrescu**

In 2011, as an Education Librarian, I began to realise, through informal feedback, that students were struggling to fully understand Library databases and resources and use these effectively. As a result, in collaboration with the School of Education at Cardiff Metropolitan University, an Electronic Portfolio was developed via Mahara.

This collaborative partnership had developed as a result of a request for help from the School of Education. Following verbal discussion regarding digital and Information Literacy skills, I put together a proposal, a meeting followed and an appropriate model was identified which enabled integration. The fact that students were struggling to find the information they needed to write their essays helped to ensure the motivation for this collaboration to succeed.

The Welsh Information Literacy Framework was used to develop the IL E-portfolio for students undertaking the BA Education Studies and Early Childhood Studies course.

An E-portfolio was chosen as the best assessment tool to enable us to 'scaffold' the learning for the students, with the idea that 'learning through doing' would be more successful in enabling the

students to fully develop their information and digital literacy skills. The literature also suggested that an e-portfolio would help students to develop their communication, creative and critical thinking skills, all considered essential graduate attributes. Using an e-portfolio, also enabled students to demonstrate growth through their reflection.

There are two assessments for the module:

1. E- portfolio (50% of mark)
2. Essay (50% of mark)

The E-portfolio is undertaken in term one yearly. The students identify an appropriate topic and then write their own essay questions. The students have 4 seminar sessions with a Librarian, which is complemented by online material. They then complete the 2000 word essay they have researched through the portfolio in term one, The portfolio is comprised of the following:

- Topic area
- Mind Map
- Research strategy worksheet
- Book/Journal article review
- Reference list
- Essay title and aims
- Reflective summary

The submission is electronic only and is then assessed by the Librarian and lecturers within the School of Education.

The E-portfolio has been amended and adapted over the last 5 years. It was initially undertaken by students in year 1 of their degree course and is currently being undertaken by students in year 2.

The benefits for the students include:

- Development of key Information Literacy and digital skills
- Inter-personal skills and networking
- Creativity and innovation

The majority of students see the benefits of undertaking the Portfolio once completed.

Lessons Learned:

- Integration and collaboration is essential
- Technical knowledge helps!
- Support in a variety of formats is beneficial
- Reflection is key

Recommendations::

We would like to introduce this as a potential project for cross collaborative working across WHELP. We believe that others will take away from this presentation, insights into effective collaboration between the Librarian and the Lecturer, the benefits of assessment through e-portfolios and a variety of resources to improve your own practice.

# ABSTRACTS

Monday 10<sup>th</sup> April

Parallel sessions (Group 3)

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## Understanding librarians' experiences of copyright capabilities, communities and critical literacy

Chris Morrison and Jane Secker

In 2014/15, a survey to investigate the "copyright literacy" of over 600 librarians in the UK (Morrison and Secker, 2015) highlighted gaps in their knowledge, identified training requirements in the sector, and provided comparative data to several other countries. Findings suggested many UK librarians wanted to develop their copyright knowledge to embed it into their information literacy teaching, but that copyright could be a source of anxiety. With this in mind, the researchers have gathered qualitative data to explore these issues further. Drawing on literature in education (Marton, 1986, Akerlind, 2005) and information literacy (Yates, Partridge and Bruce, 2012), phenomenography was selected to explore variations in librarians' experiences of copyright.

In 2016 several group interviews with academic librarians were undertaken. The data was analysed and four categories of description were devised that are presented in an outcome space. The categories suggests that librarians experience copyright in different ways dependent on their role, ideology, the level of copyright knowledge they have, as well as the specific context of the copyright enquiry. The categories include: copyright is experienced as a problem, copyright is seen as complicated, copyright is seen as a "thing"

requiring coherent messages and finally copyright is an opportunity for negotiation, collaboration and co-construction of understanding. Understanding these variations in experience should help develop copyright education for librarians.

The interviews considered the value of professional qualifications and CPD to develop librarians' knowledge of copyright. They also explored the impact of a specialist copyright officer and whether this expert affected librarians' confidence when dealing with copyright queries. The findings suggest that many librarians rely on colleagues for advice and support and the key to understanding copyright and intellectual property rights (IPR) is to embed learning within the librarian's specific work context. The paper therefore discusses the value of communities of practice to support copyright literacy across an institution and to consider their value on a regional and national basis, and as both a physical and online space to support professional practice.

Understanding the variation in experiences should help to enhance copyright education for librarians and those they support. The paper therefore outlines a draft copyright curriculum for librarians, which aims to explore the relationship of copyright to other information literacy teaching. We also discuss how critical literacy and games based learning are important pedagogic approaches that should be central in copyright education, to help develop librarians' confidence and to build supportive communities of practice.

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## Facilitating research amongst radiographers through information literacy workshops

Emily Hurt and Alison McLoughlin

The presenters obtained funding from the CILIP Information Literacy Group for a project aiming to develop, deliver and evaluate a set of Information Literacy workshops. These workshops (which are currently underway) are seeking to facilitate an increase in knowledge and skills related to information literacy, as well as the research output of Radiographers within Lancashire Teaching Hospitals NHS Foundation Trust.

Despite a strong research presence at the Trust, nurses, midwives and allied health professionals are under-represented in developing and publicising "home grown" research. Innovation in day to day clinical practice is not captured as it could or should be to show application of knowledge and evidence. Library Services and

Research and Innovation are working together, enabling staff to develop the knowledge and skills they need to access information and create new evidence to achieve better outcomes for individual patients and services as a whole. The project ties in to Health Education England's research and innovation strategy by helping to "...build the capacity and capability of our current and future workforce to embrace and actively engage with research and innovation". (Health Education England)

The project has used the Information Literacy Self Efficacy Scale (Serap Kurbanoglu et al.) to measure participants' self-efficacy in relation to information literacy, prior to the delivery of the workshops. The project is also measuring library usage and research outputs before and after the delivery of the workshops. By April 2017 all six workshops will have been delivered and participants will have completed the ILSES for 2nd time, giving us data to compare. We will also discuss the project overview and set up, including how we have tailored the programme to the radiographers and their requirements within information literacy and research. The project will result in a set of workshop plans and support resources that could be used by other information professionals in a health setting, and these will be launched at LILAC 2017.

The presenters are a great example of collaborative working between Library Services and Research and Innovation within an NHS Trust. The session will be of interest to information professionals who deliver information skills training to clinical staff and students, and those who would like to develop partnerships with Research departments within their organisation. The project is innovative, in that it tackles some of the barriers to delivering information literacy training within a pressurised work environment.

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## The human library as a means of addressing prejudice and intolerance

Nancy Goebel, Yvonne Becker and Kara Blizzard

The human library is an excellent outreach initiative to engage students and, if desired, the local community in discussions related to stereotypes, prejudice, and discrimination. Libraries all over the world serve their local populations in various ways. When one approaches library services and information literacy more globally, the human library becomes an avenue for authentic consideration of the cultures and perspectives of others -- a true awareness, celebration and respectful journey through diversity! At the augustana human library, "human books" share their experiences with "readers" in the safe environment of the physical library. Human books speak about lived experiences of prejudice and discrimination relating to issues of racial, sexual, gender, cultural, and religious diversity. The human library gives a face, a life, and a personal story to the experience

of intolerance.

At our campus, we have integrated the augustana human library into the Women's Studies curriculum, embedding information literacy in a meaningful and authentic manner for students. Women's Studies students complete a three-step assignment. First, they attend the human library, read a human book who speaks to an issue of sex, gender, or sexuality, and reflect on the experience of learning about the topic through personal narrative. Second, students search library databases for three scholarly articles on the topic of their human book, and they prepare an annotated bibliography on that topic. Finally, students write a reflection about the research and learning process, in which they cite information from the human book and from the scholarly articles. They consider topics such as what constitutes information, the value of personal narrative, and when the use of narrative is appropriate for research.

The human library generates a great deal of engagement on our campus and in our community. As individuals and as a community, participants reflect on how we perceive difference and how we come to celebrate diversity. This session will provide practical tips on how to organize a human library. It will also provide results of research associated with the initiative, including the Women's Studies curricular integration. The presentation will be given by the lead librarian for the initiative, as well as a Women's Studies professor; session participants will therefore have the opportunity to ask questions of a faculty member. We are well positioned to share the breadth of our experiences: we have explored many different approaches to the organization and implementation of the initiative over the sixteen times it has been offered since 2009. Participants will also learn about the future directions of our

human library research, which will investigate the development of empathy in readers. This paper presents the work of the Peer Assisted Learning Support Programme (PALS) at the Institute of Technology Tallaght (ITT Dublin) which was initiated in September 2014.

All first year students at ITT Dublin must complete a five credit module called Learning to Learn at Third Level (L2L). This module was introduced in 2012 to develop a range of core academic and information and digital literacy skills including research, writing, critical thinking and referencing skills. Collaborative work between the Library at ITT Dublin and the Department of Mechanical Engineering on this module has focused on the development of a range of digital learning resources and a Peer Assisted Learning Support Programme (PALS) in which students from second, third and fourth year work with students in the L2L class as they develop their literacy skills. The aim of the PALS programme is to develop a support structure for first year engineering students, which will enhance student transition into Higher Education and provide learners with an environment to develop key academic, information and digital literacy skills.

This paper will outline the structure of the PALS programme, how it has been implemented and will discuss some of the key observations and findings. Lessons learned on the project so far have concluded that in the L2L classroom the peers have a critical role in the development of a first year student's awareness of their metacognitive processes. Peers can act as role models and guides and can help students form the essential linkages between the different methodologies and resources they will need to be successful in Higher Education and beyond. The paper will discuss how the PALS programme has provided students in ITT Dublin with a distinctive first year experience, deepened information and

digital literacy skills, and created a collaborative culture that supports student centred lifelong learning.

The PALS programme has proved to be a great success and the paper will describe how aspects of the programme can be further developed and how this initiative can be applied to other modules in the Institute.

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## Students as positive disruptors: co-developing an Information and Digital Literacy Festival using a participatory action research approach

Vicky Grant, Kate Grigsby, Ana Saavedra Justo and Rosa Sadler

Information and digital literacy intersects literacies, skills and tools to strengthen active student learning. It supports students as both elegant information consumers and active knowledge creators (Belshaw, 2012). This is key to transformative pedagogy, enhancing education, employment and active digital citizenship. Our paper will show how, by using a participatory action research (PAR) approach the University of Sheffield is involving students in the co-development of a portfolio of information and digital literacy resources. PAR is inclusive, emancipatory and allows for multiple and critical perspectives (Reason and Bradbury, 2008) making it well suited to both a transformative learning setting and a fluid digital world. Bergmark and Westman (2015) agree that co-development of curriculum is intrinsic to transformative learning but stress that this is an ambiguous process. Our reflections will showcase this disruptive, ambiguous and chaotic journey towards a fluid information and digital literacy offer. The digital

tools that support information literacies are highly transient and active partnerships with our student population is essential to keep pace with the rapidly changing digital world.

Influenced by the theory of Paulo Freire (1990), our work moves the library skills offer towards a critical, active and student driven learning process. The passive receipt of knowledge is prescribed and does not allow the application of the student's own experience. By contrast co-curriculum design facilitates an enhanced learning experience from which students can derive more meaningful benefit.

This paper will give an overview of the University's Student Associate for Learning and Teaching scheme and will explain how this has enabled us to form our student / library partnership. The aim of the partnership is to collaboratively develop a range of online open educational resources and library-based learning workshops for our taught course student population. Designing resources and workshops with students, not just for them, has been a step change in our skills offer and we will explain how we have adjusted to this changing culture and the steps we have gone through to make it a success. We will showcase our co-designed lesson plans and online resources and will present extracts from our reflective writing to demonstrate the journey of change.

We will then explain how these resources and workshops are being brought together for a student led festival of information and digital literacy. Hosted in our brand new Digital Commons and open to taught course students from throughout the university, this one day event will showcase our collaboratively developed skills offer. We will summarise by showing how this work has been developed alongside the University's Learning and Teaching strategy. Students at the University of Sheffield develop as self directed

learners and we "encourage them to take greater ownership of their learning, avoiding being passive recipients of knowledge" (pg.2). The University Library's strategic plan builds on this and emphasises the importance of information and digital literacy in equipping students to be at the edge of their discipline and future active digital citizens. Our participatory approach is turning this strategy into a meaningful and responsive library skills offer.

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## Dissecting informed learning: a birds-eye view of information literacy in first year college courses

Lorna Dawes

Academic librarians who are involved in information literacy instruction are cognizant of its contextual and integrative nature, and believe that it is best taught as a part of the course content. In 2014 one Research University in the Mid-western region of the USA conducted a study to investigate how faculty conceptions of IL informed their pedagogy as they taught first year courses. This study adopted an inductive phenomenographic approach, collecting data via 24 semi-structured interviews from faculty who taught introductory 3hr credit courses. An intentional-expressive approach similar to that explained by Sin, (2010) was used to conduct the interviews, encouraging the faculty to describe and reflect on their experiences. The interview guide consisted of eight questions focusing on the teaching, learning and use of information in the course and asked the faculty to (i) describe their approach to teaching the "effective use of information" and (ii) explain how this impacted course objectives. An inductive thematic approach was adopted in the analysis of the transcripts. Then cycling through the analysis and several close readings, words and phrases used to describe information use in relation to teaching and student learning were extracted and grouped into categories of descriptions. Logical relationships between these categories were then analyzed and arranged to define the outcome space that represents faculty conceptions of teaching information use.

The faculty describe five qualitatively different ways in which students experienced information use as: (1) Critical Selection (2) Investigative Discovery (3) Value Assessment (4) Participatory

Discourse and (5) Behavioral Change. These categories varied within three themes of expanding awareness: Information Overload, Information Accessibility and Information Diversity. The outcome space revealed that members of the faculty conceive students primarily as information consumers and participants in discourse communities, and they view these behaviors as intrinsic to their disciplines and the practice of effective researchers.

The study offers a unique investigation of "Informed Learning" (Bruce et al, 2010), providing new insight into the IL teaching and learning that occurs serendipitously and intentionally throughout the first year curriculum. The conclusions from the study suggest that IL sessions need to complement the discipline teaching and use a pedagogy that facilitates the culture of inquiry that faculty members create in their classes. Although this is difficult to do in the isolated sessions that are allocated for library instruction, these conclusions prompted a more constructivist approach to my teaching of IL and resulted in the redesign of a first year seminar section and a science literacy class. Teaching broad concepts and theories related to information use gave students more time to apply the concepts and develop their own strategies and approaches to finding, evaluating and using information.

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## Teaching in the cloud: enhancing teaching and learning using cloud technology

Darren Flynn

Cloud Computing has experienced exponential growth in both uptake and functionality in recent

years giving educators opportunities to increase student engagement, outcomes and potential for collaboration inside and outside the classroom. Cloud computing software allows multiple users to write, edit and publish documents in real-time allowing live collaboration between teacher and students. Additional applications allow for efficient data collection for assessment and feedback.

Using the Google Apps for Education suite of web-based applications, this hands-on workshop will explore practical techniques and strategies in the teaching of information literacy both in the classroom and as to supplement to existing remote e-learning tools.

The workshop will:

- Introduce the concept and context of cloud technology in the education
- Demonstrate five core techniques and strategies for cloud-enhanced teaching
- Collaborative Mind-Mapping and Note Taking
- Remote Feedback and Assessment
- Red Lining
- Forms for Differentiation, Assessment for Learning and Feedback
- Search Skills

Delegates attending this session will have ongoing access to learning and support materials.

