

LILAC 2016 CONFERENCE PROGRAMME



LIBRARIANS'
INFORMATION
LITERACY
ANNUAL
CONFERENCE
2016

Dublin

WELCOME TO LILAC 2016

Welcome to Dublin for the 12th Librarians' Information Literacy Annual Conference. We hope you are inspired by what you hear and enjoy this opportunity to share knowledge and make contacts.

The conference defines information literacy as the ability to find, use, evaluate and communicate information. We see it as the cornerstone of learning and an essential skill in this digital age and era of life-long learning.

LILAC is organised by CILIP's Information Literacy Group. The LILAC committee is made up of a team of information professionals from all aspects of library and information work who are dedicated to improving information literacy.

Conference committee

Sam Aston – The University of Manchester

Susan Boyle – University College Dublin

Peter Hickey – University College Dublin

Lisa Jeskins – Lisa Jeskins Training

Rosie Jones – Liverpool John Moores University

Louise Makin - Liverpool John Moores University

Nigel Morgan - Cardiff University

Lina Nemanyte – British Library

Claire Packham – City University

Emily Shields – Manchester Metropolitan University

Elaine Sykes - Liverpool John Moores University

Chair's Welcome

Dear Delegate,

Welcome to LILAC 2016, which is our 12th conference! On behalf of the CILIP Information Literacy Group and the LILAC Committee I hope you enjoy these three days of thought provoking papers, workshops and symposiums, inspiring keynotes, posters and even some new games to play. It is also exciting as this is only the second time we have held the conference outside of the UK, in Ireland. LILAC is a fantastic opportunity to meet like minded professionals and develop your information literacy practices. However, LILAC is not just about the programme, there are plenty of opportunities for meeting old and new friends, networking and letting your hair down. We hope you enjoy the Irish hospitality and I would like to thank the team at UCD for all their hard work over the past year.



Whether you are a LILAC first timer or an old hand, enjoy this opportunity to be inspired and challenged as we discuss and debate information literacy in all its forms. The most difficult decision you need to make is which sessions to attend with so many to choose from!

Wishing you an enjoyable conference,

Jane Secker

Chair, CILIP Information Literacy Group

About the CILIP Information Literacy Group

The IL group is a CILIP Special Interest Group which encourages debate and the exchange of knowledge in all aspects of Information Literacy.

The Information Literacy Group aims:

- To provide a forum for discussion, and to disseminate information about local, national and international initiatives
- To encourage the publication of articles, both nationally and internationally, which share new ideas, initiatives and experience
- To encourage collaboration and support across all sectors of the profession
- To highlight and promote good practice

We will achieve this by:

- Maintaining an active email list, lis-inafoliteracy
- Organising the Librarians' Information Literacy Annual Conference (LILAC)
- Publishing the *Journal of Information Literacy* (JIL)
- Maintaining the **Information Literacy website**
- Highlighting effective practice through the Information Literacy Award
- Responding to initiatives where appropriate and working in partnership with other relevant organisations and agencies

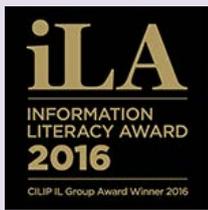
Join us!

If you are a CILIP member, please choose us as one of your Special Interest Groups. If you are not a member of CILIP, please see our pages at <http://www.cilip.org.uk/information-literacy-group/membership> for further details. External membership costs £39 p.a., and is administered by CILIP on behalf of the Group.

Membership benefits include:

- discounts on LILAC bookings and on ILG training courses and events
- funding to support training events and teachmeets
- members can apply for bursaries to attend IL conferences

Information Literacy Award 2016



The CILIP Information Literacy Group and the Library Association of Ireland are proud to offer an award for achievement in the field of information literacy. The award is open to practitioners, researchers and academics working in the information literacy field within the UK or Ireland. Nominations from all sectors are welcome. The winner will receive £500 for personal use and £500 for their nominated charity.

The award is judged by:

Dr Gayner Eyre, Library Consultant, Retired Head of Department,
Department of Information Studies, Aberystwyth University
Ellen Breen, Sub-Librarian, Dublin City University



Shortlisted Nominees for 2016

Paul Biggs (Academic Skills Tutor Librarian, Staffordshire University)

Rebecca Blunk (Librarian, Churchill College, University of Cambridge)

Elizabeth Hutchinson (Head of Services to Children and Young People, Guille-Alles Library, St Peter Port)

Eleanor Johnston (Academic Skills Tutor Librarian, Staffordshire University)

Peter Reilly (Business Librarian, University of Limerick)

Yin Min Tun (Research & Project Manager, University of Manchester)

CILIP IL Group Student Award 2016: sponsored place at LILAC

We're pleased to announce the three winners of the Student Sponsored places for LILAC 2016. This award (sponsored by the [CILIP Information Literacy Group](#) and [Taylor & Francis](#)) enables three students to attend the entire event. The award consists of full conference registration, travel and accommodation expenses.

The award is judged by:

Dr Konstantina (Dina) Martzoukou, Lecturer and Course Leader, MSc Information & Library Studies, Robert Gordon University

Rebecca Mogg Education Lead, Cardiff University Library Service and Vice-Chair of the CILIP Information Literacy Group

Winners:

Amy O'Donohoe

Amy works at Hurstpierpoint College, West Sussex and is currently in the final year of a part-time Master's degree in Library and Information Science at Robert Gordon University.

Amy Rippon (Taylor & Francis sponsored student)

Amy works at the University of Surrey Library and is currently in her second year of a part-time Masters in Library Science at City University, London.

Anna Theis

Anna works at the Alan Gilbert Learning Commons, University of Manchester whilst studying for a Masters in Library and Information Management at Manchester Metropolitan University



Credo Digital Award for Information Literacy 2016



This award recognises an individual or group who develop the best new digital educational resource for promoting IL. The winner will receive £500 for personal use and £500 for their nominated charity.



This award is judged by

Josie Fraser, ICT Strategy Lead (Children's Capital), Leicester City Council

Katharine Reedy (Information Literacy Award winner 2015), Digital & Information Literacy Specialist, Open University

Shortlisted Nominees for 2016

Flying Start - <https://library.leeds.ac.uk/flyingstart/> Skills@Library, Leeds University Library

ILG TeenTech Resource Guides - <http://www.informationliteracy.org.uk/teentech/information-literacy-resource-sheets-for-schools/>

Rebecca Jones (Malvern St James School Library, group leader), Darryl Toerien (Oakham School, Rutland), Darren Flynn (Dixons Allerton Academy, Bradford), Sarah Pavey (Independent trainer and consultant), Caroline Roche (Eltham College), Carol Webb (Forest Hill School, London) and Chris Morrison (University of Kent).

LETS: Library E-Tutorial for Students - <https://www.dcu.ie/library/lets.shtml>

Lisa Callaghan, Jack Hyland, Amanda Halpin, Siobhan Dunne, Mags Lehane and Aisling McDermott (Dublin City University).

LIHNN MOOC: Introduction to Literature Searching - <https://www.coursesites.com/s/LIHNNMOOCLS>

Michelle Maden (Clinical Information Consultant), Lisa McLaren (University Hospital of South Manchester) and Gil Young (NHS NW Health Care Libraries Unit).

Skills for 6th Form - <http://sixthformstudyskills.ncl.ac.uk/>

Sara Bird, Stephen Harding and Gillian Johnston (Newcastle University Library).

UWE Library Services Academic Skills online learning platform - <http://academicskills.uwe.ac.uk/>

UWE's Technology Enhanced Learning Operational Group (Jane Redman, Steve Cole, Ludo Sebire, Beth Lethaby, Steve Hunt, Hannah Poore, Dave Hewish, Ellen Reed, Tom Woodman, Pauline Shaw and Mel Clarke).

#creativeHE - http://www.celt.mmu.ac.uk/cpd/accredited/unit_details.php?unit_id=93

Chrissi Nerantzi (Manchester Metropolitan University), Norman Jackson (Lifewide Education and Creative Academic Resource Hubs and Networks), Sandra Sinfield (London Metropolitan University), Nikos Fachantidis (University of Macedonia) and Sue Watling (University of Hull).

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Wifi connection

Wireless Internet access is available campus-wide. There are two networks you can connect to: UCD Wireless and the Eduroam network (authentication required).

Photography

Please note that photographs will be taken by a designated LILAC photographer throughout the conference. These photographs may appear on the LILAC website or in other forms of conference publicity.

A pdf version of the conference schedule and full programme, including abstracts, is available from the LILAC website <http://www.lilacconference.com/lilac-2016/programme-for-lilac-2016>

Monday 21st March

- 09:30 – 12:45 Registration (Refreshments available 10.00 – 12.00)
- 10:00 – 12:05 Parallel Sessions 1
- 10:15 – 10:45 Tours of the James Joyce and Health Sciences Libraries
- 12:05 – 12:55 Lunch
- 12:55 – 13:25 Welcome & official opening
- 13:25 – 14:25 Keynote – Nicola Whitton & Alex Moseley
- 14:35 – 15:05 Parallel Sessions 2
- 15:05 – 15:30 Refreshment break
- 15:35 – 17:00 Parallel Sessions 3
- 19:00 – 21:00 Networking evening at Chester Beatty Library
- 21:30 – late LGBT+ gathering at The George Pub (all are welcome!)

Tuesday 22nd March

- 09:15 – 09:45 Registration (day delegates)
- 09:45 – 10:00 Welcome
- 10:00 – 11:00 Keynote – Char Booth
- 11:00 – 11:45 Poster exhibition & refreshment break
- 11:45 – 12:45 Parallel Sessions 4
- 12:45 – 13:45 Lunch
- 13:00 – 13:30 CILIP IL Group AGM (George Moore Lecture Theatre)
- 13:45 – 15:05 Parallel Sessions 5
- 15:05 – 15:25 Refreshment break
- 15:25 – 16:30 Parallel Sessions 6
- 19:30 – 23:30 Conference dinner at Royal Hospital Kilmainham

Wednesday 23rd March

- 09:15 – 09:45 Registration (day delegates)
- 09:45 – 10:50 Parallel Sessions 7
- 10:50 – 11:20 Refreshment break
- 11:20 – 12:20 Keynote – James Clay
- 12:20 – 13:20 Lunch
- 13:20 – 14:05 Parallel Sessions 8
- 14:10 – 15:20 Panel discussion – round-up
- 15:20 Conference closes. Tours of the James Joyce and Health Sciences Libraries

Monday 21st March Parallel Session 1

Room:	E2.18	H2.38	H1.51	H2.32	E1.19	PC Cluster Health Sciences Library
10:00-11:00	<p>Publication without tears; tips for aspiring authors.</p> <p>Emma Coonan</p>	<p>Welcome Event</p>	<p>Data-informed decision making: Research data that can inform library procurement and investment in the student learning experience.</p> <p>Yaz El Hakim</p>	<p>Librarians as doctoral researchers: opportunities and challenges when practicing librarians become researchers.</p> <p>Jane Secker & Mary Delaney</p>	<p>Stepping it up: supporting research IL.</p> <p>Stuart Bentley & Michael Latham</p>	<p>The students run the session: hands-off one-shots with a library game.</p> <p>Ngoc-Yen Tran, Miriam Rigby and Annie Zeidman-Karpinski</p>
11:05-12:05	<p>AMORES: An Approach to Motivating learners to Read in European Schools – digital literacy in action. (45 minutes)</p> <p>Geoff Walton, Mark Childs & Janet Hetherington</p>	<p>Developing a collaborative vision, strategy and offer for information and digital literacy in your institution.</p> <p>Vicky Grant & Chris Stokes</p>	<p>Turning them loose: increasing student engagement in information literacy activities.</p> <p>Eileen Wright</p>	<p>Information literacy in LIS education: exploring the practitioner view.</p> <p>Charles Inskip</p>	<p>Communicating value through student learning assessment.</p> <p>Andrea Falcone & Lyda Ellis</p>	<p>Creating an online treasure hunt for your library users.</p> <p>Catherine Radbourne, Fiona Paterson & James Atkinson</p>

Monday 21st March Parallel Session 2

Room:	H1.49	E1.19	E1.51	H2.38	E2.18	H2.32
14:35-15:05	<p>Transform-IT: On the magic roundabout of skills.</p> <p>Andrew Walsh & Jessica Haigh</p>	<p>10 am in Sheffield, 6 pm in Kuala Lumpur? Delivery & promotion of information literacy skills to transnational students.</p> <p>Julia King & Rupert Kahn</p>	<p>Lowering students anxiety during information skills training with active learning.</p> <p>Aurélie Gandour</p>	<p>140 characters in search of a purpose: integrating twitter into IL and IL into twitter.</p> <p>Margy MacMillan</p>	<p>Student engagement through peer-led outreach and collaboration.</p> <p>Charlotte Evans & Rachel Conlan</p>	<p>Art historical theories and practices can strengthen pedagogical approaches to information literacy instruction.</p> <p>Yayo Umetsubo</p>

Monday 21st March Parallel Session 3

Room	E1.19	H2.32	H1.49	E2.18	H2.38	H1.51
15:35-16:05	Framing the ACRL information literacy threshold concepts in a credit-bearing business research methods course. Charissa Jefferson	Expert engagement: practical researcher digital literacy provision at City. Diane Bell	Peer support for the development of information and digital literacy skills at the Institute of Technology Tallaght. Philip Russell & Gerard Ryder	Assessing information literacy attainment – creating a portable integrative assessment for use across early undergraduate curricula. Paul Verlander & Jo Kennedy	Exploring the need: re-examining our information literacy offer. Kaye Towlson	DigiLab. Ros Bell
16:15-17:00	What happens after graduating from university? Alison Head	Celebrating undergraduate research at York University: insights on students' information literacy skills and future directions for instruction. Sophie Bury, Dana Craig & Sarah Shujah	What actually happens: an ethnographic investigation of student library use. Eamon Tewell, Natalia Tomlin & Kim Mullins	Learning, Lending, Liberty? Can school libraries be engines for youth citizenship? Lauren Smith	Effective partnerships with schools? Essential knowledge for successful outreach. Elizabeth Bentley, Sarah Pavey, Sally Todd, Sue Shaper & Carol Webb	Copyright literacy in the UK: tackling anxiety through learning and games. Jane Secker & Chris Morrison

Tuesday 22nd March Parallel Session 4

Room	H1.51	H2.38	E1.19	H2.32	E2.18	H1.49
11:45-12:45	Appreciative Inquiry - strengthsbased approach to information literacy instruction. Alan Carbery, Lindsey Godwin & Janet Cottrell	What are you looking for? Pamela Kessinger	Library Vines: developing information literacy six seconds at a time. Antony Groves	Playing for Keeps: Game Design and Implementation for Long-Term Learning. Catherine Fahey & Marcela Y. Isuster	Working together to make something new: developing a programme of peer-led outreach. Rachel Conlan, Charlotte Evans, Hannah Jewell & Andreea Mocanu	Creative techniques to engage students deeper. Peter Reilly

Tuesday 22nd March Parallel Session 5

Room	H1.49	E1.19	E2.32	E2.18	George Moore Lecture Theatre	H1.51	H2.38
13:45-14:30	Confidence, frustration, and worry: the role of emotions in student learning & research. Michael Courtney & Carrie Donovan	Young people's experiences of political information: implications for information literacy practice. Lauren Smith	No social media please, we are researchers. An investigation into the digital literacy competences of PhD students incorporating social networking tools throughout the research lifecycle. Shazia Arif & Konstantina Martzoukou	Road mapping the digital jungle. Alison Pickard, Geoff Walton, Lara Dobbs & Mark Hepworth	What can a User eXperience (UX) approach tell us about the undergraduate research process? Siobhán Dunne	Great IDEA: an instructional design model for integrating information literacy. Kimberly Mullins	Lagadothon (see below; until 15:25)
14:35-15:05	Teaching and un-teaching authority: evaluating sources in the critical library classroom. Eamon Tewell & Katelyn Angell	Masters of the UniVerse! Holly Singleton & Phil Jones	Peer to peer part 2: a follow up study of students' information literacy development using a student researcher. Iain Baird, Fran Porritt & Ethan Lumb	Beyond the ivory tower: community engagement and student transition to university. Rebecca Mogg & Fiona Morgan	Student2Scholar: rethinking online learning using the ACRL's new Framework for Information Literacy in Higher Education. Monique Flaccavento	Using screen-capture technology to understand health information seeking behaviors and assess e-health literacy. Danielle Carlock	

Lagadothon:

- The CRAP! Game – Kathryn Ballard
- Business Library Resources Jeopardy Game – Charissa Jefferson
- The Publishing Trap: an interactive game to allow post graduate students and researchers to consider the implications of traditional, recent and emerging academic publishing models – Chris Morrison and Jane Secker
- Better Informed Bibliography (BIB) Game – Jenny Pacheco
- Creating an Essay Jigsaw Puzzle – Sarah Pavey
- Escaping the induction... – Andrew Walsh

Tuesday 22nd March Parallel Session 6

Room	H2.38	H1.49	E2.18	E2.32	H1.51	E1.19
15:25-15:55	<p>Academic support teaching and learning development programme at the University of the Arts London.</p> <p>Leo Appleton & Elizabeth Staddon</p>	<p>Does the research paper kill curiosity? Collaborating with faculty to support learning and exploration.</p> <p>Anne-Marie Deitering & Hannah Gascho Rempel</p>	<p>Are we there yet?</p> <p>Peter Hickey</p>	<p>Defining delivery (@ Derby): upgrading support for online learners.</p> <p>Emma Butler, Lucy Ayre & Jacqui DaCosta</p>	<p>Adjusting academic expectations: improving self-confidence and independence in international postgraduate students.</p> <p>John Hynes & Lee Webster</p>	<p>Library Association of Ireland Task Force on Information Literacy (TFIL): challenges and new directions.</p> <p>Philip Russell, Claire McGuinness, Jane Burns & Emer O'Brien</p>
16:00-16:30	<p>A Flying Start to higher education study.</p> <p>Natalie Bedford</p>	<p>Integrating information literacy into a team-based learning course.</p> <p>Candice Benjes Small</p>	<p>Introducing information literacy through EPQ support: the development of the University of Bristol Library's school engagement programme.</p> <p>Lucy Wilkins & Lucy Langley</p>	<p>What a difference a year makes! 400 institutional requests for information skills interventions within the curriculum.</p> <p>Elizabeth Newall</p>	<p>All you need to startup is KnowHow: creating a scalable information literacy programme at the University of Liverpool.</p> <p>Nicola Kerr, Zelda Chatten & Emma Thompson</p>	<p>Mission impossible? How a team of 4 delivered information literact support from a distance to 1500 students.</p> <p>Rachel Posaner & Emma Green</p>

Wednesday 23rd March Parallel Session 7

Room	H1.49	H2.38	H1.51	E2.18	H2.32	E1.19
9:45-10:15	<p>Across the borders: a bespoke pilot library programme for international students attending Waterford Institute of Technology in collaboration with the international office.</p> <p>Claire Kennedy, Tina Hurley, Delia Foley & Jennifer Bolger</p>	<p>From traditional to critical: embracing critical pedagogy in instructional design.</p> <p>Sean Leahy & Alan Carbery</p>	<p>Using interactive narrative to drive student learning.</p> <p>Jeremy Walker, Sa'ad Laws, Paul Mussleman & Mohamud Verjee</p>	<p>Perceptions & understandings of the ACRL Framework for Information Literacy.</p> <p>Elizabeth Berman & Merinda Hensley</p>	<p>All for one!</p> <p>Will Reid</p>	<p>"If you can't be kind, be scholarly". Constructive peer reviewing. (60 minutes)</p> <p>Emma Coonan</p>
10:20-10:50	<p>All aboard! Enabling & empowering staff & students to flourish in the digital age.</p> <p>Liz Dore & Blaneth McSharry</p>	<p>The information literacy of college students: gender influences on information source selection.</p> <p>Arthur Taylor & Heather Dalal</p>	<p>"New" ideas for "old" texts: delivering information literacy sessions using clay tablets.</p> <p>Barbara McCormack</p>	<p>Trials and tribulations: adopting the ACRL Framework at a small academic library.</p> <p>Lindsey MacCallum</p>	<p>Is it a bird? Is it a plane? What students can learn asking questions about comics.</p> <p>Mason Brown, Sarah Ward & Stephanie Margolin</p>	

Wednesday 23rd March Parallel Session 8

Room	H2.32	E1.19	H2.38	George Moore Lecture Theatre	E2.18	H1.49
13:30-14:14	<p>Censoring the web: mapping content filtering in UK public libraries.</p> <p>Daniel Payne, Stuart Lawson, Jennifer Gallagher & Lauren Smith</p>	<p>Using professional standards to inform information literacy work.</p> <p>David Bedford</p>	<p>A graduate employability lens for the SCONUL Seven Pillars of Information Literacy.</p> <p>Stephane Goldstein & Moira Bent</p>	<p>"Are they learning?" Building a longitudinal model of information literacy assessment.</p> <p>Alan Carbery & Sean Leahy</p>	<p>Information use in natural habitats: a comparative study of graduates in the work place in Ireland & Canada.</p> <p>Siobhán Dunne & Margy MacMillan</p>	<p>Bridging the international divide: a systematic review of international students and information literacy.</p> <p>Claire Wiley, Meggan Houlihan & Amanda B. Click</p>

POSTERS

Rudai 23: Using Social Media for Teaching and Learning

Niamh O'Donovan, Stephanie Ronan and Caroline Rowan

In July 2015, a free online course was developed and launched by a collaboration consisting of members of the Western Regional Section of the Library Association of Ireland, together with additional contributors from a variety of information and education backgrounds. This course is called Rudai 23 and is based on the original 23 Things course, pioneered by Helene Blowers.