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## Space to reflect on your learning

Come and use this space and time to reflect on what you have learnt today. You will find tools and models to help you consider what you have listened to and start to think of ways you can apply your learning when you get home.

## Assessing first-year medical students' information seeking behaviors: implications for instruction

Sa'ad Laws, Ross MacDonald and Liam Fernyhough

Evidence Based Medicine (EBM) deals with the use of the best available evidence to answer complex and specific medical case questions. A component within the EBM process is asking background questions that aid clinicians in understanding the context and nuances of a clinical case. This presentation will examine how first-year medical students ask and answer their background questions, as well as how they relate this process to the EBM process as a whole. Additionally, it will be of interest to see how the implications this process has on how instruction is delivered.

In the spring of 2016 librarians were invited to co-teach 46 first-year medical students about EBM. Librarians instructed students about the function of background questions, how to identify their knowledge gaps, identifying appropriate resources, and how to incorporate their answers towards answering larger EBM case questions. In addition to vetted medical resources, such as Clinical Key and Access Medicine, students were given the freedom to select any resource that they could justify its quality and accuracy. Weekly summative assessment exercises gauged students' ability to identify background questions, identify suitable resources and summarize answers.

Two medical librarians and a clinician crafted a rubric molded after those developed by Sandvik and Lebanova, Getov & Grigorov, to review the data gathered from student assessments. Students were assessed on the extent to which they asked productive questions, used quality

resources and were able to relate their questions and answers towards progressing to their ultimate aim of answering the EBM case question. It is anticipated that after examining the data, librarians and instructors will be able to better understand how students behave within the EBM information matrix in regards to identifying relevant knowledge gaps, assessing resources and incorporating information within larger contexts.

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Sandvik, H. (1999). Health information and interaction on the internet: a survey of female urinary incontinence. *BMJ*, 319(7201), 29–32. <https://doi.org/10.1136/bmj.319.7201.29>

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## Discussing #BlackLivesMatter in information literacy

Angela Pashia

Movements seeking racial justice have been gaining momentum in both the US and Britain. While the #BlackLivesMatter movement is most visibly focused on resisting police brutality and mass incarceration, these phenomena persist because of widespread ideologies that can be identified throughout society and academia. Libraries and librarians have a deep history of complicity in reproducing these ideologies (de Jesus 2014, Drabinski 2013). We need to grapple with and begin to teach against this damage.

When teaching information literacy, librarians often focus on finding and evaluating sources

appropriate to a particular context or question. This paper will present ideas for lessons that go further to examine the ways institutionalised racism affects each part of those processes. Structural racism affects who gets to hold positions that allow them to be considered authorities on a given subject (Waren 2016), so is relevant when evaluating the authority of a source. The library collection itself reflects a history of white supremacy that has influenced opinions about which texts are considered canonical in various disciplines (UCLTV 2014). To be information fluent, a student needs to understand the various ways race affects what information is available to them and how that information may be framed, learn to recognise the gaps, and seek out sources that may help to fill those gaps.

This paper will describe the ways I have incorporated discussions of structural racism into a 1000 level course titled Information Literacy and Research, and present ideas for how these strategies could be deployed in a one-shot or optional research workshop format. Examples include a lesson centred on University College London's video, "Why is my curriculum white?" (UCLTV 2014), and a lesson examining biases in algorithms.

References:

de Jesus, n. (2014) Locating the library in institutional oppression. In the Library with the Lead Pipe. Retrieved from <http://www.inthelibrarywiththeleadpipe.org/2014/locating-the-library-in-institutional-oppression/>

Drabinski, E. (2013) Queering the catalog: Queer theory and the politics of correction. *Library Quarterly* 83(2): 94-111.

UCLTV (2014) Why is my curriculum white? Retrieved from

<https://www.youtube.com/watch?v=Dscx4h2l-Pk>

Waren, W. (2016) Institutional racism: Comparing Oscar nominations with higher education faculty. Racism Review. Retrieved from <http://www.racismreview.com/blog/2016/01/26/institutional-racism-comparing-oscar-nominations-higher-education-faculty/>

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## You don't know what you don't know: using reflection to develop metacognitive skills for information literacy

Shirley Yearwood-Jackman

When students graduate from the University of Liverpool we expect that we have contributed to the development of independent learners who are able to apply the knowledge acquired to their professional roles. In order for students to achieve this, we need to not only develop their cognitive ability but also their metacognitive skills – they need to be aware of their own knowledge, what they do or don't know and be able to understand when and where to use particular strategies for learning and problem solving.

Therefore, when I discovered, whilst reflecting on my teaching practice, that many of my postgraduate psychology students on the one hand, appeared to feel more confident about their information literacy skills than I felt was actually the case and on the other, seemed to struggle to appreciate the relevance of information literacy skills to their course and future careers, I began to consider how I could change my pedagogy to deepen their learning. As a result, I considered the following questions. How could I develop within my students a deeper self-awareness about their actual information literacy skills? How could I help

them to develop strategies to solve their information literacy learning challenges so that they could improve their professional practice and employability? Essentially, how could I develop their metacognitive skills?

This paper will discuss the pedagogy which emerged to facilitate the development of metacognitive skills in this student population. It will also explore the impact on student learning and how this resulted in enhanced metacognition. By outlining how a combination of reflective learning activities in both the clinical and class setting, as well as group work and teacher feedback were interweaved I will be able to showcase how this pedagogy helped students to develop self-awareness of their personal information literacy strengths and weaknesses; develop strategies to resolve their information learning challenges; and understand why and how information literacy skills are important to their professional practice. I'll also discuss how critical reflection on my teaching practice and the pedagogy, developed an enhanced awareness about how pedagogy can improve student learning and student engagement.

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## Mind the gap: using MOOCs to provide pre-entry skills support at the University of Cumbria

Lesley English

With a growing number of students entering Higher Education (HE) from a non-traditional background, Universities need to ensure that a supportive learning environment is in place for these students to progress and achieve (Crosling, Heagney and Thomas, 2009). Provision of academic skills delivery to University of Cumbria students presents a range of challenges relating to ability, geography and existing experience. These

students include those entering H.E. for the first time, on standalone continuing professional development (CPD) modules through to returning students engaging in Masters level study.

This paper will focus on the use of pre-entry online skills programmes to bridge the skills gap and prepare students for the expectations of University level study. From Head Start, the Level 4 programme which received the Times Higher Education award for Outstanding Student Support in 2014, to the creation of two Massive Open Online Courses (MOOCs) using the Blackboard Open Education platform; Head Start Plus (levels 5 & 6) and Preparing for postgraduate study (level 7).

These programmes have been created by staff within the Academic Services and Retention team, which brings together subject librarians, information literacy practitioners and learning and skills development expertise. The blending of roles has led to the creation of integrated information literacy and academic skills teaching and learning activities and online digital learning resources. Collaboration with the Academic Quality and Development (AQD) team and colleagues with e-learning expertise has provided these scalable and sustainable solutions for our extended provision of pre-entry support for students.

Recently Preparing for postgraduate study has been the focus of a small study examining whether a study skills module delivered purely online can prepare non-traditional students for studying at Masters level and whether it is seen to be useful by the students involved. The results will be discussed.

This presentation will highlight both the benefits and challenges of using an online skills programme as a transitional tool in a small, multi-campus University and will be of interest to other librarians involved in both skills delivery and

creation of online content.

#### Reference list

Crosling, G., Heagney, M. and Thomas, L. (2009) "Improving student retention in Higher Education: Improving teaching and learning", *Australian Universities Review*, 51(2), pp. 9-18.

# POSTERS

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## Breaking down the barriers to staff engagement

Alan Chalkley

The Royal College of Nursing (RCN) is the world's largest nursing union and professional body. We represent more than 445,000 nurses, student nurses, midwives and health care assistants in the UK and internationally. Our members work in a range of health care specialties and settings in the NHS and independent sectors. We also have members based overseas, and members who are retired. Around 35,000 nursing students are members. One of the key benefits of RCN membership is access to the RCN Library and Archive service. The RCN has four libraries across the UK in Edinburgh, Belfast, Cardiff and London. Together, these libraries form the largest nursing specific collection of material in Europe.

This interactive poster will outline the successful strategies that have been implemented by the RCN Library and Archives (L&A) team to engage with RCN staff across the UK, increase their use of our services and to provide workplace information literacy learning and development opportunities. Previously the library service has been viewed as a member only service and only relevant to those who are within easy travelling distance of the four libraries. Presented by Alan Chalkley, who has worked at the RCN for thirteen years, you can hear about the challenges and successes involved with staff engagement across the organisation. Find out about our regional contacts work which has seen each RCN office have its own dedicated L&A contact. This personal approach has been used to encourage informal contacts and respond to business information needs. This has enabled us to provide informal information literacy development opportunities responding to the

reality of the workplace (Goldstein, 2016) and to teachable moments that occur when we work with staff.

References:

Goldstein, S (2016) Information literacy in the workplace, GKIM matters, 6, June, pp.6-9.  
<http://www.informationliteracy.org.uk/2016/07/information-literacy-in-the-workplace/>

RCN Library and Heritage Centre video tour  
<https://www.youtube.com/watch?v=CdUE5WVrHhA>

RCN (2016) RCN Library & Archives 5 year plan, London: RCN.  
<https://www.rcn.org.uk/professional-development/publications/pub-005429>

RCN centenary timeline (using resources from our archives) <https://edu.hstry.co/timeline/the-royal-college-of-nursing/embed>

RCN library online exhibition: The Voice of Nursing: Celebrating 100 years of the RCN: an exhibition in celebration of the College's 100th birthday  
<https://www.rcn.org.uk/centenary/the-voice-of-nursing>

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## Golden ticket glitch: helping students to use feedback to improve their academic and information literacy skills

Helen Howard

Why do students often fail to make use of the feedback they receive on their academic work? Why don't they recognise it as their golden ticket to improvement?

Engaging with and learning from feedback is a key part of developing as an independent learner. However, feedback at university is often less directive than at school or college and requires

more interpretation (Price et al., 2010). It may come in many different forms and use language which is unfamiliar to students (Weaver, 2006).

This poster outlines research undertaken at the University of Leeds as part of a University Student Education Fellowship to help students better understand and use their feedback relating to academic and information literacy skills. Findings reveal that students often fail to recognise that their feedback relates to transferable academic skills and therefore repeat the same poor academic practices in subsequent assignments. In addition, they often struggle to decode a tutor's terminology or to translate a comment into action to improve.

The poster will highlight project work in progress to create a set of resources to help students see the links between their feedback and their development of academic and information literacy skills. The resources focus on common feedback areas, including structuring written work, using appropriate sources of information, being sufficiently critical and referencing. They aim to help students understand and engage better with their feedback, so that they can feed it forward to improve their academic performance.

#### References:

Leeds University Library 2016. Understanding and using feedback [Online]. [Accessed 19 October 2016]. Available from: <https://library.leeds.ac.uk/skills-feedback>

Price, M. et al. 2010. Feedback: all that effort, but what is the effect? *Assessment and Evaluation in Higher Education*. 35(3), pp.277-289.

Weaver, M.R. 2006. Do students value feedback? Student perceptions of tutors' written responses. *Assessment and Evaluation in Higher Education*. 31(3), pp.379-394.

## International students in the information literacy classroom - what really works?

Laura Lay

International students make up a significant proportion of the UK Higher Education population. 30% of taught postgraduate students are international students (UK HE International Unit, 2016). Most of these students use English as a second language (UKCISA, 2016). For many librarians this group are no longer a minority in our information literacy classrooms. Have we adapted to this new reality? Do we observe students who are "unfamiliar" (Hughes, 2009:255) with our teaching practices, information sources or academic culture? Are there information literacy competencies that are more challenging to attain in a second language? Do we consider international students in our planning, activities and assessment?

This poster presents some findings about how we teach non-native English speakers from my MA dissertation. I carried out a qualitative study in which I interviewed information literacy practitioners using a critical incident technique framework to uncover what happens in the classroom, and to enable participants to reflect on successful (and unsuccessful) teaching practices with international students. The poster provides a summary of the recommendations from the literature on teaching international students, including key debates such as should information literacy provision for international students be exclusive or inclusive? It shares findings from my research on what participants found worked in the classroom with international students. It also suggests reflective questions for information literacy teachers looking for ways to improve their interactions in diverse classrooms.

Internationalisation is often seen as primarily a financial benefit to the University and to the national economy, but it has the potential to be an

opportunity to create globalised citizens of international and home students (Ryan, 2011:639) - are information literacy teachers capturing this potential?

References:

Hughes, H. (2009) International students using online information resources to learn. Phd thesis. Queensland University of Technology [http://eprints.qut.edu.au/29348/1/Hilary\\_Hughes\\_Thesis.pdf](http://eprints.qut.edu.au/29348/1/Hilary_Hughes_Thesis.pdf) (Accessed 24.10.16)

Ryan, J. (2011) Teaching and learning for international students: towards a transcultural approach. *Teachers and Teaching*. 17:6, 631-648.

The UK HE International Unit (2016) The UK's competitive advantage <http://internationalcms.moriyama.co.uk/media/3722395/IU-report-summary-double-page-.pdf> (Accessed 24.10.16)

UKCISA (2016) International students statistics: UK higher education <http://institutions.ukcisa.org.uk//info-for-universities-colleges--schools/policy-research--statistics/research--statistics/international-students-in-uk-he> (Accessed 24.10.16)

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## ILG Who are we? Meet the Committee

Catherine McManamon

The LILAC conference is managed and organised by the LILAC committee who work tirelessly to put together an inspiring programme of keynotes, workshops, parallel sessions and social activities – all with the aim of improving information literacy. You'll be able to identify the LILAC team in Swansea because they will be running around in purple t-shirts generally being helpful, friendly and ensuring everything runs smoothly.

However LILAC is also brought to you by the Information Literacy Group (ILG), an overarching group which shares the same aims. ILG is a special

interest group of CILIP which encourages debate and the exchange of knowledge in all aspects of information literacy. The group endeavours to highlight and promote good IL practice, and to encourage collaboration and support across all sectors of the profession. We achieve this not only through the annual LILAC conference but also through the publication of research articles and project reports in the *Journal of Information Literacy (JIL)*, through training events, sponsorship and bursaries awards, and advocacy initiatives. This involves the dedication of many volunteer committee members who collectively represent different parts of the profession.

This poster will introduce you to our committee members, from chair to treasurer to JIL editor-in-chief and everyone in between. It will provide an insight into the year-round work of the committee and our commitment to Information Literacy. In addition to this poster, you will also have the opportunity to meet many members of the committee at the ILG stand at this year's conference - with freebies galore. Come and say hello!

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## Making the modern academic librarian: the Supporting Researchers in the 21st Century Programme

Claire Sewell

Scholarly communication is an increasingly dynamic area and the support researchers require is becoming more complex. Information professionals are in a perfect position to help but are not always the first people the research community turns to for help. In addition many either lack knowledge of or confidence in these emerging areas to provide the type of support that researchers need.

Supporting Researchers in the 21st Century is a training programme which is designed to engage the Cambridge library community in scholarly

communication by improving their information literacy skills. The Programme runs a range of training sessions on topics from open access to bibliometrics. These are run as face to face sessions and repeated according to demand in order to target as many library staff as possible. Sessions include a mixture of discussion, hands on training and lecture formats to cater to all learning styles and topics.