The course consisted of 23 modules which were made available via a blog over a 14 week period. For each of the 23 things, participants reviewed a learning component, completed a specific information literacy task and wrote a reflective blog post.

The purpose of the course was to introduce information professionals to tools and networks that they could use in their job and for their own professional development. The course also enabled participants to actively participate in a professional network and discuss current issues in the information profession.

185 Information Professionals registered for the course from 11 different countries. Over the duration of the course, participants developed: blogs, podcasts, augmented reality campaigns, pinterest boards, screencasts, community shared documents, infographics, presentations, twitter accounts, LinkedIn accounts and participated in twitter chats, Google hangouts and a live Hangout-on-air. The learning styles were experiential, collaborative and reflective with peer support made available from the Rudai 23 team and participants via networks such as twitter and facebook and through blog comments.

This poster will link to and highlight the learning outcomes and completed information literacy tasks of Rudai 23 participants. It will incorporate the tools that

were used to deliver and project manage the course as a method in showcasing the output of the course, and demonstrating the how current, free web technology can be used as a professional learning tool.

LIST Online - Information Literacy Support for MU Students

Fiona Tuohy

This poster will demonstrate the evolution of the LIST (Library Information Skills Tutorials) programme at Maynooth University (MU), from its inception to the development of LIST Online and will feature live online Information Literacy (IL) tools.

MU's LIST programme began in 2004 with eight topics. 11 years later, after a number of changes, LIST is now being re-invented to LIST Online, a complementary addition to LIST.

Maynooth University retains a student-centred ethos. Because of this rapid growth, the availability and ease-of-access to information skills tutorials has become increasingly important in order to meet the needs of a growing student body.

We became increasingly aware that not all students were in a position to attend the LIST sessions during the day. Furthermore, there are a large number of part-time students who access the library during evenings and weekends only. The creation of online supports enables these students to benefit from the same range of supports as their full-time peers. In addition, students will now have the choice to attend a face-to-face session, participate in the online version or combine both, reinforcing their learning at the point of need.

This poster will outline our journey developing LIST Online and include our choice of software, the design of supports, the inclusion of the evaluation and measurement tools and live demonstrations. It will also outline the future of LIST Online which will include the addition of resources from our external partners who currently contribute to LIST.

KEYNOTE ABSTRACTS

Nicola Whitton

Professor at the Education and Social Research Institute at Manchester Metropolitan University

Alex Moseley

National Teaching Fellow and Educational Designer and University Teaching Fellow at the University of Leicester

What can play do for you?

Play is important for all of us. It supports socialisation and decreases stress, develops imagination and creativity, and enables learners to have new experiences. Crucially, play allows us to take risks and learn from our mistakes. In this interactive keynote, Alex and Nicola will explore the potential of play to support learning and information literacy. Drawing on examples from their work, they will discuss different elements of play and show how they can support learning and engagement in different ways. Delegates will be invited to join in and try some playful activities for themselves.

Char Booth

Associate Dean of Library, California State University San Marcos

Why Reflect? The Holistic Practice of Stepping Back.

Reflective practice is the process of actively observing, understanding, and shaping one's pedagogy across the entirety of a learning interaction. Its associated skills involve developing individual insight into the impact and practice of education through critical analysis, instructional design, theoretical grounding, and dialogue with peer educators. Also integral is gathering evidence-based insight into learning outcomes and the learner experience through meaningful assessment. Less often discussed is the role of reflective practice in the development of successful information literacy programs and larger-scale organizational structures and initiatives - this keynote will explore strategies for cultivating a more holistic reflective practice in learning-focused library organizations, one that has as many implications for the collective as the individual.

Reflective practice questions to consider:

- As I make pedagogical decisions, am I guided by instinct, theory, assumption, and/or autopilot?
- Can I identify evidence that students are learning as a result of my actions and interventions?
- Are there political, ethical, and/or cultural elements to the content of my instruction that could be more deeply explored?
- What am I doing to facilitate a community of practice among my colleagues and collaborators?
- Have I tried anything new lately in the classroom? Was it successful, and if so, why? If it failed miserably, what and how can I learn from the experience?
- What elements of my past experience inform my practice and philosophy as an educator? Do I communicate these principles to learners and colleagues?

- Do I look beyond the classroom to the broader impact of my library on the campus/community/culture? What can I do to encourage a stronger impact?

James Clay

Project Manager, Building Digital Capability,
Jisc

Building digital capability in the library

Effective use of digital technology by university and college staff is vital in providing a compelling student experience and in realising a good return on investment in digital technology.

Jisc has created a digital capability framework that has six core elements that allows staff and institutions to map the skills required by different roles.

James Clay, project manager at Jisc, will explore the history and background to the building digital capability project and the importance of staff within libraries understanding their own digital capability and, as well as supporting and building the digital capabilities of others.

The keynote will showcase how Jisc working with stakeholders and sector bodies, aim to provide clear guidance over what digital skills are required, and equip leaders and staff with the tools and resources they need to improve digital capability at a local and institutional level.

It will provide a library lens on the digital capability framework and possible next steps for staff wanting to build digital information literacy as well as the other elements of digital capability.

ABSTRACTS

Monday 21st March

Parallel sessions (Group 1)

Publication without tears: tips for aspiring authors

Emma Coonan

Have you considered publishing your LILAC paper or other research in the Journal of Information Literacy? Come along to this workshop by JIL's Editor-in-Chief to learn what happens at each stage of the article publication process as well as what peer reviewers are looking for and how to deal constructively with their feedback. We'll explore what constitutes publishable research, how to frame and structure an article, and what YOU could publish from your practice or research. Lastly, we'll share some tips on managing the writing process.

Data-informed decision making: Research data that can inform library procurement and investment in the student learning experience

Yaz El Hakim

Evidence is growing to support the view that learner analytics and other data sets could be better utilised within the Higher Education sector than they are at present (Kuh, 2003). Engagement data concerned with physical spaces (eg. libraries) and virtual learning environments could all become more valid proxies for teaching and learning excellence, in addition to more established academic league tables.

Despite recent publications espousing the best principles and practices with regards to learner

analytics in higher education (Sclater, 2014), adoption of those principles and the monitoring of staff and student engagement is still relatively low across institutions throughout the UK. Disruptive new platforms and software emerging in this space are shifting the status quo and demonstrating the real impact of decisions based on learner outcomes data. The HE sector is starting to place more emphasis on the value of this information and the impact students' research and learning data can have on their academic experience.

Initial engagement with our Technology Innovation Partners in the HE sector suggests that data relating to how and what a student is referencing during their research activity, can provide valuable indicators for future library investment decisions. It also provides the student and teaching staff a clear and traceable digital research footprint, which could be linked to an individual's performance.

By attending this workshop, participants can expect to discuss some thought provoking concepts around the potential of student research data for informing library procurement decisions, as well as the impact this data can have on learning and teaching environments. You'll be also be collecting some raw data through the RefME app and online platforms which we'll use to illustrate some of the insights you can draw from the research activities of your student community. Participants can expect to leave with a clear picture of the power that student research data can afford them in their current and future decision making.

References

Data intelligence notes - estates management (2011), Available from: https://www.hesa.ac.uk/intel?name=bds_emr [Accessed: 1.02.16].

King, J.H. & Richards, N.M. (2014) Big data ethics, Available from: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2384174 [Accessed: 1.02.16].

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Librarians as Doctoral Researchers: opportunities and challenges when practicing librarians become researchers

Jane Secker and Mary Delaney

Despite the fact that librarianship involves dealing with finance, implementing and developing cutting edge IT, designing and managing physical learning spaces, delivering knowledge in increasing varieties of genres, repository management, and regardless of the fact that we are a graduate profession, librarians are still too often seen as passive curators of knowledge, rather than producers, or partners in the production of knowledge. (Cullen, 2014)

Librarians by our nature assist library users to find the information that they need. Often in an academic library environment this involves helping staff and students undertaking Doctoral research. However, as Cullen, alludes to, practicing librarians can shy away from the production of knowledge particularly at Doctoral level. This has also been noted by McCluskey who suggests that library roles concentrate on service delivery, rather than knowledge creation (McCluskey, 2013). This symposium will consist of a panel to discuss this topic. We will explore the challenges and opportunities facing librarians when considering pursuing Doctoral research. Furthermore, we will consider the wider research context and the role that librarians can play in having an active involvement in the production of knowledge. Drawing on personal experience the panel will explore the experiences of librarians undertaking Doctoral research. It will also explore opportunities for librarians in wider research networks. The multiple reasons for pursuing Doctoral

research will be discussed including the advantages of researching topics such as Information Literacy within the field of Library and Information Science and the advantages of researching Information Literacy and other topics from Library and Information Science within wider Social Science fields such as Education. Opportunities related to research outputs with journal publications and academic writing will be considered.

While presenting practical opportunities and challenges this Symposium will also provide an opportunity for us to theoretically consider our evolving identity as researchers. In addition this paper will consider Doctoral qualifications and discuss the opportunities they can bring to librarians practicing in the profession including the benefits of partnering with and further understanding the needs of researchers. We will explore the concept of librarians as researching practitioners and librarians as practicing researchers. We will consider the potential of assuming a researcher's identity and how that may influence how we see ourselves and how we are seen by others. Finally, this Symposium will provide a Bibliography for those who are interested in continuing to explore the topic after the event.

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Stepping it up: Supporting research IL

Stuart Bentley and Michael Latham

Research support is an expanding area of activity for libraries in the HE sector as information literacy professionals are challenged by the changing needs of an increasingly diverse user community. Part of these changing expectations include a requirement to supplement general information literacy delivery with bespoke provision to specific audiences and in areas of specialisation. At the University of Hull, the recent reorganisation of Library and Learning Innovation involved a redistribution of expertise to meet the changing needs of the University, its staff and students. As part of this, a new Research Services Team was created to meet the needs of the research community and so contribute to a key strategic aim of increasing the quantity and quality of research outputs.

The Research Services Team supports the University research community in its broadest sense, meeting the needs of faculty staff and student researchers. Specific areas of support include Open Access (OA) publishing, Research Data Management (RDM), copyright, research resource discovery, and bibliometrics. Support is provided by different modes of delivery, including face to face teaching and advocacy, online learning tools and support guides, and other promotional initiatives.

In terms of face to face delivery, staff and student sessions may be embedded within student modules and staff development programmes or delivered at faculty or departmental meetings.

Online delivery is provided via the Research Services Team webpages which are designed to be a one stop shop for research related news, information and support. Online support includes guides to OA publishing, RDM, copyright, research resource discovery, and bibliometrics. These guides complement face to face delivery yet also act as standalone learning

resources. In addition to the general focus on the entire academic community, the Research Services Team are also developing online delivery of assessed modules to postgraduate research students. The first of these modules is the recently developed RDM module.

The RDM module is a new module designed to provide a thorough introduction to the management of data in postgraduate research. It supports development of data management skills for use as part of a degree and beyond this in research practice. The constituent workshops address issues such as organising and documenting data, data sharing, data storage security, and ethical and copyright matters. The module is aimed at students creating or using data of all types to inform their research. The design, delivery and assessment of the module is based on innovative pedagogical approaches, utilises available technologies, and is integrated with the virtual learning environment and existing online support. The module is subject to ongoing review and development.

This paper examines the issues surrounding the support of academic research by HE libraries against the background of the development of such support at the University of Hull. This is with a view to encouraging discussion of good practice and subsequently incorporating it into local delivery. Particular themes to be explored are the relationship between IL delivery at different levels and threshold skills, and the ongoing evolution of IL with continued justification of its value.

The students run the session: hands-off one-shots with a library game

Ngoc-Yen Tran, Miriam Rigby and Annie Zeidman-Karpinski

Librarian-instructors lead lots of one-shot sessions and often have a lot to cover to help students learn everything that they need to know. Coupled with the desire to include ACRL's Information Literacy Framework, there are so many concepts and skills to convey that even the most eager students (and librarians) can feel overwhelmed or unengaged.

Our answer is the Research Race - an active learning exercise that applies what cognitive science knows about good game design to get students to explore library resources in class. Rather than instruction via lecture, the game has students working in teams to find answers in a friendly competition with their classmates; teamwork and a little motivation can help encourage the reluctant to participate. The students also participate in active and peer-to-peer learning, with the librarian providing feedback between each section of the Race, checking for comprehension and mastery before proceeding. In this way, the Race also embraces the ACRL framework of "Research as Inquiry". Students are presented with questions and problems to solve, each section builds on skills acquired in previous legs, and the answers suggest additional lines of inquiry.

We know that video games and play can be an effective method for learning. James Gee's 2007 book on the ways video games teach (by providing challenges, a way to fail, and feedback) has been applied to many forms of online instruction. We used these same elements to improve live instruction and to engage students in one-shot library sessions.

AMORES: An Approach to Motivating learners to Read in European Schools - Digital Literacy in Action

Geoff Walton, Mark Childs and Janet Hetherington

This paper describes the AMORES project and its findings. Delegates will be invited to reflect on these findings and discuss the implications for developing digital literacy teaching programmes in schools. Delegates can explore the freely available resources at www.amores-project.eu. The AMORES project was focused on improving literacy across Europe by raising school students' engagement with literature through a new teaching methodology. This two-year EU-funded project was carried out in five schools from Croatia, Denmark, Poland, Sweden and the UK. The methodology was piloted with approximately 400 primary students in grades 1-9 and results demonstrate

that it was effective in increasing learner engagement in reading national and European literature. This new methodology is based on increasing school students' digital literacy capabilities via interactive and collaborative use of ICT. Increased engagement was achieved by learners reading a text, evaluating its content (in this case fictional text rather than factual) and then using the information to create e-artefacts based on the story (such as digital videos, photographs with captions, animations, cartoon strips and interactive documents), sharing these with other learners via videoconferencing and reflecting on the process. In a sense an information literacy of fiction.

Background

The project team identified a need to improve engagement with literature because more than a fifth of children and young people (23%) rarely or never read in their own time (Department for Education, 2012) and nearly a fifth (17.4%) were embarrassed if their friends saw them reading (Clark, 2012). Many school pupils lack knowledge of their own national or broader European literature. School teachers find it challenging to interest children in reading literature especially boys, but agreed that use of ICT could help raise students' interest levels (Walton et al, 2014).

Findings

The analysis employed a mixed methods approach of questionnaires and in-depth interviews. Findings from schools across the project showed that the creation of e-artefacts is an effective tool to encourage learning because:

- Students find the use of technologies more fun than writing
- Less academic-students can express themselves better in other modes than text
- The re-framing of a story within the artefact forces the creator to adopt a critical perspective
- The extra length of time taken to create e-artefacts requires a longer engagement with the text, and therefore a deeper analysis which led to a much greater depth of understanding of both plot and characters
- The collaborative nature of the activity teaches teamwork and communication skills

- This alternative mode encourages some students who have self-efficacy or self-esteem problems to discover new talents and present them to other students
- The engaging and participative nature of the AMORES process fosters better relationships between students
- Students and staff both reported that the use of technologies made the activities more interesting, but also commented that these had to be changed in order for the novelty not to wear off.

Conclusions

It is clear that the AMORES methodology motivated participating school students to read in more depth, however, it did not instil a love of literature. Increasing school students' digital literacy is more likely to happen if the activities are collaborative, novel and interactive.

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Developing a collaborative vision, strategy and offer for information and digital literacy in your institution

Vicky Grant and Chris Stokes

Digital literacy harmonises the range of capabilities a learner can expect to develop in a rapidly changing world (JISC, 2014). The intersection between information and digital capabilities enables students to achieve a strong sense of identity as an active learner, worker and citizen, in a global digital world. Librarians have a central role in supporting these evolving transformative styles of learning, by blending digital tools into their information literacy offer.

This workshop will first present a brief Pecha Kucha style overview of the approach used at the University of Sheffield to develop information and digital literacy. We will describe an away day which gave our information literacy team the opportunity to engage in debates around pedagogical developments in learning and teaching. We will then hear from our Director of Digital Learning who will explain how the vision for information and digital literacy is being developed alongside the learning and teaching strategy of the institution.

An outcome from our away day was to respond to the need to support the creation and communication of knowledge. Educationalist and digital literacy specialist Doug Belshaw (2012) stresses the enormity of this change in his TEDx talk: The essential elements of digital literacies. Here he describes the emergence of a "generation of makers" stressing that emerging pedagogical approaches place students not as passive recipients of knowledge in our society, but as active knowledge creators. A diverse and fluid range of technologies are increasingly being used in libraries as learners create and communicate their own academic understanding. The workshop will thus invite attendees to collaboratively design an information and digital literacy lesson plan, incorporating elements of knowledge creation.

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Turning them loose: Increasing student engagement in information literacy activities

Eileen Wright

At Montana State University Billings, information literacy has been a category within General Education requirements since 2007, and librarians each teach a three-credit course, Information in the Research Age, each semester. We structured the class to satisfy not only General Education requirements, but to incorporate the ACRL information competency standards as well. During this past year, ACRL rolled out a new framework for Information Literacy, and we have readily adopted our course into the new ACRL framework.

I have taught this class in-person, online, and in a hybrid delivery. I have seen the online students comprehend the course materials through the introduction of the latest online tools incorporated into the students skill set. However, the in-person class not only benefits from the online tools, but they are experiencing enhanced interaction with the course materials and enriched interaction with their fellow classmates. The assessment of the in-person class has shown the students feel more engaged within the course.

In teaching this course, I focus on increasing student engagement with the course material through an interactive group learning environment. Lectures are kept to 10- 15 minutes in order to introduce the concept

for the day, then we break into smaller groups of 4 – 5 students to work on the concept. All students are fully engaged within the class period. Not only do they learn from the activity, but more importantly they have the added benefit of learning from peers. Livelier discussions take place when students are allowed to work within small groups and then report out to the larger class.

In this workshop, colleagues will engage in their own lively discussions about effective modes of instruction. Why use the shorter lecture time with more interactive activities? How have the new ACRL standards changed the teaching style in the classroom, and how may they be further incorporated to better integrate information literacy into the curriculum? Participants will explore new ways to interact with their students to further the understanding of information literacy standards. They will participate and engage with classroom activities that I conduct in my classroom. Colleagues will take away specific hands-on class activities that they could manipulate to use within their own classroom.

Three outcomes/objectives for this presentation will be:

- Lively discussions
- Sharing of ideas
- New engaging activities

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Information Literacy in LIS education: exploring the practitioner view

Charles Inskip

Practitioners in all sectors of the profession are increasingly expected to design, develop, implement and evaluate good practice instruction. Support is offered by employers, particularly in Higher Education, through provision of teacher training programmes, for example. The UK professional association offers continuing professional development support through the Professional Knowledge and Skills Base initiative (CILIP, n.d.). Individuals frequently take the initiative in their own development by attending conferences and local events. Training is offered by specialist organisations. This range of offers means that practitioners are, in theory, able to piece together bespoke training that reflects their specific needs, which may include teaching, marketing, technology, networking, advocacy, management and other skills and competences.

This symposium explores the delivery of information literacy within the library school curriculum. It is designed to gather views from practitioners around the need for the development of a deeper knowledge and understanding of the theories and practices of information literacy within the Library and Information Studies (LIS) curriculum. While LIS students need for information literacy development as consumers of IL is widely accommodated within LIS curricula, anecdotal evidence suggests that their needs as producers of interventions, or instructors, are not always met. This may mean that on completion of their studies they are required to seek out further specific training and other development opportunities from a wide range of sources in order to fill this gap.

The four key questions which the symposium will seek to address are:

- What are the skills and competencies need to successfully deliver good practice information literacy?

- How do participants currently develop these skills?
- Who currently supports them in this development (employers, professional association)?
- Could Library Schools support this development, or is it more appropriately delivered in the workplace?