The response to the Programme from staff has been overwhelmingly positive. Sessions have been attended by over 350 library staff and over 70% of attendees rated the sessions as excellent. Those attending the sessions come from across job grades and institutions at Cambridge's one hundred plus libraries.

This poster will showcase the programme, its different components and the learning that has taken place in the library community. It will also outline the future direction of the programme in response to participant feedback including the introduction of a blended learning approach to help more people attend the training.

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## Collaboration in Wales: an audit to review the current level of integration for digital and information literacy in WHELF (Wales Higher Education Libraries Forum)

Zoe Strutt and Nicola Watkinson

The WHELF Learning and Teaching sub-group was established in March 2016 and consists of practitioners from the Welsh universities who have an interest in sharing best practice, particularly in relation to Digital and Information Literacy.

The role and remit of the group is as follows:

- a) to establish and develop a Community of Practice for Digital and Information Literacy practitioners
- b) to share good practice and resources on digital and information literacy
- c) organise events to bring staff together to learn new skills, including TeachMeets
- d) to promote and develop the synergies between employability skills and information literacy
- e) to advocate the promotion of information literacy within Welsh HEIs.

An audit of digital and information literacy provision amongst the sub-group's members was conducted in 2016 to capture the current landscape in Wales. The results were varied and showed no level playing field between institutions.

Very few WHELF institutions have appropriate digital and / or information literacy strategies and assessment is inconsistent. A variety of online resources are used to create information literacy materials within the universities.

This poster will analyse the results of this audit and note any commonalities for future collaboration and development. Of interest to practitioners, the audit will contribute to an understanding of digital and information literacy amongst Welsh universities.

We hope to rerun the audit later this year.

## Playing is for grown ups

Andrew Walsh

Play is widely recognised as a vital part of early childhood development, but is slowly squeezed out of formal education as people go through the education system.

This poster illustrates many ways that play is valuable in adult and post-compulsory education, particularly in improving the information skills of learners. It shows that the squeezing out of play is counterproductive and that play and playfulness has a significant and positive contribution towards learning in post compulsory education.

The structure of the poster will be informed by the literature showing playful benefits such as providing a safe place for criticality, for learning and practicing skills, for considering problems from different perspectives, for constructivist and social constructivist approaches to teaching, for placing information skills in context, and more. It will also cover barriers to play, in particular the need for "permission" to play.

It is intended that the poster will be presented in a playful, comic book, style and will include invitations to play.

Alongside the theoretical benefits and problems illustrated by the poster, materials will be available to illustrate options to overcome those barriers to putting play into practice.

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## ILG Research Bursaries: Past, Present and Future

Geoff Walton and Stéphane Goldstein

### Overview

This poster will explain what the ILG Research Bursary Scheme is and what it aims to achieve. It will briefly describe the projects that have been funded through the ILG Research Bursary scheme since it was instigated in 2013. It will also clearly explain what topics and areas of research are likely to attract funding in the future.

### What is the ILG Research Bursary Scheme?

The aim is to fund high quality research by supporting information practitioners and researchers (who are members of ILG) to gather evidence or conduct research to address well-framed research questions which are likely to have an impact far beyond HE especially the public and work spheres. Any appropriate methodological strategy can be employed and the research can range from small scale action research to larger scale quantitative studies. Bids of up to £10,000 are accepted and there are two deadlines – 1st July and 1st December each year. All bids are reviewed by a team of independent reviewers and the final decision rests with the Chair of ILG.

### What have we funded in the past?

The poster will give a little more detail on these:

- Determining the value of information literacy for employers (DeVIL)
- Go Digital Newcastle: Connecting Our City
- Learning Lending Liberty: Can school libraries be engines for youth citizenship? Exploring how school libraries in Scotland support political literacy

What are our current projects?

Again the poster will provide a little more narrative on these:

- Awareness and ownership of information literacy skills within trainee teachers
- Facilitating research amongst radiographers through Information Literacy workshops
- Information Literacy for Democratic Engagement (IL-DEM)
- Information discernment and psychophysiological well-being in response to misinformed stigmatization
- Lost in information? New Syrian Scots' information way-finding practices
- On the move: transitioning information skills into the workplace

What will we fund in the future?

The list is long but not exhaustive for example:

Information literacy and:

- Mis-information in any form
- Social media – especially in relation to negative behaviours
- Engaged citizenship including politics
- Social justice
- Social inclusion – especially addressing the digital divide
- Employability
- Transitional states for example from school to college, college to university, university to work, changing career

Information literacy in a specific context (with special reference to the language people use to describe their information engagement):

- Everyday life

- Workplace/business context (micro-businesses, SMEs, large corporations, social enterprises)
- Community
- Education
- Health

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## 'So you didn't get your Hogwarts letter...' Engaging muggles in the library experience

Jonathan White and Caroline Ball

At the University of Derby we have been re-developing and experimenting with new methods of library induction over the past year. The reasons for doing this are:

- To increase student engagement
- To embed essential information literacy skills
- To make more effective use of staff time.

In preparation for the start of the Autumn semester 2016, an augmented reality based library tour was developed using the Aurasma app and LibGuides software. This allowed us to turn what had been a linear library tour, into an interactive and engaging experience for students.

Initially one augmented reality tour was developed and tested on students from a sample of FE and HE programmes. Participant feedback was collected and those completing could collect a digital badge to add to their development portfolio.

This initial success has led us to start development on themed and subject specific augmented reality library tours, which will launch in January 2017. The first subject specific tours will be for law and criminology, and hospitality and culinary arts, and the first themed tour will centre around popular

movies and TV shows of the last 15 years. References such as 'Harry Potter' have been selected due to them being widely known amongst the main target age group for Library inductions (18 – 25 year olds). This approach should capture the attention of participants and add humour to what can sometimes be perceived as a 'dry' subject. The themed tour will take library information and information literacy skills and set them in a movie or TV scenario, which will then allow for puns, catchphrases and other comedic devices to be used in order to get the message across.

Participants will have the choice of the themed tour with a humorous element, a general tour, or a more in-depth subject specific tour. It is hoped that by giving participants choice, their engagement with library induction and information literacy skills learning will be increased.

This poster will explain the development of the general, subject specific and themed augmented reality tours, the software/apps used, and how analysis of feedback and learning outcomes is informing development of the experience. Aurasma compatible images will also be placed on the poster, and attendees will be encouraged to scan these with their smartphone or tablet. These will then lead to short audio clips, videos and text files further demonstrating the approach.

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## Using Mentimeter to gauge and engage science students in information skills

Leanne Workman and Rachel Sleeman

The perennial problem of gathering student feedback and assessing student learning lurk in every librarian's information literacy (IL) programme. A number of interactive polling tools such as Socrative and Poll Everywhere have been used to great effect in IL sessions to gauge the

students' engagement with the session and also obtain feedback (Osterman, 2007; Gewirtz, 2012; Snyder & Hallam-Miller, 2014; O'Conner, 2015). Another tool, Mentimeter, currently being used at Royal Holloway has not seen as much limelight as its peers in literature on polling and student engagement. Mentimeter allows you to create your own questions and lets students vote or answer questions in a variety of ways encouraging their participation in the IL session. Its functionality and ease with which it can be used and embeds into LibGuides make it a tool worth the consideration of librarians involved in delivering information skills sessions.

This digital poster will demonstrate how Mentimeter has easily been inserted into IL sessions at Royal Holloway to poll students' current search strategies and what resources they currently use, and from this information, tailor their teaching to plug gaps in students' search strategies and knowledge of what resources are available to them. In doing this, we have been able to illustrate to Science faculty students the value of information literacy skills.

Mentimeter has been used in almost all Science training sessions for undergraduates this year so far (2016-17) as a way to inform the instructor what should be focused on.

References:

Gewirtz, S. (2012) Make your library instruction interactive with Poll Everywhere. *College & research Libraries News* 73(7): 400-403.

O'Connor, K. (2015) Interactive library instruction: The use of poll everywhere as an assessment tool. *Endnotes* 6(1): 1-13.

Osterman, A. C. (2007) Student response systems: keeping the students engaged. *College & Undergraduate Libraries* 14(4):49-57.

Snyder, A. & Hallam-Miller, J. (2014) Using polls to gauge and engage. [PDF Poster] Available at: <http://c.ymcdn.com/sites/www.palibraries.org/resource/collection/97236BE9-0C7F-484D-A54F->

## Improving information literacy instruction through reflection!

Jessica Zaar and Jenny Magnusson

Reflective teaching is highlighted as a way to become a reflective practitioner; to learn and improve practice through reflection. The value of reflection in improving teaching is well documented. Research concludes that while reflective teaching may present some difficulties, its benefits lead to a teacher's success in the classroom (Goodsett, 2014). This poster aims to illustrate how Malmö University library works with reflective teaching as a way to improve quality and evaluate our information literacy instruction.

There are many different methods of reflective teaching. We chose to focus on a model based on self-reflecting through a reflective teaching form. The model is based on setting aside time to reflect on what happened during the session, identifying problems and development areas and reflections of what you would do differently next time.

What we did was to develop an assessment form, inspired by Radcliff et al (2007), for us librarians to fill out and save after each information literacy instruction session. The assessment form consists of questions that we have identified as important to reflect on to be able to improve our teaching. For example, one of the questions encourages us to think of ways to make the students more active and involved.

We have experienced that using the form helps us to take this minimal extra time to reflect and it also helps us formalize, structure, save and share our reflections. In addition to filling out the forms individually, we have used our reflections to discuss our thoughts with colleagues and learned

from each other. We have also shared our reflections with teachers at the university that we collaborate with.

Right now we are evaluating the use of the assessment form. In the poster we will share our results, experiences and what we have learned from working with reflective teaching.

### References:

- Goodsett, M. (2014). Reflective Teaching: Improving Library Instruction Through Self-Reflection. *Southeastern Librarian*, 62(3), 12-15.
- Radcliff, C. J. (2007). A practical guide to information literacy assessment for academic librarians. Westport, Conn.: Libraries Unlimited, 2007.

# ABSTRACTS

Tuesday 11<sup>th</sup> April

Parallel sessions (Group 4)

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**Talking their language... critical practice and its impact on academic liaison and the collaborative teaching of information literacy: a workshop case study of embedded information literacy sessions for undergraduate Design students at LCC**

**Monica-Carmela Sajeva and Leo Clarey**

London College of Communication (LCC) is one of six colleges of University of the Arts London (UAL); an institution of approximately 19,000 students, specializing in creative arts and design disciplines. Courses at LCC sit within three large schools: Design, Media and Screen – with approximately 1890 students in the Design school.

Subject Librarians for Design courses have just completed the second year of embedded information skills workshops – run in collaboration with academic staff, as part of a cross-course core module on Contextual and Theoretical Studies (CTS). In 2015, with declining attendance at traditional inductions, Design Librarians began to think about the possibility of developing curriculum-embedded sessions. With a particular interest in IL discourse (threshold concepts), the Librarians approached academic staff and devised the sessions.

The Year 1 session was framed around the female

punk art collective Pussy Riot. Activities in the session included a hands-on approach to analyse, compare and discuss different resources (magazine/journal/newspaper articles, books, Wikis) on Pussy Riot. The theme of the workshop was Authorship and Voice; and students were invited to reflect on how this relates to the way in which resources can be evaluated. Academic staff worked with the Librarians to facilitate activities and discussion. The students used the content of the session to produce a blog and twitter feed as part of their module assignment.

The sessions were revised and expanded in scope for this 2016/2017 academic year, and saw 429 students attend. Work was also done with Year 2 students, concentrating on moving beyond Google.

The focus of this LILAC workshop is on the academic liaison process; in particular, its relationship with the critical practice of the Librarians involved. The sessions' success can be attributed to the way in which the Librarians gained initial support for the initiative from academic staff. Fundamental to this "buy-in" was the way in which the sessions were framed – by a critical, discursive approach related to key concepts within the Design School's CTS curriculum and pedagogical language.

Participants in this LILAC workshop will be introduced to and participate in activities from the students' session. There will be a presentation on the liaison process from project initiation to the present, with time for focused discussion around the issues raised. Please see the attached timetable for full details. We hope that this will be a lively event, which will touch on important and timely issues around academic liaison and the status of librarians as teachers and educators.

## Workshop Plan

- Welcome
- Workshop explanation/presentation
- Introduction and Rationale
- Explain Year 1 and Year 2 sessions
- Sample activity: Voices and Authorship – Pussy Riot
- Discussion
- Impact
- Future Developments
- Questions

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## Metaphor me that: using metaphor to aid information literacy understanding

### Elizabeth Brown

Metaphors and similes are integral literary functions of our daily language. While they may not boast a reputation of glamour in the limelight of figurative language, their subtle influence on our way of conceptualizing the world give them a discrete power over our interpretation of the world. Their regularity of use means metaphors are rarely distinguished as such. In some cases, they have become our reality surrounding the understanding of concepts. Some examples could include "journey" to describe the research process, or "pearl growing" to explain the process of finding other resources based on a particularly good resource. Metaphors help us view a discussion through the lens of another concept. In some cases, they allow us to comprehend concepts we might otherwise struggle with. Many information literacy concepts are inherently abstract, theoretical, and messy. In turn, they can be challenging for students to visualize their usefulness or application. This workshop will explore classically employed metaphors in libraries, review inferences behind those

metaphors, and dissect their usefulness to learners. This discussion is relevant at an international level by providing opportunities to share cultural metaphors and identify universal metaphors within the field. Attendees will:

- Recognize classic metaphors about libraries and information literacy
- Identify frequently employed metaphors from their own work
- Generate and consider alternative metaphors for helping library patrons understand information literacy concepts
- Workshop Outline
  - 1) Presenter will discuss metaphors as they are used to clarify ideas, bridge new concepts, and draw on existing associations behind the metaphor.
  - 2) Presenter will review existing metaphors used within the field and to explain information literacy concepts.
  - 3) Participants will work in small groups to identify metaphors within their field and share with the larger group.
  - 4) Participants will collectively discuss implied associations behind the metaphors identified.
  - 5) Presenter will discuss metaphor applications and student perspectives.
  - 6) Participants will brainstorm new metaphors they may want to integrate into their explanation of information literacy concepts and be able to articulate associations behind identified metaphors.
  - 7) Presenter will wrap up the session, summarizing discussions throughout the workshop and leave participants with metaphors to take back to their own institutions.

## Forget POKEMON GO! Let's play LILAC GO!

Chloe Menown

What do students need from an induction? Time is limited, do you choose to concentrate on the practicalities of using the library space or do you concentrate on the online library and searching skills?

What if you could teach them searching skills while they explore the physical space for themselves?

Using augmented reality, students can walk around the library space and discover online support and information whilst acquainting themselves with the physical environment. We've become accustomed to separating the physical library from the online library; augmented reality allows us to bring the two into the same space again.

The first augmented induction in September 2015 focused on signposting students around the library. This was successful but needed adjusting for the September 2016 intake. Inspired by the highly successful AR app Pokemon Go, a new game was created around the library.

Students gave positive feedback after both sessions with the September 2015 session being mentioned 9 months later by students as still memorable despite it being their only library session.

The AR team have been exploring the educational impact of AR in HE since 2014, we have published one paper (Hobbs, Holley and Menown, 2016) and spoken individually and together at a range of education based events. The next paper is due to be published in 2017.

As a Library, we have taken AR into other areas of our student engagement, it has been used to promote reading lists and as a game during our international festival.

Using mobile device based augmented apps, participants will be taken on an expedition around the conference space, learning as they explore their surroundings.

An introduction to the technology and examples of how we have used it, will encourage participants of the flexibility of AR as a teaching tool. We will end the session with a discussion of how it could be implemented in home institutions and the benefits/limitations of the technology.

Timings for session:

- Enter room and settle in to session. Introduce self and event for the session. It will be interactive and involve moving around the conference venue. Encourage group work.
- Introduce Augmented reality, show examples and how it is being implemented in technology.
- Talk about how we have used Augmented reality at our institution and the positive results and feedback from students.
- Help participants download the app and explain task. (guide sheet will be provided)
- Participants use augmented reality app around the conference centre and search for the augmented content.
- Return to the room to discuss the implications of this learning tool.

Please bring along a device capable of downloading the WallaMe app, at least 1 device per 4 people is advisable.

Reference:

Hobbs, Holley and Menown (2016) *The Augmented Library: Motivating STEM Students, Networks*, 19.

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## Getting bums on virtual seats for library training, the benefit of hindsight

**Katherine Moore and Nicola Beer**

This interactive session will share our experiences of providing exclusively online training in Digital and Information Literacy skills and library use. It will provide a practical overview for setting up live Facebook learning events, looking at the advantages and disadvantages of this free-to-use platform in comparison to commercially available platforms, as well as sharing our previous successes and failures. Attendees will have the opportunity to practice using Facebook Live in this session.

The session will also provide tangible evidence as to where library training sessions have made a difference in student retention and offer guidance on increasing the number of attendees to training sessions via effective marketing, appealing choice of topic and the use of experimental and exciting platforms for training. Participants will be immersed in the online learning experience as we recreate the interactivity used in training sessions for our live audience.

All library training at the Open University is online. We first piloted online training sessions in 2007. In the years since we have reacted to student need, attendance levels and to the wider variety of tools now available to evolve what we offer to students. We are continually assessing our training provision and looking for ways to better meet student need.

Our offering now looks very different to ten years ago and is built on the benefit of many lessons learnt.

Currently we offer synchronous online skills training embedded in course websites that covers content targeted to that course. We also offer a programme of generic library skills training running throughout the year and available to all students. These are designed to be interactive and engaging.

Recognising that students don't always know about or want to attend these events, we also go direct to students outside the University space. We have developed the way we use social media, taking it from a tool used to engage with students to a method of teaching students. Facebook events allow us to reach students who may never have visited the Library and teach library skills in an environment they are comfortable with. Topics for events are chosen based on student feedback, leading to well attended and highly engaging discussions.

Attendees will be given; an overview of online training at the OU library, practical advice on using both commercially available web conferencing software and Facebook Live, to provide library training in this interactive session.

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## The instrumental instrument

**Charity Dove**

Your voice is the most instrumental resource in your teaching toolbox. It is also the one most subject to wear and tear, making it both a precious and delicate commodity. A froggy throat can cause more disruption than any dodgy server update; however, with a solid foundation in how to prepare your voice for a grueling day of lectures, and how

to care for it when things go wrong, you can learn to weather any vocal storm.

Join librarian and singer, Charity Dove of Cardiff University in this on-your-feet full-body workshop, as she guides you through exercises and top tips to maximise this greatest instrument.

#### Workshop Learning Outcomes

At the end of this workshop, participants will be able to:

- I. Describe the basic elements of vocal production
- II. Identify appropriate warm-up exercises to enhance each of these elements
- III. Practice a basic toolbox of healthy vocal techniques that are applicable to any presentation or face-to-face teaching situation
- IV. Identify at least three ways in which healthy vocal technique positively enhances and contributes to an effective learner experience
- V. Employ stop-gap measures during speech-heavy instruction sessions, enabling vocal consistency and reduced voice fatigue
- VI. Practice long-term care and maintenance for their own vocal instrument

#### Workshop Outline

- Overview on the mechanics of vocal production. Brief presentation and demonstration on the physiological aspects of generating sound.
- Gentle stretches. Healthy speaking begins from the feet up! Correct posture and a relaxed body are essential for marathon seminars.
- Breathing exercises. Learn how to identify and use proper breathing technique.

These exercises are also useful for calming performance jitters-- another essential in protecting your voice.

- Vocal warm-ups. At last we put our voices to use! Not only are vocal warm-ups fundamental in easing your way into a long day of teaching, but they're also a terrific ice-breaker when forced onto reluctant students!
- Putting it into practice. Small group exercises on how to connect these warm ups with public speaking. We will work on projection, expression, and use of the physical space, all within the context of healthy vocal production.
- What to do when things go wrong. Presentation on top tips for dealing with voice fatigue and illness, and opportunity for participants to ask questions.
- Closing meditation. Your voice is an extremely personal instrument, making it an instrumental part of who you are. Participants will be guided through a sound-based group meditation exercise, leaving them refreshed, energised and more in-tune with the complex machinery their bodies carry.

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## LILAC book club: from libraries to the magical north – the voyage of Claire Fayers

Claire Fayers, Nigel Morgan and Emily Shields

Join us for our first LILAC book club event to discuss the captivating new novel *Voyage to Magical North* by South Wales author Claire Fayers. Until recently, Claire worked as a senior library assistant at Cardiff University. However, clinching a book deal with a major publisher enabled her to fulfil her dream of becoming a full time writer.

*Voyage to Magical North* is the first instalment in her *Accidental Pirates* series. The novel was chosen by Waterstones as a Book of the Month in July 2016 and appeared on the Barnes & Noble list of the most notable books published during 2016. Claire wrote her swashbuckling adventure for young people; but like the Harry Potter series, this is a work which transcends the boundaries of age and is being enjoyed by readers young and old on both sides of the Atlantic. The book works on many levels. Though an entertaining fantasy on the surface, this intriguing tale extols the power of the written word, the cultural importance of the storytelling tradition and the transforming power of books. As you might expect from Claire, the novel also champions the role of libraries and the life enhancing potential of learning. We think you will be excited to discover her writing.

As with all book clubs there will plenty of group discussion of the book led by the Chairs. However, we are also lucky enough to have Claire in attendance. She will discuss her transition from the world of libraries to becoming a popular new author and will answer your questions. She will read from her novel and give a preview of the much anticipated sequel *Journey to Dragon Island* which will be published in May 2017.

Attendees are strongly recommended to read the novel beforehand. *Voyage to the Magical North* is published by Macmillan and is available from the usual outlets.

<https://www.amazon.co.uk/Voyage-Magical-North-Accidental-Pirates/dp/1447290607>

# ABSTRACTS

Tuesday 11<sup>th</sup> April

Parallel sessions (Group 5)

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## Waking up webinars: bringing active learning online

Dorothea Lemke

Imagine the typical webinar: participants on mute, listening passively to a presentation, following slide after slide trying not to fall asleep or start checking their emails.

Webinars offer librarians a perfect way to reach out to students and staff who can't attend on-site courses or are geographically dispersed. But do they have to be so unengaging? In an effort to create lively and stimulating online learning experiences, the University Library at the Technical University of Munich (TUM) designed a project to offer its regular interactive courses as webinars. This was of particular importance as the university includes several campuses in different cities.

In 2013, the University Library adapted its first classroom course to the webinar format. The webinar was held using the conference software Adobe Connect, which is licensed for all German universities by the German Research Foundation.

When adapting the first classroom course to its online twin, new means of communication and interaction had to be established. Microphones, chat and polls took over. They replaced in-person introduction rounds, discussions and the selection of course topics. The aim was to create an online equivalent to the existing classroom course. It presented a particular challenge to include all

topics from the on-site course to the webinar format as in-depth as in the classroom course, and to transfer all exercises and activating elements from the on-site course to the new format. The university libraries' courses have always had a strong focus on giving participants lots of hands-on exercises.

The first webinar was an instant success. It showed that classroom courses could not only be transferred to the webinar format but that they also attracted specific target groups that had been hard to attract to library courses before. Especially PhD candidates and research staff preferred the online format because they could follow the webinar from their own offices.

Encouraged by this experience, other courses were adapted to the webinar format. During the next two years, seven different courses in the areas of literature search, reference management, and referencing and citation were adapted to the new course format, most of them both in English and German language.

Throughout the project, participants provided feedback via an evaluation form at the end of the webinar, just like in every other library course. The results showed clearly that participants were positively surprised at how engaging, interactive and profound webinars can be. They judged the new course format as being highly beneficial to their learning process.

The project, which ended in 2015, proved to be very successful. The university libraries' interactive webinars are now an established course format within the information literacy programme and are widely accepted as best practice among German libraries.

This paper discusses the experiment of adapting classroom courses to the webinar format. It

focuses on integrating activating methods to engage participants in an active learning process and points out differences between webinars and traditional classroom courses, as well as lessons learnt.

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## Intersections big and small: a review of three projects that merge scholarly communication and information literacy

**Michelle Reed**

The field of library and information sciences has seen an increase in interest related to the "intersections" of information literacy and scholarly communication following the publication by the Association of College & Research Libraries (ACRL) of a white paper that described the need for libraries to strengthen connections between these two critical areas of library outreach in higher education. It was reinforced by the publication of *Common Ground at the Nexus of Scholarly Communication and Information Literacy* and followed by the development of "Two Paths Converge: Designing Educational Opportunities on the Intersections of Scholarly Communication and Information Literacy," a one-day ACRL workshop. This paper explores three projects conducted at a four-year public research university in the United States. The projects embody academic librarianship at the intersections of information literacy and scholarly communication, and each is presented in the context of its connection to ACRL's Framework for Information Literacy for Higher Education and to the strategic priorities of the university and its library. The selected projects vary in scope and outcomes to provide examples of the range of work possible when librarians actively seek out opportunities to engage with students at the intersections.

One of the projects discussed is a multidisciplinary competition that challenges undergraduate students to submit images of their research or research process via social media. An educational series on copyright was shared via the library's social media channels during the open submission period for the competition. Winners were selected by a panel of faculty judges and were invited to present lightning talks for an awards event hosted by the library. The students' talks were bookended by talks given by library staff on managing an online presence and the ethos of Open Access. This paper also discusses the library's integration into a service-learning course offered by the university's Film and Media Studies Department. Serving as community partner, the library collaborated with a student team on the design of an interactive, digital game intended to introduce the library as a resource to first-year students and reduce the common occurrence of library anxiety among this demographic. The game was integrated into the university's first-year-experience curricula and used in conjunction with a library-hosted event. The third major project discussed is an exploratory research project that investigates undergraduate perspectives on copyright and access issues. Two students were hired for this experiential learning opportunity that provided them hands-on experience in conducting human subjects research and fostered meaningful connections with faculty.

As our definitions for information literacy evolve, these projects provide concrete examples of engaging students as creators of information and teaching them, both formally and informally, about how information is produced and valued. All three projects are presented with lessons learned and information about how the project could be replicated at other universities, adapted to focus on graduate students or faculty, or employed on a smaller scale.

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## From secondary education to beyond: information literacy to support young people's educational transitions

Lauren Smith

Inequitable access to higher education and problems of retention of students from non-traditional backgrounds is an area of significant concern in the UK (Sosu et al. 2016). Young people from more economically disadvantaged backgrounds are less likely to enter higher education and are more likely to drop out part way through their course than their more privileged counterparts, which can be partially accounted for by the difference in social and cultural capital available to young people, by virtue of their family,

community and school contexts (Ibid). Although a number of schemes to support access to higher education for young people from disadvantaged backgrounds exist to address this inequality through the provision of information, advice and guidance for decision-making about post-school options and familiarisation with higher education (Ibid), these schemes do not explicitly focus on differing information literacy capacities of young people and their families which may influence information behaviour and decision-making, for example by drawing on issues of information poverty (Chatman 1996). This is an area of relevance to library and information science research, as well as practice.

Information literacy interventions have been used to support young people in their transitions from school to college and university. Interventions take two major forms: pre-entry outreach schemes and first year transition support. Outreach schemes take place before students enter the institutions and tend to take place within schools or on visits to the institution. These schemes usually focus on academic preparation (Bastone 2011; Nix et al. 2011; Martin et al. 2012). Some schemes specifically focus on the information literacy of young people from disadvantaged backgrounds (Barnhart and Stanfield 2013) to boost the likelihood of the academic success of these individuals. First year transition support focuses on developing the competence and confidence of new students (Regalado 2003). Additionally, some school librarians engage in work to explicitly support transitions from school to further and higher education and the workplace (Beaudry 2007), including efforts to support students to overcome library anxiety (Foote 2016). This work has largely taken place in North America, and there is the opportunity for academic librarians to contribute to the development of this work in the UK.

The paper draws on the findings of a research

project into widening access to higher education commissioned by the Scottish Funding Council (Sosu et al. 2016), which applied a mixed methods approach of a systematic literature review of widening access intervention studies, qualitative interviews with stakeholders in widening access initiatives (school and university students, teachers, and widening access staff), and analysis of widening access policy documents employing a social justice framework. This paper presents an overview of the impact of information literacy schemes supporting transitions from school to further and higher education and identifies opportunities for academic libraries to engage in outreach and knowledge exchange work, thereby contributing to emerging strategic priorities of higher education institutions (Contandriopoulos et al. 2010). Practical considerations such as budgets and workload are considered (Burhanna 2007), with recommendations for how academic libraries may take the first steps for engaging in transition support. Potential actions for libraries include offering secondary schools and young people support with developing information literacy competencies to help individuals develop the knowledge and confidence to navigate the complex landscape of further and higher education options, as well as the key skills for academic success at advanced levels of education.

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## Do faculty and librarians see information literacy in the same way? A study of alignment

Melody Chin and Daniel Walker

Faculty and Librarians are two distinct professional groups each with their own sub-cultures, values and experiences. Hardesty (1995) noted the existence of a "faculty culture" amongst faculty members, which quite likely shapes and influences the way these individuals perceive a highly subjective concept such as Information Literacy (IL). Faculty and Librarians in higher education institutions often work together in the development of IL Programs. However, despite this collaborative relationship, it is not clear as to whether the two professional groups perceive the concept of IL similarly, or whether there exists a divide. Understanding how both professions perceive IL should be a priority, with findings from Ivey's (2003) study revealing that a shared understanding forms one of the key elements for successful collaboration in relation to IL initiatives. This research project endeavours to shed light on this area by employing survey methodology to

investigate how Faculty and Librarians at two higher education institutions in Australia and Singapore perceive the concept of IL in relation to ACRL's Framework for Information Literacy for Higher Education (ACRL, 2015), including a comparative analysis. 63 Faculty and 22 Librarians from Bond University and Singapore Management University were asked a combination of open-ended and attitude-scale type questions on the framework's definition of IL; the six threshold concepts; and on their views on the value and impact of IL programs at their respective institutions. Analysis of narrative responses and scale ratings reveal that although both professional groups share an overall positive view on the six threshold concepts and on the value of IL programs, it appears that there exists misalignment between Faculty and Librarian views in a number of aspects such as the definition of IL, the impact of programs, as well as how the two professional groups see the concept of IL itself. Differing views were particularly apparent in the impact of IL programs, such that Faculty did not perceive programs to have as much impact as Librarians had observed. By having an understanding of how the views of Faculty and Librarians differ with regards to IL, it is anticipated that the findings from this research project will better inform future IL initiatives, as well as give us greater potential to further enhance collaborative relationships between Faculty and ourselves as information professionals.