The format of the symposium will consist of a brief introduction of the context by a library school academic, who will facilitate the event. The participants will then be asked to discuss the questions in cross-sectoral groups and make notes of their discussions. A representative from each group will share their findings with the other participants and these will be discussed be used as foundations for a wider debate. There will be some use of simple internet and paper technology to allow anonymised contributions.

It is hoped that the session will contribute to a deeper understanding of the needs and motivations of library and information professionals through reflection and discussion. Recommendations drawn from the symposium will be circulated amongst the wider community for use in LIS curriculum development.

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Communicating Value through Student Learning Assessment

Andrea Falcone and Lyda Ellis

Academic libraries benefit from using student learning assessment data to communicate their value to campus communities. In order to remain viable, librarians must communicate effectively to campus stakeholders, including teaching faculty and administrators. During this session, participants will be exposed to benefits and possible challenges of

assessing student learning in one-shot instruction. This discussion will illuminate the advantages of communicating results to the campus community, results that demonstrate the key role library instruction plays in the future viability of an institution. In order to facilitate conversations about implementing an overarching one-shot assessment plan for library-wide teaching activities, participants will critique student learning outcomes and evaluate corresponding assessments and benchmarks. Using existing sample data, participants will get hands-on experience making meaning from data and consider strategies for communicating impactful results to stakeholders. Participants will leave the session with a foundation of knowledge and be ready to facilitate discussions at their libraries.

Creating an online treasure hunt for your library users

Catherine Radbourne, Fiona Paterson and James Atkinson

Earlier this academic year, City Library Services developed a new library induction session for the first year nurses and midwives. The need was created due to a few factors:

1. The time that we had for the workshop was cut by 50%.
2. We still wanted to introduce the students to some of the resources they would need/use throughout their course without just talking at them for an hour.
3. We had all attended different types of creative library teaching workshops/seminars and had ideas that we wanted to put into practice.

As the subject librarian for Nursing and Midwifery at City University London, I had a fair idea of which resources I wanted to introduce the students to, we just needed a creative way to do it. We came up with a few ideas, but as soon as a treasure hunt was put forth, we jumped on it. Due to the short timings and high numbers of

students we were working with, we knew this wouldn't be a physical treasure hunt, but rather an online treasure hunt with pirates, prizes and of course, the treasures awaiting them in the library's online resources.

We introduced the quiz using a video made in collaboration with our Learning Enhancement and Development colleagues. The story or theme of the quiz was introduced by pirates who were in the midst of a battle, and the captain started to suffer with chest pains. The pirate nurse set the students on the quest to find information to help the captain with his chest pains. There was a short concluding video outlining very briefly why they might use each of the resources and where to seek more help.

The aim of this workshop is to help other IL skills trainers think of how they could adapt our online treasure hunt to suit other subjects or their library's resources in general. The workshop involves creating a quiz and incorporates storytelling in the introduction and conclusion for the quiz.

Participants will work in small groups and have the opportunity to work with some of the different question types available, creating a 'treasure map' to facilitate the discovery of the 'treasures' and use an over-arching theme using storytelling to introduce and conclude the treasure hunt.

After the group work, the groups can present their ideas to the larger group for comment and discussion. By the end of the session, everyone should be able to leave with some ideas/questions for setting up their own online treasure hunt. This session will be of particular use to those wishing to add a more creative sparkle and fun to some of their library sessions.

ABSTRACTS

Monday 21st March

Parallel sessions (Group 2)

Transform-IT: On the magic roundabout of skills

Andrew Walsh and Jessica Haigh

This project is a collaboration modestly funded by the Education and Training Consortium (<http://consortium.hud.ac.uk/>) involving academics, academic skills, the library, and current students. The funding paid for a small amount of collaborative time to create playful teaching interventions to improve the academic and information skills of a group of Education students (initially).

It uses ideas from the theory of play to create a safe, playful environment for students to learn these skills. It aims to create a “magic circle” (Salen & Zimmerman., 2004, pp. 94-96), within which students are protected from the more formal intimidating spaces of the lecture theatre and library. This is especially important for those difficult threshold concepts (Meyer and Land, 2006) within a discipline where the students can be seen as passing through a conceptual “gateway” to open up previously inaccessible way of thinking. Play is particularly powerful in enabling travel through these liminal spaces, with Cooper arguing that it provides “a non-threatening forum for experimentation and a means to form a cohesive subculture/group in which the student feels a sense of belonging or relatedness” (Cooper, 1996, p. 33).

The variety of sessions provided, open to student choice, and in a safe, playful environment provide an opportunity for transformative education to these students. The focus of this paper will be on the approach taken to design the sessions, to ensure good

collaboration and student involvement, and the lessons learnt from this.

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10 am. in Sheffield, 6 pm. in Kuala Lumpur?: delivery & promotion of information literacy skills to transnational students

Julia King and Rupert Kahn

This paper outlines a new initiative by Sheffield Hallam University Library to provide effective training in information literacy skills to students at a partner college in Malaysia. With an 8 hour time difference between Sheffield and Kuala Lumpur, it has been necessary to explore new online delivery methods for both delivery and promotion of information literacy skills.

The paper discusses development and roll-out of a real time, online information literacy skills session using Blackboard Collaborate with twenty students on the MA In Education course. This was the first time the presenters had used this online collaborative tool, and the paper explores how they developed skills in using Collaborate to best effect, liaison with academic staff to develop a session which supports the information literacy needs of the students in Malaysia, actual delivery of the live session and subsequent feedback from the students on their learning experience. One

comment from a student who attended the session "I think the session was useful for distance learners as questions could be dealt with there and then."

The development of an online Sheffield Hallam University webpage using libguide software for the partner is also discussed. This aims to complement the Blackboard Collaborate training, provide a focus for learning resource support provided by Sheffield Hallam University, and promote further self-help and guidance in information literacy and academic skills development.

The paper concludes by reflecting on lessons learned from the experience, discussion of subsequent awareness raising events held with library colleagues around best practice in use of Collaborate and possible next steps in using this tool in information literacy teaching both with home and overseas based students.

Lowering students anxiety during information skills training with active learning

Aur lie Gandour

The Tavistock and Portman NHS Foundation Trust tends to attract a specific kind of students: older mental health professionals. Many of them present low computer skills, often coupled with some level of computer anxiety. But, beyond the specific profile we encounter at the Tavistock, technophobia can affect many types of students (Ben-Jacob and Liebman, 2009).

It has been demonstrated that there is a significant correlation between computer anxiety and library anxiety (Jiao and Onwuegbuzie, 2004). Indeed, this technophobia ends up being an important obstacle that prevents students from using many of the library's electronic resources. It can even be an impediment during information skills sessions, preventing students from learning how to use those resources.

Many strategies have been suggested to help students overcome their computer anxiety (Sivakumaran and Lux, 2011). I have used many of them myself, with good results: provoking a first, successful use of the tool in class; fostering a safe environment through the trainer's social skills and empathy; providing further support; etc.

While experimenting with different ways of teaching, I have found that spending time away from the computer while teaching the underlying principles of digital tools used during the session was very successful. Keeping in mind the principles of active learning (Walsh and Inala, 2010), I've been proposing activities and games: colouring exercises to understand the use of Boolean Operators, playing with glue and scissors to think about search behaviours, etc.

With this short paper, I'm proposing to explore further how active learning, when correlated with other strategies, can help alleviating students' anxiety during information skills training sessions. I will share the specific set-ups and activities I've used to improve my students understanding and use of electronic resources. But those techniques can be generalised and used with different types of public, in different types of context.

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140 Characters in Search of a Purpose: Integrating Twitter into IL and IL into Twitter

Margy MacMillan

Twitter is essential in working with students and faculty in communications programmes, critical to their professional work in journalism, public relations and information design. This session will invite discussion of how librarians can use Twitter to expand the range of IL tools available to students, integrate IL into course discussions beyond the one-shot session, and use it to develop rich dialogues with students throughout and beyond their formal education.

Employers expect our communications graduates to enter the workforce with social media expertise. Integrating Twitter into IL sessions has allowed me to build that expertise and helped students transfer their skills from personal to professional information needs. Twitter can help students identify sources for news stories, determine public sentiment around issues, identify emerging trends in infographic design, and increasingly generate ideas and resources for more academic assignments. IL sessions can incorporate effective social media searching, using verification processes to establish credibility, and developing ways of managing information from Twitter and other platforms.

Beyond IL sessions, Twitter can foster dialogue between students and librarians. Course hashtags allow instant dissemination of useful resources and can promote ongoing discussion. Librarians can be embedded in class discussions, can pose questions, provide resources, and develop a less formal relationship with students. This relationship can even extend past graduation, providing librarians with insights into the information requirements of working journalists.

Participants will discuss how they are currently using Twitter and other social media, and generate ideas for integrating these tools into IL practice.

Student engagement through peer-led outreach and collaboration

Charlotte Evans and Rachel Conlan

In September 2013 the University of Manchester Library launched the Student Team: a group of students in casual, paid employment who present an innovative solution to the challenges of student engagement. This team of model students are themselves a tool for information literacy, acting as ambassadors for our services; their approachability as peers helps to present information in a way which students respond to. Furthermore, a place on the Student Team allows its members the flexibility to develop transferrable skills in a professional environment, impacting on their future employability. We built on the research carried out by Gardner and Eng (2005) to develop a programme which allows us to re-imagine the Library's relationship with students, providing a "tiered service" which uses student workers to bridge the gap between staff and students. In 2016 we took the approach further, incorporating peer-led elements into the Library's blended learning programme, and piloting the Student Team-led "Drop everything and" workshops. During these sessions students were invited to study in an environment supported and supervised by other students. The participants were then surveyed to gauge the impact the session had on their ability to complete their work, what they had learnt and the usefulness of the materials provided. We found that during peer-led sessions students workers were better placed to identify and react to the common information needs of their peers, discussing solutions in a way which was mutually beneficial to both parties.

This short paper introduces the benefits of using a Student Team to augment existing structures of information literacy support in the context of peer-led workshops. You will hear about the qualities and skills which make an ideal Student Team member. Two

members of the Student Team will also discuss their role in several projects (including the peer-led “Drop everything and” sessions) alongside their day-to-day experiences and the advantages of being involved in the programme. Attend the complimentary workshop “Working together to make something new: developing a programme of peer-led outreach” to hear more about how to develop and administer your own programme of peer-support.

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Art Historical theories and practices can strengthen pedagogical approaches to information literacy instruction

Yayo Umetsubo

The practice of art history includes discovering values and messages in a work of art by utilizing different methods, specifically, micro and macro analyses have been done to explain why a work of art looks as it is in detail and as a whole. To increase engagement between a work of art and the viewer, the messages in a work of art often pertain to techniques and materials that the artist deliberately chooses. Furthermore, examples from history show us that images were restored in churches around the mid-thirteenth century after iconoclasm because images could be used for instructional purposes. Accordingly, I discovered that adapting art history and visual arts methods to IL concepts could allow librarians to make a technical IL presentation more engaging and instructional. The methodology is suitable particularly for first-year students and students who believe that they can find everything for free that they need using Google.

The examples in this presentation contextualize the process of using and/or combining existing images, as well as creating our own designs by carefully choosing colours and trademarks. For example, my designs illustrate pros and cons between Google products and library resources by explaining different roles when we use various discovery platforms (e.g., http://yumetsub.site11.com/infolit_yayo/deep_sea2.html). The purpose is to draw the viewer in and make them feel as though they are a part of the image and experiencing it rather than only viewing it. In other examples, I choose using food photographs that can emphasize why quality information matters, why we evaluate sources, and how creativity works. Because an idea/object in a photo is not strange to the students, the IL concept that librarians deliberately relate to the idea/object is not also strange to them. This method can be regarded as a rhetorical device of analogy. Yet, in arts, giving different perspectives and alternative meanings in familiar ideas/objects is also a common practice and provides the “aha moment”

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ABSTRACTS

Monday 21st March

Parallel sessions (Group 3)

Framing the ACRL Information Literacy Threshold Concepts in a Credit-Bearing Business Research Methods Course

Charissa Jefferson

Utilizing the new Association of Colleges and Research Libraries (ACRL) Framework for Information Literacy for Higher Education, the business subject liaison librarian designed a special topics seminar for business honors students offered during fall and spring semesters in the 2015/2016 academic year. The course is an extensive exploration of research tools and techniques as well as information ethics relevant to business. Each week of the 10-week accelerated business research methods course focuses on one of the Threshold Concept's from the ACRL IL Framework. Beginning with a business research proposal outline, each week's presentation, in-class activity, and take-home assignment culminates in an annotated bibliography of research findings and ultimately a literature review to answer each student's own research query. The course includes information literacy tutorials embedded in an online course management system to offer students additional practice with the content.

The paper discusses the major findings from the course assessment of student learning outcomes in the pre and post course questionnaires. The assessments query student's skill in library research and methods used for business research examining learner's abilities to search for information strategically, describe authoritative information, evaluate resources, and use information ethically and legally. Weekly course objectives, lesson planning, and assessment tools will

be discussed, as well as how they relate to the overall course objectives.

This course design may be used as a model for other credit-bearing information literacy courses and can be adapted for other discipline specific instruction. Because each lesson plan couples instruction with assessment of the week's learning outcomes, this course design can be used for one-shot instruction sessions that choose to emphasize one particular information literacy Threshold Concept. This paper offers a structure around the Framework for Information Literacy Threshold Concepts and weekly assessments used to evaluate the learning outcomes.

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Expert engagement: practical researcher digital literacy provision at City

Diane Bell

Secker (2012) advocates for personalised researcher support provision and Auckland (2012) emphasises that researcher information needs vary depending on their discipline, approaches and career stage. The paper discusses approaches to engaging with research students and using their experiences to assist in the development of a researcher digital literacy workshop programme and a new online digital literacy tool.

In terms of the workshops, I have surveyed new research students at inductions about their digital literacy training needs. A researcher workshop programme has been offered and I will discuss the

successes and challenges of this. Another approach used was to interview a research student who monitors social media trends using apps and digital resources to understand how she conducts her research. I will discuss how this insight assisted with re-designing a researcher digital literacy and employability workshop. We also engage with researchers through our successful patron-driven acquisition scheme Read for Research and their diverse research interests can inform our workshops and training.

In February 2015, I attended an inspiring seminar by Gemma Sou, a research student from University of Manchester about her researcher podcast website www.vivavocepodcasts.com. I developed some multi-disciplinary case studies of City researchers based around use of library resources, literature searching tips, reference management tools and advice for other researchers. I have created an online, digital literacy case study resource at: <https://citylibresearchcasestudies.wordpress.com/> This showcases both our Library resources and the work of individual researchers. It links to my researcher blog www.citylibresearchers.wordpress.com which also highlights online resources and topics of interest. Brewerton (2012, p. 97) refers to the changing, global research landscape of: “increased emphasis on multi and inter-disciplinary approaches.” I believe that multi-disciplinary research students have much to offer in terms of their expertise and different approaches to digital literacy but the key is successful engagement, partnerships and collaboration.

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Peer Support for the Development of Information and Digital Literacy Skills at the Institute of Technology Tallaght

Philip Russell and Dr. Gerard Ryder

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.

Assessing information literacy attainment - creating a portable integrative assessment for use across early undergraduate curricula

Paul Verlander and Jo Kennedy

Key drivers for information literacy (IL) programmes are embeddedness into the compulsory curriculum and evaluating students' skill development in the context of broader academic progression in order to demonstrate the value of information literacy to attainment and employability (1). Establishment of a new engineering

faculty at University of Chester presented the opportunity to implement a core IL programme mapped to output requirements for Engineering Council accreditation which include effective information retrieval skills and understanding the use of information sources (2)

Part of a compulsory 1st year engineering module to develop professional skills, library staff deliver sessions covering information retrieval, evaluation and referencing encompassing 10% of module teaching. To achieve parity with the rest of the curriculum it was therefore important that IL was an assessed component. However, assessment of information literacy is complex and difficult to administer, particularly where for many librarians resource and time are limited (3,4). To achieve "buy in" from faculty, any assessment also needed to be straight forward to complete, mark and pedagogically robust for quality assurance.

As such an integrative IL assessment was designed and migrated into the existing validated assessment - a laboratory experiment report. Students provide an audit trail of search skills they used to find, provide a written evaluative critique of, and reference information sources related to the experiment. The academic robustness of the assessment was latterly demonstrated by comparative attainment standards to the host assessment.

Following the initial success, this academic year it has been migrated to existing assessments for Computer Science - a research report and for engineering - an industrial visit evaluative report. Given that the assessed component is 1) easy to complete / mark 2) mapped to established marking criteria (for quality assurance) and 3) compatible with multiple existing "host" assessments, we believe that the assessment has potential to assess 1st year undergraduate IL skills for students in a variety of academic disciplines.

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Exploring the need: Re-examining our information literacy offer

Kaye Towlson

Librarians know that information Literacy is a good thing, an academic necessity essential to graduates of the twenty first century. However, do our local academics agree with this? Are they aware of what Librarians have to offer? Is our offer a good fit to their needs and those of the curriculum?

At De Montfort University there is a strong history of Librarians teaching information literacy. However, it is easy to assume that its value remains constant when what we offer and to whom we make that offer changes over time. Thus over the last academic year Academic Liaison Librarians were tasked with identifying what exactly our information literacy teaching looks like. This information literacy journey is now articulated in a paper currently being tabled at the four Faculty Learning and Teaching Committees (FLTCs).

In tandem with this defining activity we surveyed the academic staff in the faculties, asking them to express their views regarding what information literacy is, whether it has a role to play in their students' learning, whether students possess information literacy skills and if not, whose role is it to teach them?

Feedback from the survey plus that gained from the academics at the FLTCs will be combined and used to enable us to ensure that our offer is fit for purpose and that it feeds into the three central pillars of learning defined by the new University Learning, Teaching and Assessment Strategy.

By defining our offer, checking it is understood and fits the needs of our academic community, we can be sure to make a recognisable contribution to the student experience. Moving forward, we will consider: "What information literacy will look like in five years' time" and work to retain best fit with curriculum and the needs of the University.

DigiLab

Ros Bell

The University of Manchester Library's DigiLab is an exciting concept, now in its second year. It is based within our award winning Alan Gilbert Learning Commons building and enables all students to experience technology that they may not already have had access to.

The 'Developing Digital Literacies Guide' published on the JISC website says, "Digital literacies are those capabilities which fit an individual for living, learning and working in a digital society"(1). DigiLab directly addresses these points by providing access to technology via three distinct streams: Events, Workshops and Discussion Groups. The core aim of DigiLab is to promote digital literacy, nurture technological talent within the University, and encourage students to think about how emerging technologies can have a positive impact on their learning and their lives. It also offers a space for students and staff of the University to test technology

that they are developing with a wider audience of users.

DigiLab acts as the connection between developers and users, where they are able to ask students face to face what they think of their product and how it can be improved. This provides valuable end user feedback for the developers and gives students an insight into how products are created, iterated and developed. DigiLab also supports students who are already creating digitally, and encourage those who aren't to explore ways they might in the future.

This presentation will give delegates an insight into the practicalities around offering a cutting edge project within an academic library, why technology's place in a library is imperative and how important it is that all students are encouraged to learn about technology, regardless of their discipline. DigiLab's existence highlights the needs for digital and information literacy skills. Though it is a young service, DigiLab has been incredibly popular with students across a wide range of faculties, and we aim to continue to grow, nurture and support the innovative use of technology across the University.

1. Developing Digital Literacies Guide, JISC, <https://www.jisc.ac.uk/guides/developing-digital-literacies>

What Happens After Graduating from University?

Alison Head

What are the lifelong learning needs of today's graduates once they complete their university education? What information strategies do they rely on for improving their skills and acquiring information they need for "staying smart" in their personal lives, workplaces, and local communities? What information literacy and critical thinking and information literacy competencies from university learning are transferable to life-at-large?

Findings are presented from Project Information Literacy's (PIL's) two-year research study on lifelong

learning. In this groundbreaking study, PIL researchers collected quantitative data from 1,651 online survey respondents and interview data from 126 study participants, who had graduated from 10 different universities in the United States between 2007 and 2012.

The recent graduates we studied had a diffuse set of learning needs in their personal lives, and to a lesser extent for the workplace and the communities where they lived. The majority reported that they needed to learn how to improve their interpersonal communication skills, broaden their career paths, manage their money and personal finances, and pick up how-to information and quick solutions they could directly apply to pressing problems.