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## CILIP digital first: moving mentor training online

Juanita Foster-Jones

Under Workforce Develop in CILIP's Action Plan (CILIP 2016) there is the aim to "promote information literacy for all". To achieve this we have to look at the methods we use to deliver our information literacy sessions. We may not be able to reach all if we just deliver face to face. Choosing the digital medium allows us to address issues of timing and dispersed location. Yet "digital first" can itself bring problems. How do you deliver soft skills in an online medium? How do you take an activity that works well face to face into an online format? Most importantly how do you maintain the human element in a digital environment? These are issues that face IL practitioners in a range of contexts. This presentation will show attendees how these issues were addressed in the development of an online Mentor training course. The pedagogic and learning design principles used to produce the pilot will be revealed, to help participants consider how they might move their content into a digital medium.

### The context

CILIP Mentors for Professional Registration are trained in face to face workshops. Recently it has proved difficult to run these, due to low numbers of attendees. To address this issue an online mentor training course has been developed, to include the development of softskills such as "active listening" and "powerful questioning" as

well as knowledge of the CILIP mentor scheme.

This course had to:

- Provide an equivalent experience in terms of quality and content to the face to face workshop
- Ensure that the exchange of experience and learning through peer to peer interactions was provided
- Allowed mentor training to reach regions where a face to face course could not be held
- 

The issues

The face to face course consists of presentations and various activities with the participants to practice active listening and mentoring skills. The challenge was to identify how that could be delivered via the CILIP VLE.

Delivering online presentations is relatively simple, using software such screencast-o-matic to record a video presentation, or using a webinar for a live lecture. Peer to peer exchange of experience can be done via forums. There were two activities that proved particularly difficult to conceptualise in an online medium

- Listening activity: participant A has a diagram which participant B has to replicate by asking questions and then drawing something based on the answers
- Mentoring activity: 3 participants undertake a mentoring activity. Participant A is the mentor, Participant B the mentee and Participant C observes. Each participant rotates through the roles.

In addition, ensuring that every participant covers all the necessary content was required to maintain the quality of the mentor training programme.

The course was piloted in November 2016, and the results from this initial pilot will be presented. It will highlight the issues faced when developing e-learning, and the need to repurpose activities to ensure they will still provide the required learning outcome regardless of medium.

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## Adopting and developing an information literacy framework at Maynooth University

Lorna Dodd

This presentation will outline the development and introduction of a new Information Literacy (IL) framework at Maynooth University (MU). The framework is a blend of the ACRL Framework for Information Literacy for Higher Education and Secker & Coonan's "A New Curriculum for Information Literacy" (ANCIL). (ACRL, 2015; Secker & Coonan, 2011) When the Library introduced the new framework in 2015, the university was undergoing a major curriculum review which would have significant implications for how IL would be delivered.

Prior to its introduction, the Library did not use any framework to guide IL instruction. The purpose of implementing a new framework was to ensure that our input into the new curriculum would be underpinned by internationally recognised standards as well as informing our instructional and teaching activities while continuing to meet the needs of all students.

The Library sought to adopt a framework that would enable us to put the MU Graduate Attributes and "critical skills" identified as part of the new

curriculum at the heart of IL design and assessment. (Maynooth University, 2014 & 2015)

This paper will describe how the Library analysed and assessed the appropriateness of four internationally recognised IL frameworks; SCOUNL 7 Pillars, ANZIL, ACRL and ANCIL. It will outline how this process was conducted and the criteria used not to assess each framework for its own value, but to measure their relevance to the MU context. It will then illustrate how the Library was unable to identify one framework that best suited the specific needs of MU and describe how the Library adopted a blended approach by using elements of both the ACRL Framework and ANCIL. (ACRL, 2015; Secker & Coonan, 2011) It will then conclude by demonstrating how the elements of our IL framework were mapped to key concepts of the new curriculum, engaging decision makers at the university which enabled the Library to play a strategic role in the implementation of a new curriculum in MU.

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## Reaching out with research: promoting academic scholarship and synthesis via research cafes

**Katherine Stephan**

In an academic environment that is increasingly pressurised by the Research Excellence Framework and the Teaching Excellence Framework, it is important and prescient that there are opportunities for the academic community to present their findings and demonstrate their impact within each area of expertise. The opportunity to present and communicate these findings is also aligned with one of SCONUL's 7 pillars of information literacy, the ability to: "[present] the results of their research, synthesising new and old information and data to create new knowledge and disseminating it in a variety of ways."

The Research Support Team at Liverpool John Moores University (LJMU) holds Research Cafés in the library for different members of academic staff and postgraduate researchers (PGRs) to present their work in an informal environment over lunch, allowing for collaboration and an exchange of knowledge to occur within and across faculties.

Many institutions provide opportunities for students, faculty and staff to develop their information literacy skills to find, evaluate and use the information that they have found but we often do not provide as many ways for them share, engage and improve how they promote their discoveries. I would like to demonstrate how the library can be a natural facilitator and conduit for

new ideas and for others to think about how their own library can enable research success through providing opportunities for staff and students to present their work. People attending my session will discover that research cafes can be the natural progression of the information literacy journey: from discovery through to presentation, and how they can improve this journey at their own university. We will also discuss ideas for the future and for attendees to consider their own opportunities to "reach out" and discuss new and different ways to promote research via diverse methods of presenting and sharing.

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SCONUL (2011) The SCONUL Seven Pillars of Information Literacy [online] Available at: <http://www.sconul.ac.uk/sites/default/files/documents/coremodel.pdf> [Accessed: 12 October 2016]

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## Widening our offer: the potential use of OERs to extend widening participation beyond the University physical spaces!

David Hirst and Carlene Barton

The University of Manchester Library is a key partner that contributes to many of the University's Widening Participation programmes. The WP programmes extend across the student lifecycle contributing directly to the University's strategic objective of Social Responsibility, meeting the University's Access Agreement that is in place with the Office for Fair Access. University of Manchester Library has had a close working relationship with Widening Participation programmes across the university for a number of years. Over the past 12 months we have created a number of online resources to support these

programmes.

Previously this offer has been solely one of face to face workshops focussing heavily on testing and refining searching skills alone. However the team have now enhanced our service with a range of branded information literacy and academic skills tutorials. This online offer takes students through the early stages of understanding their task and choosing a topic to avoiding plagiarism, managing their references and proofreading.

There have been many benefits to developing this online offer including savings in staff time and increased productivity in sessions as students are planning searches ahead to face to face visits. It has also provided the team with another channel to gather feedback from staff and students to ensure we continue to give targeted support going forward.

The "Library support for your project" resources incorporate artwork designed by previous widening participation students across the Greater Manchester area. It complements workshops by providing students with the opportunity to undertake independent learning in topics which are also essential to university study.

The resources were initially made available through the library website and have now also been embedded within specific widening participation programmes including Manchester Distance Access Scheme and Manchester Access Programme. All the resources are OER and can be linked to or adapted for use in other institutions that support WP.

## Who educates the educators?

Claire Sewell

The nature of the academic library is undergoing a fundamental shift as librarians move from traditional roles as the gatekeepers of information to the disseminators of the research outputs of their institutions. This offers a unique opportunity for librarians to move into research support roles and for libraries to strengthen their relationship with the research community. However in order to take full advantage of these opportunities library staff need to develop their information literacy skills in the emerging area of scholarly communication.

The Research Support Ambassador (RSA) Programme works to address this need and equip staff to work in a modern academic library. Cohorts of participants receive targeted training in areas such as open access and research data management via blended learning. In addition they develop their information and digital literacy skills by working in small groups to produce a tangible training output to be shared with the library community.

The Programme has recently completed its second run and has so far produced around thirty-five Ambassadors. These participants are now able to work confidently in their own libraries to provide point of need support to the research community. At the same time they have improved their knowledge of the scholarly communication landscape and their own information literacy skills.

The RSA Programme has resulted in the development of information literacy skills for both participants and organisers. The importance of having someone in place to lead a project like this and the value of continuous evaluation cannot be underestimated. This paper will showcase the

lessons learnt during the project and how they can be applied by others looking to implement similar programmes for staff or students.

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## Writing for publication: using training and blogs to promote publishing in a hospital trust

Pip Divall

Clinical staff are increasingly expected to publish the results of research, case reports, and audits. We found that there was a need amongst staff at University Hospitals of Leicester (UHL) NHS Trust for instruction and guidance in how to write for academic journals.

The team at UHL NHS Trust Libraries & Information Service were approached in late 2015 by the National Association of Health Play Specialists (NAHPS) to run a course for their annual meeting on "Writing for Publication". We designed a course which gave participants the time and space to write, focusing on techniques to get ideas onto paper, including "nutshelling" (writing about the writing) and drawing up action plans for writing. This session also included the flip-side of writing, and an activity included is taking a draft piece of writing to be looked at with the peer review process in mind, drawing on the experience of the course leaders'. Active participation through discussion of issues and personal experiences is encouraged throughout, with the aim of instilling confidence in those attending in submitting their work to academic journals.

This session was successful, and is now offered monthly across our three library sites in a busy teaching hospital Trust. Attendance at these sessions has been good, with 42 attendees in the eight sessions that have run in 2016.

The Clinical Librarian Service also hold a bi-monthly "Writing Club", in a similar vein to a journal club. Guest speakers are invited to talk on topics such as "Understanding Statistics", and "Using Social Media to Report Research Findings". This is supported by a virtual Writing Club on a dedicated blog, ([www.uhl-library.nhs.uk/writingclub](http://www.uhl-library.nhs.uk/writingclub)). Speakers are invited to contribute to the blog, and copies of presentations are also available. The blog is used to promote research and writing opportunities, and discuss related issues.

# Lagadothon

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## Harvard referencing game: a library 'Frogger' style guide

Tracy Dix

I wish to Lagadothonise a Harvard Referencing Game, which has been created to help users engage with what is normally a very dry and boring subject (University of Warwick Library, Harvard Referencing Game). My prototype aims to substitute for conventional style guides, covering seven of the most commonly cited academic sources that undergraduates, particularly first-years, are likely to use. It adapts the 80s arcade game, 'Frogger', whereby the style of referencing – for example, 'Harvard style: Book' – comes up on screen before each frog (or book, in this case) appears. Each book represents an element in a reference, such as author's name, year or title, that needs to get to the correct position on the finishing line of citation. Similar to the original game where the frogs dodge cars, ride on logs and avoid being drowned with submerging turtles, the books hitch a ride on library carts, avoid being taken by other library users or damaged by their cups of coffee.

Having been modelled on a retro game that is simple to play, repetitive and hopefully compelling, the aim is to enable users to build their recollection, through a kind of muscle memory, of how the most commonly used resources – such as monograph, chapter in an edited book, journal article and webpage – should be referenced. This would hopefully enable users to format references for short assignments from memory, instead of referring to a style guide, thereby speeding up the process.

There have been many simple games developed over the years that aim to teach referencing, such as The Citation Game, which would now be simple to set up using VLEs such as Moodle (Williams College and Mount Holyoke College, The Citation Game). It would be difficult to engage learners with a referencing game that deviates much from the basic premise of putting publication details in the correct referencing sequence. Thus, I've aspired to increase interactivity and engagement by incorporating more elements of gameplay, such as graphics, a soundtrack, characters and a basic plot to give it sensory appeal, so users may derive a heightened sense of achievement by having completed a series of simple missions.

The game has been evaluated through community engagement events, courses embedded within the undergraduate curriculum and by academic and support staff at Warwick. Responses have been enthusiastic but mixed, depending on players' prior experiences or expectations of how intuitive games should be. Gameplay has been kept relatively simple, in the spirit of the original 'Frogger'. Where compromises have been made to fit the game's development within a limited timescale, it is interesting to note from player feedback that the loss of such features have impacted the game's effectiveness as a learning tool. Recommendations for improvement vary, since users are unaware of how the design was originally conceived, but these have generally emphasised repetition, with preferably the provision of worked examples, to reinforce learning. It would be fascinating to see if this is consistent with the views of LILAC's community, and potentially add impetus to develop the game further.

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## On the move: testing an employability transitional tool.

### Charlie Inskip

While it is widely recognised that information literacy is a key lifelong learning skill for students and graduates there is an element of disconnect between the information literacies developed in the education system and those required in the workplace. Employability, or career readiness, is increasingly becoming a student experience issue. Library services in education are very well practiced in supporting users in the development of their information literacies in the educational context. There is growing awareness that there is great potential in consolidating the links between the support offered by library, careers services, e-learning and faculty in the development of information literacies in order to enhance employability.

This ILG-funded collaborative project considered the conceptions of information literacy within an established insurance firm in the City of London. Staff at all levels of the organisation who were using information in their day-to-day work were interviewed and took part in focus groups in order to gather rich and detailed qualitative data relating to their information use. Students planning to work in the financial sector also took

part in the research. The investigative team included a lecturer in Information Studies and a Careers Consultant, with contributions from Library Services, E-Learning and an MA LIS student. The language used around information was analysed in order to identify different ways of thinking, or conceptions, of information literacy amongst the employees and students in order to determine the extent of any disconnect between these stakeholders' views.

A prototype tool was then developed, based on the findings, in order to support the transition of information skills into the insurance sector. Through a series of questions, the tool acts as a "personality text", seeking to match the user's responses to a persona, which can then be used to provide insights on their experiences of information literacy. This was informed by work exploring conceptions in the nursing profession (Forster, 2015) in an attempt to contribute to the development of an evidence-base which is comparable between professions. It is hoped that this tool will provide guidance for users on how the information and digital literacies they develop during their studies map to skills, competences and conceptions in workplace setting. This guidance will support their CV-writing, for example, and has the potential of enhancing their employability in a highly competitive market. It will be open to all, under Creative Commons license.

This Lagadothon session presents a paper-based version of the prototype tool, with a view to gather feedback from participants in order to support further development. In particular, we will focus on the possibilities of widening the tool's focus in order to explore its potential value in other professions and at other levels, including schools and Further Education. Participants from all sectors would therefore be very welcome to attend.

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Forster, M. (2015). Six ways of experiencing information literacy in nursing: The findings of a phenomenographic study. *Nurse Education Today*, 35(1), 195-200.

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## Teaching packs for information literacy instructors

Jessica Haigh

The problem:

Many of us, particularly in post-compulsory education, teach a small number of topics repeatedly. The focus may change, as we see groups with different subject interests and differing levels of abilities, but the same small number generic topics recur in many sessions. We may look at "how to construct a search strategy", "how to evaluate information sources" or "how to reference", even though the tools we use to search, the information sources found, or the referencing standards used may change from class to class. It is normal to get stuck in a rut with this sort of teaching, struggling to think of alternative ways to approach a well-worn topic.

The inspiration:

Story sacks are sometimes used as a way of packaging resources together for early years practitioners around reading and discussing a book. They include a book (to be read to children) and props including stuffed toys that represent characters or scenery within the book (to engage listeners). They also include materials that suggest different ways that the book may be used in lessons, particularly when the books deal with sensitive material and are used as a jumping off point to discuss the issues.

A solution:

Approaching materials for information literacy instruction in a similar way to the story sacks, but instead of the central item being a book, make it a commonly addressed information literacy need. Pack contents might include two or three learning activities, sample lesson plans that show how these would fit into an overall session, ideas for differentiating the learning activities for different levels of student, ideas for adapting the activities for different subject areas, and links and further reading for inspiration (open access wherever possible).

The prototype:

A kit containing materials addressing the need to "evaluate information sources". It will contain two or three learning activities, each of which will take no more than 20 minutes to deliver as part of a session. It will include lesson plans, ideas for differentiation and for applying them to different subject areas. Some extra open access materials will be included for inspiration, including links to further resources. All these materials will be contained in a small bag or box.