Most graduates relied on search engines, social networking sites, video-sharing sites, friends, coworkers and to a lesser extent books, blogs, public libraries, and job training to improve their skills and acquire knowledge. The large majority valued sources that had the information qualities of utility, currency, and interactivity. Such sources included state-of-the-art social media technologies such as YouTube videos, Pinterest, Facebook, Wikipedia, Stack Overflow, Coursera, and Khan Academy as well as the personal connections young graduates had established with coworkers, supervisors, friends, and family. When weighing life's most important decisions, such as deciding whether to buy a house, become a first-time parent, or change jobs, one-on-one discussions with a trusted confidant trumped sources they might be able to find on the Web.

Even though the Google Generation may have more information outlets than the preceding generations, this study concludes that today's graduates are finding that staying informed, knowledgeable, and skilled after university may be more daunting than ever before. Most fight to carve out time in their busy lives to keep learning. Some graduates say they can't afford to pay for the expertise they want from professionals like contractors, attorneys, accountants, or career advisors. Still others have trouble staying motivated to learn everything they think they should know to stay current.

This transition may be one of the least understood challenges of the digital age.

In this presentation, LILAC delegates will learn research findings from our study about: (1) the lifelong learning practices US graduates use in their personal and professional lives, (2) the testing a critical thinking and information literacy index with respondents, and (3) a model for describing how today's recent graduates engage in lifelong learning. Moreover, there discussion will be a discussion of the implications that PIL's latest findings have on teaching, learning, work, and librarianship in the 21st century.

Celebrating Undergraduate Research at York University: Insights on Students' Information Literacy Skills and Future Directions for Instruction

Sophie Bury, Dana Craig and Sarah Shujah

In academia, undergraduate students are discovering and engaging in scholarly research in impactful ways. In North America, it is increasingly common for academic institutions to celebrate and promote undergraduate research. Even more, it is becoming an integral part of academic institutions' strategic planning as research indicates that it raises institutional profile, builds retention, and meets experiential education goals.

In 2013, York University in Toronto, Canada initiated a successful annual, multidisciplinary Undergraduate Research Fair featuring an Information Literacy (IL) award as its most high profile prize with the same goals in mind. The IL award provides students with the opportunity to understand and become involved in scholarly communication and research dissemination by showcasing their work, and improving their academic literacy skills, including writing and presentation skills.

This presentation describes the development of the Undergraduate Research Fair at York University as the broader context to York's inaugural IL Award. Learn about key Fair elements including the application

process, IL award questions, the adjudication criteria and process, and related Fair IL workshops. The presenters will interact with the audience during the session through a variety of methods in order to engage in conversation about undergraduate IL skills and to seek feedback and ideas.

The presenters will share findings and trends observed from an analysis of students' IL award submissions. In total, 93 IL Award submissions, submitted in 2013 and 2014 respectively, are reviewed using a qualitative analysis approach of text analysis. Other than a study by Bonnet et al. (2013), there is no other research examining undergraduates' IL conceptions and abilities in the very specific context of a university initiative to celebrate undergraduate research.

Presenters will communicate results by sharing data in the form of charts and relevant quotes from student IL award submissions. This includes both strengths and weaknesses of students IL abilities in a digital age. Presenters will also highlight ways in which this study corroborates findings from other studies, and discuss how it builds upon or diverges from these studies.

A special analysis of IL award winners' abilities relative to threshold concepts in the Association of College & Research Libraries (ACRL) Framework for Information Literacy for Higher Education indicates these students demonstrate a fundamental understanding of many of the higher-order IL knowledge practices and dispositions.

The study points to the positive value of both IL and reference help in building students' IL skills. Results indicate important future directions for IL instruction, such as the role of the flipped-classroom, and the critical importance of embracing ACRL's IL Framework to engage undergraduates with higher-order IL concepts.

What Actually Happens: An Ethnographic Investigation of Student Library Use

Eamon Tewell, Natalia Tomlin and Kim Mullins

Ethnographic studies conducted by libraries are practical investigations into how students use the library and its services. These studies aim to understand what students do in the library, instead of what librarians think they do. Using this approach, a university library in the United States conducted research from 2012-2015 to better understand undergraduate and graduate student work habits at its urban and suburban campuses. The intent was to improve the library's understanding of student research, study, and instructional needs, with the ultimate goal of enhancing the user experience. This presentation will discuss the study's process, findings, and strategic actions taken.

The project utilized a robust mixed-methods design for data collection that consisted of a survey, observations, and interviews. The first step was the development and promotion of a survey questionnaire that received 1182 responses. Next, 32 hours of unobtrusive observations were conducted by taking ethnographic "field notes" in a variety of campus library locations. The final data collection method was in-depth interviews with a group of 30 undergraduate and graduate students. A number of research questions were developed based on the data, including:

- What obstacles do students face when researching/studying?
- What areas within the library do students prefer to use, and why?
- What is the perceived role of the librarian? Do students equate librarians with books? Do they view librarians as research consultants?
- What services do students suggest for improving their research/study skills?
- The preliminary results reveal interesting findings. The survey found that nearly 75% of participants had had some type of instruction

in how to use the library, and 60% of students used the libraries' website between 1 and 4 times per week. Students used Google and the libraries' databases an equal amount to accomplish their academic work. Findings from the observations included students "cocooning" (locating a preferred study space and remaining there for a long amount of time with snacks, entertainment, etc.), seeking proximity to certain areas within the library (such as natural light or away from distractions), multitasking using multiple electronic devices to perform research and study tasks, and sitting in groups but working individually.

Based on the outcomes of the study, several strategic actions were pursued:

- At one campus, basic library instruction and an information literacy exam were integrated within the first semester curriculum.
- New services, such as a Library App for mobile devices and Skype research appointments, were developed.
- Librarians became involved in Learning Communities to communicate directly with students early in their academic careers.
- Both libraries underwent extensive renovations that include additional soft seating and natural light. Renovations for the near future include additional quiet and group study areas.

The presentation will focus on takeaways related to both the study's process and its results, making the session of interest to librarians considering a similar study at their institution as well as those wishing to learn about what students do (and do not) appreciate about academic library services, spaces, and more.

Learning, Lending, Liberty? Can school libraries be engines for youth citizenship?

Lauren Smith

"Learning, Lending, Liberty? Can school libraries be engines for youth citizenship?" is a research and advocacy project funded by the CILIP Information Literacy Group. The study ran from May to November 2015 and was undertaken by Lauren Smith, a researcher at the University of Strathclyde, on behalf of the Right Information, Scotland's Community of Practice for Information Literacy. Through surveys, interviews and case studies, the research explored how school libraries can support young people's political participation both in and outside of school, what information and information literacy support was provided to school pupils in the run up to the 2015 UK General Election and 2014 Scottish Independence Referendum, how school libraries supported this provision, and what sources of information outside of school young people use (including mainstream and social media). This paper reports on the outcomes of the research project, including recommendations for best practice for the LIS profession relating to political participation and information literacy provision.

Effective partnerships with schools? Essential knowledge for successful outreach.

Sarah Pavey, Elizabeth Bentley, Sally Todd, Sue Shaper and Carol Webb

This paper will give insights into current priorities and practices in secondary schools in England and Wales. Experienced practitioners representing both independent and local authority run schools will share their knowledge of the rapidly changing educational scene and the potential implications for future planning

of higher education library and information literacy outreach initiatives.

Copyright Literacy in the UK: tackling anxiety through learning and games

Jane Secker and Chris Morrison

This paper reports on research to investigate the 'copyright literacy' of librarians in the UK (Morrison and Secker, 2015). The study followed reform of copyright legislation in the UK in 2014. An understanding of copyright and licensing issues is increasingly seen as part of digital and information literacy support, with librarians being called upon to provide advice on a range of copyright issues. For example those related to open access and open education.

This study was the largest in the UK, receiving over 600 responses, although an earlier study (Oppenheim and Woodward, 2004) surveyed a small population of higher education librarians. It highlighted gaps in knowledge, identified training requirements in the sector and provided comparative data to other countries participating in the survey. This research originated from a project funded by the Bulgarian Ministry of Education and Science (Todorova, 2014). The UK survey was part of a second data collection phase, extending the survey to ten further countries

The findings suggest that levels of knowledge about copyright across the sector is mixed and that copyright is a small part of many information professionals' roles. Consequently many respondents expressed a desire to develop their knowledge in this field. Encouragingly 63% of respondents said that their institution had a copyright policy and 64% said they had a named individual dealing with copyright queries. Over 93% of all respondents believed copyright should be included in the professional training and education of librarians and other cultural heritage sector professionals. UK responses compared favourably to other countries, suggesting a greater level of copyright knowledge and confidence.

The survey suggested LIS qualifications and CPD need to address a greater range of topics related to copyright and IPR. The qualitative data also suggested that copyright is a source of anxiety for many librarians and often responsibility for the topic lies with one individual within an organization. The authors will share initial findings from their recent research to collect additional qualitative data to help explore the source of this anxiety. This is situated in a discussion of copyright as a key component of information literacy and in turn how information literacy, and copyright literacy requires librarians to move away from a role of neutral conduit to critical partner in a user's information journey (Elmborg, 2004). The authors offer some thoughts about why copyright education has remained largely peripheral to information literacy support offered by libraries and information services. Finally, they will share their ideas about a games based approach to copyright education and their Copyright Literacy campaign, which aims to tackle issues around anxiety and confidence and to work to embed copyright more fully into information and digital literacy programmes.

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ABSTRACTS

Tuesday 22nd March

Parallel sessions (Group 4)

Appreciative Inquiry - strengths-based approach to information literacy instruction

Alan Carbery, Dr. Lindsey Godwin and Janet Cottrell

In a professional context, Appreciative Inquiry (AI) has been described as a "practical philosophy" of particular use in organizations such as libraries as they navigate the challenges of a complex and fast-changing profession (Sullivan, 2004). But what is AI really, and how can teaching librarians specifically make use of it? This workshop provides a concise overview, followed by hands-on practice in using strengths-based assessment, the power of positive questions, and whole systems change. This workshop explores how AI can be used to image a thriving teaching and learning experience for our students, as us as teaching librarians.

Appreciative Inquiry is defined as "the art and practice of asking questions that strengthen a system's capacity to apprehend, anticipate, and heighten positive potential. It centrally involves the mobilization of inquiry through the crafting of the 'unconditional positive question' ... In AI the arduous task of intervention gives way to the speed of imagination and innovation; instead of negation, criticism, and spiraling diagnosis, there is discovery, dream, and design" (Cooperrider and Whitney). While at first glance AI may sound like "rainbows and unicorns", it is in fact grounded in both theory and practice. This workshop will provide a concise description of AI, then move directly into practice. This workshop will also highlight how appreciative inquiry has been used to guide and underpin our values as teaching librarians in one college.