# ABSTRACTS

Tuesday 11<sup>th</sup> April

Parallel sessions (Group 6)

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## Academic integrity and the University Library's role in the doctoral education

Lene Østvand and Helene Andreassen

Researchers meet an increasing amount of incentives that may lead to scientific misconduct (Edwards & Roy, 2017). A "publish or perish" culture is currently ruling, and quantity is emphasized over quality. Growth in the number of PhD students may lead to growth in competition for grants, future positions and the supervisors' time.

Simultaneously, the PhD students are expected to follow the norms of research ethics and produce high quality research. They thus meet the challenge of balancing the roles as "good scientists" and "good academics" (Carter, 2015).

At the University Library in Tromsø (Norway), we have recently addressed the PhD students' need for guidance on using and producing sources. In 2015, we launched the cross-disciplinary seminar series Take control of your PhD journey (<https://uit.no/ub/laringsstotte#linje2>), where the traditional scope of information literacy has been widened to include the ethics of open science.

During the seminars, we focus on discussions and learning activities, to stimulate reflection among the PhD students. We have also collected information on the PhD students' thoughts on

academic integrity and open science through open-ended questionnaires.

We have learned that PhD students need a lot of guidance when it comes to open science, and especially open data. Many express positive surprise when it comes to the expertise present in the libraries. We therefore believe that the library needs to identify the role it can play in PhD support, and that the PhD students themselves should be made aware of what the library can offer.

In this presentation, we will report on the attitudes our PhD students display towards academic integrity and open science. In light of these findings, we discuss the further development of information literacy teaching at higher academic levels. Future plans include formally integrating the seminar series as a part of the PhD course offer at our University, and award ECTS.

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## Informing information literacy through user experience at Imperial

Ella Mitchell and Amarjit Sandhu

This paper will outline the details of a research project that has been reshaping library online information literacy materials (Olivia)

<http://www.imperiallibrarylab.co.uk/wordpresslearning/>. Olivia was a subject specific online resource teaching students information literacy skills. It was originally created to provide some online instruction to students as librarians had limited teaching opportunities. However, sessions with librarians are now embedded in students' timetable and such a comprehensive online resource needed updating and reviewing.

This paper will detail the approach the project group chose to take for this work. After investigating some of the literature on the subject of information literacy and user experience. It was decided to conduct this work using some user experience methodology that the Library Information Systems Team (Larose, K. 2015) had been using.

The project group felt it was important to start to develop an understanding of students' current needs, to build a better understanding of where students encounter troubles in terms of information literacy and their assignment journey. This aspect of the research was influenced by the keynote by Barbara Fister at the 2015 LILAC, she spoke about some of the methods she had been using to explore where students are experiencing transformative learning in Information Literacy (Fister, B. 2015).

This paper will look at the approach that was taken and how user experience (UX) has helped to inform key decisions for the online Information Literacy provision here at Imperial College London. We will examine the research methods, data gathering, data analysis, timescales/planning, end results and some of the lessons learned.

The research has been used to in the development of a new "Assignment tips" webpages, which is focused on undergraduate students and areas covered include preparing for assignments, how to

use information, finding information and writing an assignment.

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Larose, K. (2015) UX at Imperial Library. Available from: <http://slideplayer.com/slide/7082698/>

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## Multi-modal, technology enhanced support for distance learners: the experience at DeMontfort University

Anna Richards

One of the current challenges we have at DeMontfort University (DMU) is supporting distance learners. Frequently fitting in studies around work and perhaps never setting foot on campus how do we ensure that these students receive the same high quality support of on-campus students, particularly in relation to the information literacy skills we would traditionally deliver face-to-face?

The Housing studies courses at DMU perfectly encapsulate the increasing diversity found at university (both in terms of student populations but also in the types of courses being offered) and

it is important that the services and support we offer match this diversity. In response to student feedback but also to help provide the "point of need" support that distance learners need we have worked with the programme leader to harness new technology. This short paper will discuss a number of initiatives that we have implemented for this course, including:

- Sessions for students completing dissertations, one of which was simultaneously run for in-person students, broadcast live as a webinar and recorded for later review;
- Induction material made available as step-by-step slides and as recorded video and supplemented by generic e-learning material;
- Use of Talis Aspire to provide interactive resource lists that will help students engage with DMU library resources.

These initiatives provide students with several ways to engage with material and practice in a way comparable to on-campus students. They also integrate with DMU's learning and teaching strategy and Universal Design for Learning framework which aims to provide an equal learning experience for every student.

The paper will consider the success factors and opportunities gained in planning and delivering support in this way, as well as examining the challenges that this multi-modal form of delivery presents. In particular it will consider the challenges involved in providing traditional information literacy teaching, looking at the session that was delivered face-to-face and online and considering how we can improve this offer in the future.

## Second Year Success: building skills and confidence for the step up to second year

Helen Howards and Natalie Bedford

A survey of second year undergraduate students at Leeds University revealed that the majority had concerns about returning for their second year. Many of the worries related to managing their time, coping with large amounts of reading, the high quality of academic work required at this level and increased assessment.

"the workload and how to cope"; "that I didn't really have the essay skills developed well enough yet"; "oh god what have I got myself into?"

The survey results correlate with research findings from the US on the "sophomore slump", which refers to low levels of performance and satisfaction discovered in second year students. A recent project at Liverpool John Moores University also found that many students feel unprepared and unsupported for the step up to level 2, and often become disengaged or dissatisfied with their university experience at this stage in their student journey.

This paper will outline how we have used these research findings to develop an online resource called Second Year Success. Targeted at second year students, it aims to build their information literacy and academic skills to cope with a higher level of study. Students are encouraged to reflect on their first year, how they have learnt and the feedback they have received on their work, and then to consider the skills they need to develop further. The resource includes sections on strategic reading, in particular focusing on finding and using journal articles, and on academic writing, as well as advice from current 2nd and 3rd year students.

Students can select the section(s) that they feel are most useful and relevant for them, and can access it at any point throughout the year.

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## Students as “Information Literacy Advocates”: continuing to gain the advantage through a peer support approach

Ruth Curtis

This paper will provide an update to a previous presentation delivered at LILAC in 2014: "Gaining the advantage: advocates for literacy – a peer support approach".

During the 2013/14 autumn term, University of Nottingham Medicine and Health Sciences (MHS) Librarians delivered a pilot Information Literacy Advocates (ILA) module through the Nottingham Advantage Award – a programme of extracurricular credit-bearing activities designed to enhance student employability (Careers and Employability Service, n.d.).

The pilot, which recruited 7 MHS students, aimed to facilitate development of information literacy

skills and confidence, as well as communication, organisation and teamwork, through a peer support approach. This approach, defined by Stone et al (2013:p.9) as "learning from others who possess a similar level of knowledge" had already proved effective within nursing education.

Initial findings from the pilot, presented previously at LILAC, indicated overall success, both in terms of student skill development and benefits for librarians, but also highlighted potential areas for future development. Now in its 4th year, the ILA module continues to recruit similar numbers of MHS students on an annual basis, and is gaining in both momentum and impact.

This paper will continue the story from 2014. It will highlight key changes introduced to improve module structure and delivery, and will explore in more detail the value of using a peer support approach for all stakeholders – ILAs, their peers and librarians. Findings are indicative of experience reported by other higher education libraries also using peer support to encourage development of information skills, most notably, that students appear more comfortable asking other students for help. (Holliday and Nordgren, 2005; O’Kelly et al, 2015; Reiners et al, 2009).

This paper will be of interest to anyone considering using a peer support approach to facilitate student development of information literacy knowledge, skills and confidence within their own organisation.

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## Information discernment: from theory to practice

Geoff Walton, Jamie Barker, Matt Turner and Matt Pointon

The concept of information discernment – how people make judgements about information - is based on models, research and scholarship of information literacy coupled with theory and research in information behaviour for example Walton & Hepworth (2011; 2013), Cleland & Walton (2012), Walton (2013), Groppe-Wegener & Walton (2013), Walton & Cleland (2014; 2017 in press), Ngo & Walton (2016). It is argued that information discernment is a key component of the ACRL threshold concepts 'Authority is constructed and contextual' and 'information creation is a process' (ACRL, 2016, p4-5). How this concept is being used to gauge the effects of levels of information discernment on psychophysiological aspects of

well-being will be discussed. The working hypothesis is that individuals who exhibit high levels of information discernment will experience lower levels of stress, when exposed to misinformation, than those who have low levels of information discernment. In other words high levels of information discernment have a protective effect on well-being. This particular exploration of psychophysiological dimensions of information discernment is based on the ILG funded project which has brought together a psychologist, sport & exercise scientist, user-experience expert and information scientist in a unique inter-disciplinary endeavour. The presentation will show how the various measuring tools (e.g. Finometer and eye-tracking) are being used together to observe how users behave and react physically when making judgements about online information in a stressful situation. An initial interpretation of the results will be furnished for discussion.

This presentation will show how the research described above has been synthesised to create a new theory of information discernment.

The audience will be given the opportunity to review this new theory and explore how it might be applied in their practice.

The presentation will close with an exploration of future directions for this research including a discussion on how this theory might be brought to audiences unfamiliar with the concept.

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## Practitioner research for librarians: a DProf case study

Adam Edwards and Vanessa Hill

Librarians are practice based professionals and so practitioner research, grounded as it is in work based learning may provide an appealing route to higher study and self-development. Practitioner research enables us to explore our professionalism through reflection, using the creative-interpretive model championed by Lester (2015) and others. Reflection enables us to validate our past practice, explore the cumulative effect of professional and organisational change and to gain insight from this for future action, working, as we do, in uncertain contexts, as libraries keep changing and developing. In doing so, we become creative "artistic" professionals, learning from others and not afraid of cross fertilization from collaborative relationships with professionals from other spheres. (Schön, 1990, Vieira, 2014)

Following a recent joint Doctorate in Professional Studies (DProf) by Public Works, Demythologising librarianship: future librarians in a changing literacy landscape, Adam Edwards and Vanessa Hill (2016), both librarians at Middlesex University, will reflect on their experience of undertaking this practitioner research, the outcomes from it and the impact on their professional work as information literacy practitioners. Their doctoral research was based on changes to their pedagogy, previously presented at LILAC 2012 and 2013 (Smith and Edwards 2012, Edwards, Hill and Walsh, 2013) which was inspired by CPD undertaken at CILIP in 2010 and LILAC 2011.

Adam and Vanessa believe that delegates attending LILAC may be inspired to undertake work based research at either Masters or Doctoral level. Indeed given that sharing of innovative thinking and practice at professional conferences is an excellent means to demonstrate public works, it may be that many delegates are already well on the way towards a DProf of their own.

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## Embedding information literacy through critical skills and a new curriculum

Lorna Dodd

The undergraduate curriculum at Maynooth University (MU) recently underwent a major review that resulted in the introduction of a new set of Graduate Attributes. These state that graduates should be "capable of gathering and critiquing information from a variety of sources". (Maynooth University, 2014) In other words, that MU graduates should be information literate.

In order to enable students to develop these Graduate Attributes, the new curriculum places a key focus on the development of "critical skills" that will prepare students for work, life and citizenship. This is done via a fundamental emphasis on students developing skills that will enhance their employability such as problem solving skills, critical thinking, analysis, reflection, communication skills, understanding academic standards and ethical responsibility; all skills which are clearly linked to the development of information literacy (IL). (Klebensky & Fraser, 2013; Maynooth University, 2015)

This short paper will describe how the Library was able to use the introduction of the new Graduate Attributes to embed IL across the curriculum. The integration of the development and delivery of IL skills with other critical skills has resulted in a shift away from the "how to use library resources" classes traditionally delivered at MU. Librarians train tutors (as well as delivering classes themselves) to engage students in developing information literacy skills in their everyday lives. Librarians work with faculty to design content and assessments that relate directly to "real world" events and in class, students engage in challenging discussions regarding how they source, locate, evaluate and use information. Topics covered in classes include homelessness, election outcomes and public policy and student assignments include developing sufficient expertise to become online authors.

This paper will conclude by discussing how the introduction of the new Graduate Attributes has resulted in real benefits both for the library being involved in curriculum design and for the students, who have the opportunity to develop skills which are becoming increasingly important in the modern world. However, such a dramatic change in the way IL is approached is a challenging exercise in itself.

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## Clear expectations and habits of mind: a self-evaluation checklist for student writing

Annette Marines and Aaron Zachmeier

In this short paper we will discuss the development and evaluation of a checklist designed to help undergraduate university students develop information literacy skills and some of the habits of mind necessary for scholarly writing through self-guided practice.

The motivation for the project was a set of common concerns expressed by faculty members across disciplines about the quality of student research papers: Students used inconsistent citation styles, did not adequately cite sources or provide attribution for ideas, and failed to evaluate sources. Some of these issues appeared to be the result of a lack of clear expectations at the institutional and assignment levels. (There are no explicit information literacy requirements in the undergraduate curriculum, and instructions for assignments often do not include information about attribution, evaluation, or style.)

We developed a job aid, in the form of a checklist, to provide students with clear expectations, guidance, and a means to monitor their own performance in academic writing. The checklist was intended to accompany individual writing assignments. It included items related to source type, citations and reference list, and quotes, claims and evidence. Each item was worded with a prompt and guidance for students to evaluate their own writing.

We collected student research papers from two offerings of the same upper-level social science course—one in which students did not have the checklist and one in which they were required to

use it—and evaluated the effect of the checklist on student writing with a rubric comprising nine criteria based on national standards for critical thinking and information literacy.

Students who used the checklist tended to score higher than those who did not on five of the nine criteria in the rubric. The largest improvements were in style consistency and attribution of facts to sources. The lowest levels of proficiency overall were in evaluation of the usefulness and limitations of sources. These results suggest that student work may be improved merely with clearer expectations, and that checklists or similar interventions could be sustainable alternatives to library instruction or remediation for certain skills. Deficits in critical thinking, however, may require a more extensive approach.

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## Open journals and undergraduates: how an open journal system can encourage information literacy, research and academic writing skills

Kirsty Bower and James Fisher

This paper is a case study of an open access journal innovatively produced by Level 6 undergraduate sociology students as part of their final year assessment. "Critical Reflections; a student journal on Contemporary Sociological Issues" has been created using the Open Journals Systems (OJS) and includes reflections upon everyday scenarios viewed through a theoretical–sociological lens. The purpose of the journal corresponds with the strategic objectives of Leeds Beckett University as a whole (Leeds Beckett, 2016). Firstly: to grow and develop a research culture by recognising the contribution of undergraduate research. Secondly, to allow students to capitalise upon their time at University

by facilitating the experience of writing for academic publication, and the consequent impact this has upon both their employability and their academic career development (Stone, Jensen & Beech, 2015).

The creation of the journal also corresponds with required graduate attributes of digital literacy, of which information literacy is a key component (Centre for Learning & Teaching, 2014). Through engaging in the assessment process, students became more knowledgeable of the many different aspects of information literacy such as the ethical use of information, copyright, and the open access movement as a whole. Qualitative feedback from alumni students has been gathered to support this. Many students commented that they found the experience empowering in that it encouraged academics to learn from undergraduates, as students were creating not simply consuming knowledge. Feedback has also highlighted the different values and standards of information sources with many students, particularly those on the editorial team, emphasising the complex nature of the peer reviewed process which had previously been discussed as an abstract concept, as well as the impact this had on improving their own standards of academic writing. The contribution towards employability has also been recognised with many students adding the journal to their personal LinkedIn pages.

This paper will outline practical information for librarians, academics, information and repository specialists, on how OJS can be used to meet institutional strategies, as well as being used as a tool to recruit new students at university open days; embed creativity within the curriculum by delivering an innovative exercise to encourage students to be creators of knowledge; also providing a summary of how the journal has been distributed.

Future areas for development will also be discussed, including broadening usage of OJS to include vocational courses to encourage a research and evidence-based ethos, as well as opportunities for librarians and the further promotion of information literacy skills.

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## Pre-enrolment workshops at London South Bank University:

### Alison Skoyles and Marian Brown

The Library and Learning Resources training team at London South Bank University started running pre-enrolment workshops in 2015. This paper will be used to present why we decided to run the workshops, how we devised and organised them, and what we learned from working collaboratively with the teams and our marketing department. It

will then go on to report on how we expanded the programme for 2016.

We wanted to enable new students to feel comfortable with the IT systems they would use at university, including the VLEs, the latest Microsoft applications, and databases. In 2015 we ran a programme of workshops for students who had accepted a place at LSBU but had not yet fully enrolled.

The training team, made up of the Academic Liaison Department in the library and the Digital Skills Team, collaborated to create and deliver twelve workshops, including: Introduction to Referencing, Evaluating Internet Resources, the Basics of Microsoft Word, Excel and Powerpoint, File Management, and the Virtual Learning Environment. The teams delivered 104 individual workshops in total.

We had to recruit members of other Library teams to help with guiding students to the workshops and around the building.

We ran the programme again in 2016. This time we offered eight workshops – four run by Digital Skills and four by the Academic Liaison Department. We also included our Skills for Learning Department, who offer support for academic writing and maths, and their workshops were very popular.

We also ran the workshops at our smaller site at Havering. We adapted the workshops, removing any that were not Health-related, so we had six workshops instead of eight. Feedback was very positive from the students; we had over a hundred students attend the workshops, and we intend to run them again in 2017.

## Space to reflect on your learning

Come and use this space and time to reflect on what you have learnt today. You will find tools and models to help you consider what you have listened to and start to think of ways you can apply your learning when you get home.

# ABSTRACTS

Wednesday 12<sup>th</sup> April  
Parallel sessions (Group 7)

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## On/off campus: responding quickly to subject support gaps in information literacy through the creation of online materials

Jennifer Wilson

This practically-focused paper offers a case study of how Academic Librarians at Leeds Beckett University have responded to the challenges of rapidly changing student and researcher Information Literacy needs, in order to support learners more effectively.

1. What is the problem? Libraries have better resources than ever before, but according to academic staff, students are googling more than ever.
2. Why should we care? This issue results in lower grades, low usage of quality resources, frustrated staff and students and potentially decreased engagement with the Library.
3. What we did at Leeds Beckett: Made easily adaptable short videos, online tutorials and reactive Libguide content to help students with information literacy skills at the point of need, and to support staff in their efforts to engage students with quality research materials.

In this paper I will discuss practical examples of Information Literacy support produced by our Academic Support team in the last 6 months,

including short videos, longer tuition videos and new written guides on different aspects of Information Literacy. The paper highlights our methodology (from software choice to promotion) in order to demonstrate how relatively easy it is to produce high quality and adaptable online Information Literacy tuition, despite potential financial, technical and organisational constraints.

Examples of student and researcher needs include reference management software support, subject specific guidance on databases and support for students who had missed their induction. These Information Literacy needs were supported through the creation of short videos, information on Libguides, and more in-depth tutorials. These resources were easily shared via email and online, and we received positive feedback on how quickly and effectively we were able to support students and researchers.

The Information Literacy support was particularly responsive as we immediately prioritised our workload from staff and student feedback, unlike in previous years when work too often languished on the summer "to do" list. This was too often because expectations were to produce highly polished content, however due to the speed of change in the digital environment, we realised we were struggling to update content. So this year we started to use easily accessible, free tools to produce content quickly, in order to help students more efficiently and be more responsive to their immediate needs.

Additional benefits have resulted from improved communications within our Academic Librarian team, so that all subject areas can benefit from, borrow and reuse content. In this way we can better react to changing Information Literacy requirements with new content, and by adapting existing content. The paper shows how this fast-moving, continually evolving style of work takes

minimal time for planning, approval and execution, something which has hindered development of this kind of support in the past.

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## Cultivate the ground before the plant: developing an organic environment for implementing successful information literacy training

**Ai Gooch and Esther Wilkinson**

The purpose of this paper is to describe the development of collaborative relationships across the university, using a case study with the Essex Business School (EBS), and a project in particular, which created a rich environment to implement effective IL training.

Our collaboration did not happen overnight but instead we started with a small project, and gradually fostered a close working relationship. We have collaborated on a number of projects and initiatives including producing online learning resources and hosting various IL related workshops.

One particular example illustrates the significance of cross-section collaborations and of placing information literacy as a part of students' wider learning experience. In the spring of 2016, EBS and the library services launched a project to create an online student-led community called "Find a Study Buddy" (FSB). On the one hand, EBS was aware of the needs of students for further peer support learning and was investigating the best way to implement this. For the library, on the other hand, it has always been crucial to foster an effective learning environment and enhance students' learning experience. Two objectives brought the

FSB project into life and it has quickly brought different professional services at the university on board. FSB was officially launched in October and a significant number of 1st year EBS students have already joined the community.

The paper will outline the process of the project and describe the significance of collaborative and holistic approaches when developing information literacy training. We will also discuss the project from the EBS point of view, providing a departmental perspective on collaborating with the library. This paper will help you foster further collaboration across your institution, by giving examples of what worked as well as what pitfalls to avoid.

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## New Syrian Scots information literacy wayfinding practices: phase 1 research findings

**Konstantina Martzoukou and Simon Burnett**

This paper reports on the first phase of research conducted with the aim to explore the information needs of "Syrian New Scots" (the preferred name for refugees in Scotland), their habitual and adaptive information literacy practices and the barriers and enablers they encounter within their new socio-cultural setting via their interaction with people, tools and processes.

The research conducted via interviews with two Scottish Refugee Council Coordinators and two focus groups with New Syrian Scots (with nine women and nine men). Syrian participants were also involved in a drawing exercise that helped to map visually their information worlds.

The main information needs expressed by participants revolved around the learning of the English language which was linked to increasing

self-confidence, health, well-being, job opportunities, financial security, community engagement and reducing feelings of isolation. Another need that facilitated integration was related to travelling freely and gaining confidence to navigate around the city/town to attend appointments and meet basic needs. However, government benefits would not consider these additional expenses. All participants also highlighted the issue of family separation. This created complex information needs around issues that concerned the possibility of being reunited with family members located in different countries.

There was support provided by the local community to ensure that the families had the basic means to use computers and connect to the Internet. However, the families mostly used their smart phones. Younger participants referred to using their mobile phones for navigating in the town. Occasionally people would use translation applications but these were not very accurate. WhatsApp was used regularly to communicate and exchange information but it was useful as long everyone followed a "shared rhetoric". The SRC had also set up email accounts for the Syrian families but they would still not use them because this was a communication tool for business in Syria. This created difficulties with setting up services for them. The SRC Coordinator had connected the families to Facebook and the families were using it to get information from groups and talking to other people in Scotland.

However, in their daily lives in Scotland the families preferred the help of a person, particularly received by the coordinators, interpreters, volunteers and friends who were important players in the adaptation process. The Mosque played a key role in terms of a common place where they could meet.

Information provision to the families required a more step by step process that acknowledged the particular needs of the families in different stages. Needs, priorities and resources were set differently depending on local variables. Exchanging examples of good practice across the different councils was very important for increasing awareness of the issues and understanding what makes a successful integration. Families who had settled could play a significant role in the integration of new arriving families.

Attending the LILAC conference will provide the researchers with an opportunity to engage in valuable discussion on how public libraries could support Syrian families in their social inclusion and their emerging information landscapes for their resettlement and adaptation.

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## Where are we now? UCISA Digital Capability Survey 2017: a snapshot of digital literacy across the UK HE sector

**Gareth Johns**

The first UCISA Digital Capabilities survey in 2014 provided the first snapshot of digital capabilities – those which "fit an individual for living, learning and working in a digital society" (Jisc, 2014) (<https://www.jisc.ac.uk/guides/developing-digital-literacies>) - across the UK HE sector. It identified the growing importance of digital capabilities and made a number of recommendations, including the importance of a whole institutional approach, partnership working and the need for senior staff involvement.

Since this first survey the profile of digital capabilities has grown, influenced by factors such as student expectations, new technology,

changing approaches to learning, teaching and learning spaces, government reports such as "Make or Break: The UK's Digital Future" (2015) <https://www.publications.parliament.uk/pa/ld201415/ldselect/lddigital/111/111.pdf>, and further work from Jisc and SCONUL. Additional factors such as the Teaching Excellence Framework (TEF) are also likely to have an impact on institutional practice.

Many institutions use both the Jisc definition of digital capabilities and its revised framework (<https://www.jisc.ac.uk/rd/projects/building-digital-capability>). There are many similarities between the capabilities identified in the Jisc framework and the SCONUL Digital Literacy lens (<http://www.sconul.ac.uk/publication/digital-literacy-lens-on-the-sconul-seven-pillars-of-information-literacy>) meaning that Library and Learning Support staff have an important role to play in promoting and supporting digital capabilities in their institutions.

The 2017 UCISA Digital Capabilities survey sought to identify how the picture has moved on since 2014 and how institutional strategy and practice has changed. This session will report the key findings from the 2017 Survey report and will provide an opportunity for attendees to discuss what they as individuals, teams and Libraries can do to influence, develop and contribute to the digital capabilities agenda at their institution. Questions we will consider include:

- How widespread is the use of the Jisc definition of digital capabilities (DC) and their supporting resources?
- Are Library strategies driving DCs?
- Where does responsibility for developing and supporting DCs sit in institutions?
- How important are SCONUL's 7 Pillars and the Employability Toolkit to the sector?

- How important is TEF as a driver for the development of DCs?
- How are changes to the DSA impacting Libraries and DCs?
- How will you use the findings from the DC Report?

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## Moving beyond the research paper: fostering emerging literacies in the library

Annie Pho, Julia Glassman, Joanna Chen Cham and Simon Lee

Rapid changes in technology, media production, and the social landscape present continually evolving challenges for both students and educators. In order to produce successful academic work and critically engage with the world around them, students must be information literate in a variety of media, and educators need to stay one step ahead of these changes in order to guide students through an increasingly complex sea of information. Libraries are in a unique position to respond to these changes by working with faculty and students to explore projects that foster emerging literacies: literacies that expand upon the concepts of transliteracy and metaliteracy to encompass the consumption and creation of information in the digital age.

To help students develop these emerging literacies, librarians at UCLA work with faculty and other campus partners to integrate, teach, and facilitate projects fostering emerging forms of academic and creative work. Examples include helping students create zines as research projects, providing an avenue for students to showcase and design their own independent games, and collaborating with faculty to create digital exhibits and other multimedia projects.

In this workshop, participants will learn about emerging literacies and creatively address the challenges that can arise when supporting them. What are emerging literacies? How can libraries support research beyond the traditional research paper? What skills do students need in order to create these new media research artifacts? After a twenty-minute discussion of these questions, participants will gain hands-on experience with emerging literacies by breaking out into small groups to create a variety of projects: a tabletop game, a zine, a short video, and a digital mapping project. Finally, participants will reconvene to share ideas for implementing projects like these at their own institutions. Participants will have access to resources and materials after the session.

After this workshop, participants will be able to:

- Define emerging literacies in order to identify opportunities for collaboration and innovation at their institutions;
- Articulate the value of libraries and library staff in working with emerging literacies in order to approach and collaborate with faculty; and
- Create a tangible artifact to use as an example when working with faculty and students.

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## Online reading lists: encouraging staff engagement to improve student information literacy

Allie Taylor

Many institutions now use software to provide online reading lists for modules. At the University of Worcester (UW) we have Talis Aspire, and have worked hard to engage both staff and students with the resource. While usage and feedback have been good, and many academics have become adept at updating and publishing their lists, there is work to be done in answering the above questions and ensuring that academics engage with reading lists at more than just a surface level. Research shows that, properly used, reading lists can help promote information literacy and help lecturers communicate with students (Brewerton 2014; Miller 1999; Siddall and Rose 2014). Alongside information literacy sessions they can also play a key role in helping students to avoid library anxiety (Van Scoyoc 2003). Yet many academics remain wary of giving too much information, spoon feeding students and not allowing the students enough freedom to research their own topics, or, at the other extreme let their lists lie fallow as “static records of the tutor’s own reading experience” (Stokes and Martin 2008).

This workshop asks participants to examine the areas they would expect academics to consider when creating a reading list; types of content, format, length and layout (30 minutes). The workshop then continues with recreating a session (30 minutes) given to academic staff at the UW Learning and Teaching Conference and as part of the PG Cert in Learning and Teaching in Higher Education, using TurningPoint software. We will examine how to encourage lecturers to maximise the impact of their reading lists and increase library use. We will consider the pedagogy of

reading lists, how to engage students with reading and how academic staff and the library can support students in using the resources available, drawing on best practice from academic colleagues at UW.

This session will give a practical illustration of how to encourage academics of the need to engage with reading lists. It will be useful to anyone hoping to further engage academic colleagues with online reading list systems or hoping to breathe new life into departments where enthusiasm is flagging.

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## SAIL away: comparing the cohort test to build your own test version of Project SAILS in a Canadian context

Nicole Eva and Rumi Graham

We conducted a pre-/post-test study in fall 2015 to gauge the information literacy levels of first-year undergraduates using SAILS, a standardized, validated information literacy test based on the ACRL Information Literacy Competency Standards for Higher Education. Given our location in Canada, the only available form of the test we were eligible to use at that time was the international version of the cohort test. Our study outcomes were disappointingly inconclusive, chiefly because the cohort report did not permit comparison of individual students' performances on the pre- and post-tests. After a new Build Your Own Test (BYOT) version of the SAILS test became available world-wide in 2016, however, we decided to rerun the study using the BYOT, as it permits tracking of test results on an individual student basis. The questions we chose for our BYOT were on topics we knew would be covered in fall 2016 information literacy class sessions to ensure students had exposure to the concepts being tested. This presentation will compare the cohort test to the BYOT as well as our findings from both rounds of the study. Lessons learned will include benefits and drawbacks of the two types of tests,

areas of strengths and weaknesses in our students" cohort test results as compared to those of other cohort institutions, and whether the BYOT pre- and post-test results suggest our students' information literacy levels changed for the better over the fall 2016 term. Our presentation aims to help other institutions more fully understand the type of results they can expect to see from such tests and decide what might work best for their own institutional assessment purposes.

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## And the winner is...: does competitive team-based activity enhance learning for undergraduate students in IL classroom environments?

Abigail Heath and Samantha Brown

Competitive games and quizzes in library teaching sessions are often used as a way of motivating and engaging students (Walsh & Inala, 2010, Margino, 2013). Since the successful development of our "Pointless" quiz style induction (Moody & Truscott, 2014), members of the Academic Engagement team at Plymouth University became interested in evidencing the effectiveness of a competitive team approach.

The aim of our research project is to evidence whether competitive team based activities, using technology or not, are successful in helping students to digest and remember the key points of IL sessions.

Having gained ethical approval, we are currently in phase 2 of a 5 phase research arc, concentrating on IL sessions for year 1 undergraduate students in groups of between 25-40.

As the crux of the research is whether competitive team-based activity works as a teaching tool, it was important that:

- A variety of student groups, covering a wide subject spectrum were included
- Competitive activities were varied, e.g. quizzes, lego building, treasure hunts (physical and online)
- Control groups were included (no competitive team activity)
- Follow-up activities to test retention were completed by volunteers

Delegates will learn about our experiences, lessons learned and plans for our next phases.

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# The information seeking behaviour of advisors to policy-makers for homelessness in Ireland

Caitríona Honohan

The idea for this study stemmed from the original question: Is the research into homelessness that's being undertaken in universities reaching the relevant policy-makers? During the week of 20-26 June 2016, there were 4152 homeless adults accessing local authority managed emergency accommodation in Ireland. In July 2016, the government launched its new Action Plan for Housing and Homelessness: Rebuilding Ireland. It was prepared using the recommendations of the Oireachtas Committee for Housing and Homelessness, which held meetings with key individuals and organisations from April to June 2016. Some of the participants in this study contributed to these meetings.

This presentation will discuss this research study on the information-seeking behaviour of advisors to policy-makers for homelessness in Ireland. The instrumental case study was designed to investigate the information-seeking practices of relevant advisors from a range of different organisations to assess the formal and informal sources of information that are in use. It also explored their thoughts and feelings during the information-seeking process. Purposive sampling was used to identify six participants for semi-structured interviews. A grounded theory approach was taken and analysis was done using the constant comparative technique.

It was found that personal contacts, often academic researchers, are key to the information-seeking behaviour of these participants. Three key sources of information are databases, websites of trusted organisations and libraries. Two main

barriers to information-seeking were identified: time constraints and a lack of or limited access to academic literature due to financial restrictions. The main practical driver to information-seeking for the participants is effective communication and information sharing between the various organisations. Suggested ways forward are outlined, including building on this communication and information sharing both between government departments and homeless charities and also between people in organisations involved with homelessness and academic researchers on homelessness both in Ireland and internationally.

# ABSTRACTS

Wednesday 12<sup>th</sup> April  
Parallel sessions (Group 8)

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## Revisiting data literacy in the big data landscape

Sheila Corral

As Graham Pryor observed in 2012, "Technology has enabled data to become the prevalent material and currency of research", replacing information and publications as its accepted deliverable, and presenting significant challenges for academic libraries and information literacy practitioners – though many librarians have drawn on experience with social science and geospatial datasets in responding to research data agenda.

But the data deluge extends beyond academic research, with data also hailed as the new currency and form of exchange in the business world; similarly, in healthcare, education, and the public sector, a philosophy of open data to improve transparency is being espoused by governments worldwide and international bodies such as OECD. The current trend is Big Data 2.0, which converges e-science with business intelligence, crowdsourcing, data analytics, social media and Web 2.0 technologies to create very large-scale interdisciplinary human-subject research programs, often involving public- and private-sector partnerships operating across multiple jurisdictions and different cultures. These megaprojects bring another level of technical and organizational complexity to data-intensive research, and raise additional policy, legal, and ethical issues that resonate with the professional and personal values of information specialists.

Librarians are extending their information literacy instruction into the research data arena, with many case studies published in the past five years, including initiatives targeting researchers as well as students (Carlson & Bracke, 2015; Doucette & Fyfe, 2013; Haendel et al., 2012; Peters & Vaughn, 2013). Some practitioners have developed curricula to prepare graduates for working with data in employment, notably in business and public health (Macy & Coates, 2016). Public libraries are also helping people navigate the opportunities and threats of the new data landscape (Emmelhain, 2015). Scholars have discussed definitions and competencies for data literacy, usually with reference to research data (Koltay, 2015; Schneider, 2013), although Prado and Marzal's (2013) framework includes public sector data and targets academic, school, and public librarians. Commentators variously see data literacy as complementary to or a component of information literacy, but agree the concepts are closely related; Schield (2004) argues that statistical literacy is an essential dimension of both data literacy and information literacy.

Our research has a broad scope to gain more complete understanding of the evolving phenomenon of data literacy and its meaning for librarians. Three questions guided our investigation:

- What does it mean to be data literate in a world of massive open online data and continuous participatory research programs?
- Where should librarians concentrate their efforts to create real value for the individuals and communities they serve?
- How can the profession collaborate to make a difference in our fast-moving data-rich society?

We used a collective case-study strategy based on secondary data from other related research and

our prior work. Our analysis confirms the need for librarians to: expand information and data literacy programs to cover data in multiple contexts (education, the workplace, and our personal lives); assume a critical role in developing policies and practices supporting data privacy; and work across traditional boundaries to promote ethical use of data in the digital world.

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## Mission Impossible? Transforming library induction into learning

Lisa Eveson

The importance of induction and early engagement with students is well established (Murtagh et al., 2016), as is the need for students to

develop a sense of group belonging (Trotter & Roberts, 2006). However, when the timing and delivery style of the library induction are wrong, the result can be information that is "de-contextualised, de-personalised and de-pressing!" (Keenan, 2007, p. 83). Game based learning provides flexibility over when induction is delivered and can free up staff time. This research explores the issues presented by library induction, and uniquely focuses on attempting to evaluate long term impact of an induction intervention.

In 2015, an augmented reality game (LibQuest) was introduced at Teesside University to engage students in learning about the library, while also encouraging interaction with peers. The aim was to transform the library induction from transmission of information, to active participation in learning. The theme of the game is a Spy Mission and it uses both physical and virtual experiences to introduce different learning zones in the Library; the academic support available; finding books in relevant subject areas; loaning and returning a book; and using online Library systems such as Reading Lists Online, the Catalogue and LibGuides. These learning objectives were suggested by second year students stating what they wished they had known in their first year. Indeed, a key element of the project has been the participation of students in designing, developing, testing and evaluating the game.

This presentation will provide details of how the game was rolled out, initial feedback from students and participation rates. Ultimately we will be addressing the question – what was the impact on students learning? This will focus on six themes:

- Awareness of resources
- Exploration of the Library
- Team work
- Belonging
- The LibQuest app
- Fun

We also aim to provide information from follow up data and in depth interviews with participating students. This data, if available, will further enrich information on the six themes above.

Library induction plays a vital role in students' transition to higher education. LibQuest positions students at the centre of their learning and it has enabled us to rethink our approach to induction. We will outline the lessons learnt and how we plan to further develop the game. This will cover our approach to organizing student participation in the game itself and future evaluation of the game's impact.

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## Nail, derail, fail: change, uncertainty and ongoing redesign in information literacy instruction

Janet Cottrell and Betsy Beaulieu

As more institutions successfully design embedded information literacy instruction and assessment programs, it seems possible that at least some will experience what we did at Champlain College: a cycle of nail, derail, fail. Ten years ago, the library staff nailed it by creating a scaffolded, curriculum-embedded inquiry-based information literacy instruction program with rubric-based assessment of student work. Less than five years later, it derailed when both the curriculum and the evaluation methodology we relied on changed substantially, breaking both our instruction and our assessment. We regrouped by redesigning part of our instruction in the form of fully-online modules; these succeeded in part, but also failed to some extent as some faculty members neglected to incorporate the modules in their courses.

This session will present a frank discussion by two presenters –the library director and the dean of the general education division – of the impact of that nail, derail, fail cycle. We will share the challenges we encountered, insights we gained, and strategies we have developed, both individually and collaboratively, to function in an environment of constant flux and occasional frustration. Delegates will come out of this session knowing how to recognize the cycle and which specific tactics worked for us.

As context, the library and the general education division are natural allies on our campus. Both units have broken new ground and both are recognized as innovators. Known for its commitment to innovative undergraduate

teaching, Champlain College has embraced a cycle of assessment in order to revise and improve the general education program. The library is considered a leader in authentic assessment on campus. Now, a decade in, the challenge we face is no longer the creation of a signature IL instructional program that reaches every student, or a coordinated authentic assessment program, but rather how to adapt what we've created in the face of relentless change. This question of "thriving in the face of success" can be a challenge on many campuses, and it may be an even greater challenge in our rapidly-evolving and innovative setting.

This pace takes a toll, and each of us has struggled with it in directing our respective units. As division directors, we work within the same overall context, but fulfill separate mandates-- and at times, these mandates conflict. From working together, we have come to recognize that in fact we face common challenges. While acknowledging that our campus, and the general education division in particular, will always present the challenge of change, we are committed to maintaining a strong and supportive partnership even when our respective missions sometimes conflict. In some cases, the approaches we have developed overlap, while in other instances they are different. Our tactics include:

- Naming the difficulty.
- Taking time to think without rushing to solution.
- Being open to untried possibilities.
- Reinforcing pre-existing partnerships.
- Emphasizing communication and "framing."
- Identifying common values.

In this session, we will highlight these tactics within a matrix of strategies that have advanced both our individual units and our common goal of first-rate information literacy.

## Effects of a flipped classroom intervention in a large enrolment academic skills course

Torstein Låg

The flipped or inverted classroom has recently become a popular teaching model. The defining feature of this model is moving the teacher-centred information transmission instruction out of and prior to the classroom session, in order to make room for more active learning in the classroom session itself. Many information literacy teachers are among the adopters, and some of them have documented their experiences and results (Arnold-Garza, 2014).

There are reasons to believe that flipped instruction is effective. Making room for more active learning seems a very sensible manoeuvre, given the strong and abundant evidence for the effects of active learning teaching methods on student achievement (e.g. Freeman et al., 2014). And, while research on the effectiveness of the flipped classroom is still in its infancy, there are already a fair number of control group studies from various disciplines, most of which find increased student performance in flipped over control conditions (e.g. Foldnes, 2016).

But findings from other disciplines are not necessarily transferable to an IL context. At the moment, there are few studies investigating the effects of the flipped classroom model on student achievement in information literacy. Contributions from IL teachers tend to focus on instructional design and implementation practicalities, while some also measure student perceptions, satisfaction and subjective effectiveness ratings. While positive student ratings are important, they are a poor indication of real learning gains (Uttl et al., in press). The studies that do investigate

learning gains more objectively are either studies of one-shot sessions, tend to have low statistical power, use MCQ-assessments of IL mastery or pre/post designs (e.g. Brooks, 2014; Stonebreaker, 2016)

In this paper, we discuss the background, design decisions, implementation issues and observations of the teaching team, relating to the implementation of the flipped classroom model in a semester-long introductory academic skills course with a heavy emphasis on information literacy. In 2015 the course was taught traditionally to 200 students, offering weekly plenary lectures in a large auditorium, accompanied by smaller seminar group sessions led by student teaching assistants. In 2016 it is being taught with a flipped classroom structure to 300 students, offering pre-class video lectures, comprehension check quizzes, preparatory activities, and active learning face-to-face group sessions led by the authors. In effect, this provides us with a quasi-experimental control group study.

Effects on student achievement will be assessed by comparing the quality of the final student writing assignment as measured by a rubric detailing 17 different aspects, most of which directly or indirectly measure the attainment of information literacy learning outcomes. The assignment and the rubric were identical across conditions. Analyses of failure rates, overall exam score and scores on individual rubric items, and conclusions derived from these, will be discussed in the presentation.

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## Doctoral dilemmas, digital solutions?

Diane Bell

Three aims of this paper are:

- To share my recent experience of being a practitioner-researcher in the area of doctoral digital literacy and discuss the research methodology and outcomes.
- To examine the challenges faced by doctoral students in conducting their research processes in an increasingly digital environment.
- Discussing to what extent research-informed practice and frameworks can assist with the design of information/digital literacy provision and to provide the opportunity to ask questions and share experiences.

In this paper, I would like to explore to what extent research-informed practice can contribute to understanding doctoral digital literacy and assist in designing information skills training. Barry (1997) believes that doctoral students have the greatest information skills needs of all students. I will discuss my recent Master's dissertation which explored factors influencing the digital literacy skills of PhD doctoral students. The research approach was a mixed methods one and involved a literature review, online research student digital literacy survey at City, University of London and interviews with some students. In this context, digital literacy included the adoption of digital technologies and the development of ICT, information, media and data literacy skills and online communication skills by doctoral students to support their PhD research lifecycle.

Doctoral students in the study faced a number of challenges in using digital technologies to support their research. These included:

- Researchers can operate in a complex, multi-disciplinary environments requiring a high level of awareness of current practices and specific digital skills.
- Digital technologies can be both enabling and disruptive to research. They can facilitate communication and awareness but may fail or become obsolete.
- A lack of ongoing, bespoke training at key points in the research eg. on research methods and data collection and analysis.
- Time management constraints and competing demands such as teaching, employment resulting in pressure to complete.
- A desire, in some cases to protect their online academic reputation.

Dowling and Wilson (2015) argue that doctoral digital literacy has not been properly researched and understood. It is difficult to measure researcher digital skills but parts of the Jisc Building digital capability: example researcher profile (Jisc, 2016) were used to inform the research study. The complex nature of doctoral research means it is very difficult to generalise and the individual needs, disciplinary practices and research methods of students have to be considered.

In a practical sense, how can we assist students with their digital skills? Research students consulted in the study believed they were largely self-taught in using digital technologies or had learned about them from their fellow students. They also indicated that they required training such as research methods, research data management and data analysis at certain points of their research career in areas. Flexibility of delivery methods, use of technology such as Skype to assist part-time students, individualised problem-based support and a university wide doctoral training programme were considered desirable.

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## “The real world”: information in the workplace versus information in college

Russell Hall

Workplace information literacy is an established topic in the United Kingdom and Australia, but is just recently gaining traction in the United States. Inspired by the work done by Alison Head and her team at Project Information Literacy (formerly based at the University of Washington), this project attempted to find out how recent graduates are using information in their daily work. Most workplace information literacy studies focus on one specific profession and how information is used in that particular environment. This project differs from these studies in that it involved participants from many diverse professions that all graduated from the same college. The author of

this study conducted in-depth interviews of 35 recent graduates (2009-2014) of Penn State Erie, The Behrend College (PSB). PSB is the largest satellite campus of the Pennsylvania State University (approximately 4100 students) and is noted for its strong engineering and business schools. The interviews covered wide-ranging topics about how the participants used information in their workplaces as well as their undergraduate studies.

There is a stark contrast between how the interviewees used information as undergraduates opposed to how they use information at work. A primary difference is in the primacy of people-based information over text-based information. Emails, meetings, peers, bosses, and subordinates all generate substantial, useful information in the workplace. Text, of course, has its place, but it does not have the preeminence that it has in academia, particularly in regard to peer-reviewed articles. Several interviewees mentioned that peer-reviewed research would be useful to them in their jobs, but the high cost of access prevented them and their employers from utilizing such materials. Similarly, the interviewees felt very limited in the information they could use in their college research. They were not able to use the best information they found, but rather they were

bounded by the best information that fit the criteria their faculty member required. "We were not allowed to use web sites," was a common complaint.

The interviews also revealed that several participants did not remember having information literacy instruction in their undergraduate years. However, further discussion revealed that many did recall a librarian stressing the fundamentals of information literacy with them, such as the importance of evaluating information, trying different search strategies, taking advantage of Boolean operators, et cetera. The interviews also revealed that as students, the interviewees did not receive much, if any instruction as upperclassmen. While this is not generalizable to all institutions, leveraging the information expertise of librarians into upper-level classes such as capstone courses would benefit the students. Regardless of institution, librarians would do well to partner with upper-level faculty to aid in designing research projects that allow students to use the full spectrum of quality information available in order to best simulate possible workplace information environments.

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