Attendees will gain experience in three techniques central to AI. First, participants will practice strengths-based assessment. Strengths-based assessment focuses on bringing to life Peter Drucker's axiom that performance cannot be built on weaknesses and that "The task of leadership is to create an alignment of strengths, making weaknesses irrelevant." Strengths-based assessment is particularly valuable during strategic planning, and the workshop exercise will focus on its use in leading IL programmes.

Next, participants will practice writing and using positive questions. Not to be confused with "light and easy" questions, positive questions have a well-defined form and function, including a context statement followed by specific prompts. Participants will learn how to recreate and use this format.

Thirdly, participants will explore the concept of whole-systems change. By engaging in rapid-cycle brainstorming, attendees will experience a model "summit" for whole-systems change practical at the college or university level.

By the end of the workshop, participants will have gained both theoretical understanding and practical application of AI-based technique which they can apply in their own organizations. Participants will also see how to apply principles of AI to teaching practices and IL programme development.

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What are you looking for?

Pamela Kessinger

Following an introduction to the key points of Reading Apprenticeship, and how it intersects with information literacy instruction, 40 minutes of this workshop will involve participants in selected small group work routines, as if they were students, with set protocols. Open discussion will comprise the last 10 minutes. Participants will experience how to scaffold towards students' devising topics to research, where students have had little or no prior experience with library research.

Outcomes for this session include:

- Understand the effectiveness of students using reflection for focus and critical thinking
- Use small group work to activate working knowledge leading to inquiry
- Together create a safe, sharing space for learning to occur

Foundationally, reading well in college intersects with information literacy at problem solving. For initial informational research projects, students are asked to posit problems to find answers for, and to identify reliable information sources to support their answers. They may misapprehend 'topic' to mean a perfected and definitive statement. Because information is so commodified and filtered, students may mistakenly correlate ready availability to relevance, and assume if something is not easily found, then it is not relevant or doesn't really exist. They present varying levels of understanding about context, perspective, point of view, authority, the information cycle or information containers. Thus, selecting a topic can seem to be a confusing game where the rules are unclear or shifting, and unfairly set up for their failure.

Using the methodology of Reading Apprenticeship to inform pedagogy supports students' development of metacognition, and use of their own knowledge stores, in order to begin a questioning process. This precedes inquiry: it supports inquiry, which requires much more work initially than many students realize. Using a short

reading with structured questioning is one strategy for engaging students in thinking through what they want to know more about.

Information literacy asks: Why? In vocational/technical training, the information quest is for improvements in practice and cost-saving, innovations in technology, and continuous learning. But at the start, students cannot yet see these frameworks. Librarians who consider how many moves there actually are in topic selection can better support student learning in the various processes of information literacy.

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Library Vines: developing Information Literacy six seconds at a time

Antony Groves

What is the smallest building block we can use to create the information literate student? Is it possible to deliver meaningful instruction in six second bursts? The proposed workshop will explore these questions, arguing that it is achievable using Vine.

Building on the 2015 article (and successful conference workshop) for Multimedia Information & Technology, this practical session for LILAC 2016 will introduce delegates to Vine. Vine is a freely available app that allows the creation of six second videos that can be shared through Twitter, Facebook, and other channels.

The workshop will begin by presenting a case-study from the University of Sussex Library, demonstrating how we have used Vine to communicate and promote our teaching in an innovative way. It will explain how we have continued to develop our use of Vine at Sussex, moving from simply promoting library training sessions to delivering essential search skills via innovative six second screencasts. These micro-tutorials take a new approach to disseminating vital information to users, sacrificing depth for breadth with this particular channel. For example, our Vine about using the tabs on the Library Search discovery tool teaches one vital skill and the video has looped over 1,200 times. The 25 Vines that we have created to date have looped over 16,000 times in total. Although it is not possible to deliver complex support in this manner, this quick-fire approach to sharing information can complement and re-inforce other teaching practices.

Attendees will be shown how to use Vine in a variety of ways; from a tool for the basic promotion of events to the advanced creation of short screencasts. The presentation itself will also use the Vine website as an engaging presentation platform, demonstrating to attendees how it can be used creatively in the classroom. We will share our experiences of what has worked well when making Vines and what has not, helping delegates to avoid some of the pitfalls we have encountered ourselves. Attendees will then be given the opportunity (and support) to create Vines of their own. The workshop will finish with a screening of the Vines that participants have been able to create in the session.

Playing for Keeps: Game Design and Implementation for Long-Term Learning

Catherine Fahey and Marcela Y. Isuster

Gamification seems to be the name of the game when it comes to information literacy instruction today. While most libraries and librarians want to be in on it, many rely on scavenger hunt-like competitions and quiz games played during one-shot instruction sessions. These methods, while successful at orienting students and patrons around the library, do not necessarily translate into long-term learning.

This workshop focuses on designing games played over a series of library visits, allowing students and patrons to develop information literacy skills over a period of time rather than the short-term cramming typically associated with one-shot visits. These types of games allow students and patrons more freedom as they rely on them experimenting with the material rather than following step by step instructions.

The presenters will use their own game as a connecting thread between theory and application. The Great Information Literacy Game at SSU took place over five weeks in the summer of 2015 and reached over 80 students in Salem State University's Summer Bridge Academy (a program for incoming students with conditional acceptance). The game was inspired by the new Framework for Information Literacy for Higher Education

(<http://www.ala.org/acrl/standards/ilframework>) from the Association of College and Research Libraries. It uses casual/level-based gaming as a mechanism to deliver the six core information literacy concepts set out in the framework: Authority Is Constructed and Contextual, Information Creation as a Process, Information Has Value, Research as Inquiry, Scholarship as Conversation and Searching as Strategic Exploration.

Through the exploration of their game, presenters will cover the different elements of game design and how choose the best game for the intended audience. The

workshop will also cover the pearls and perils of implementing (playing) games and overall best practices for gamifying information literacy instruction. Participants will leave with a better understanding of why and how they should incorporate games into their instruction. They will also have a chance to create and discuss their own game ideas as well as peruse the presenter's game kits.

Working together to make something new: developing a programme of peer-led outreach

Rachel Conlan and Charlotte Evans

This workshop is designed as a follow-up to the short paper "Student engagement through peer-led outreach and collaboration"; it is not essential to attend both events but doing so would further your understanding of the topic. Building on the framework provided by the short paper, facilitators will lead participants in identifying the desirable qualities of a peer leader, exploring the opportunities for innovation in information literacy support presented by a programme of peer-outreach and offering guidance on how to develop and administrate these projects with respect to their implementation in your own institutions. The workshop will include input from members of the Student Team at the University of Manchester, who will discuss a model of action research whereby the students themselves generate the process, working alongside permanent staff to define and achieve collaborative goals.

We will touch on numerous examples illustrating the effectiveness of this approach, including a discussion of the Student Team's involvement in marketing, creating materials and the delivery and feedback mechanisms for the Library's blended learning programme: My Learning Essentials. Our exam support podcast provides one particularly pertinent example, created in December 2015; this podcast includes tips for successful revision which were recorded by a member of our Student Team:

<http://libassets.manchester.ac.uk/podcasts/exam-extra/>.

Creative techniques to engage students deeper

Peter Reilly

Peter is the winner of the 2015 Irish CONUL Teaching and Learning Award <http://www.conul.ie/sub-committees-groups/teachingandlearning/award-2/>



This session presents several innovative teaching strategies developed during the course of delivering Research Methods workshops to Graduate Business Students, ensuring engagement and deeper learning occurs. These focus primarily on students adopting a creative approach to formulating a valid research question for undertaking a dissertation successfully. These techniques are applicable to most subject domains to ensure student engagement. They also address the various multiple intelligences and learning styles existing within groups. While ensuring the sessions are student centred and conducive to a collaborative learning environment.

A suite of multi-disciplinary resources are drawn upon including, blogs, interactive tutorials, online videos, games and posters, to develop student's cognitive and metacognitive abilities. Using novelty images appeals to a groups' intellectual curiosity, acting as an interpretive device to explain the value of approaching a topic holistically rather than analytically.

Introducing Harold Jarche's theoretical framework of "Seek, Sense, Share" from the Knowledge Management (KM) domain provides a different reflective lens from which to view their research journey. Contrasting this strategy are the six Ds of "Solution Fluency" a universal creative problem solving approach providing greater clarity to the process.

Applying Dave Gray's visual thinking techniques cultivates a habit of drawing and doodling which aids defining and communicating complex ideas easier. Producing instructional videos using Powtoon an online animation tool simultaneously engages and informs.

Developing Libguides serves both as a platform for sharing this knowledge and as a teaching resource.

The real lesson learned from applying these strategies is encouraging students to experiment and make mistakes which are all part of the learning experience. Providing both an opportunity for reflection and exploring a concept further.

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ABSTRACTS

Tuesday 22nd March

Parallel sessions (Group 5)

Confidence, Frustration, and Worry: The Role of Emotions in Student Learning & Research

Michael Courtney and Carrie Donovan

When librarians meet students in a learning environment, there are many factors that govern our interactions including learning outcomes, instructional content, and active learning strategies. We work hard to ensure that students' learning experiences are measurable, transferable, and long lasting through design theory and assessment methods. With all the knowledge and experience we bring to this scenario as educators, the focus of our intention can be skewed toward strictly supporting students' cognitive development. In doing so, we neglect the emotional or affective aspects of the learning continuum that are inherent in questioning, discovery, and learning. With the high expectations librarians have for students' engagement in the research process, it is only natural that the hearts, as well as minds, of our students will be changed by these experiences.

As definitions and guidelines for information literacy continue to develop, students' emotional intelligence and affective domains are increasingly identified as key factors in learning. The newly adopted Framework for Information Literacy from the Association of College & Research Libraries identifies not only the conceptual basis for key ideas that form the knowledge domain that is information literacy, but it also presents relevant dispositions which address the value-laden emotional or affective domains of learning. The critical librarianship movement acknowledges authenticity in the classroom, establishing a more egalitarian approach in which both the student and the teacher are responsible contributors to learning. For every cognitive

bottleneck that students face in their research, including the application of scholarly practices and the ability to seek out underrepresented perspectives, they are faced with experiences that challenges their values, their beliefs, and what they know to be true. The potential for librarians to facilitate students' breakthroughs of such barriers is greatly enhanced when we consider student learning holistically, addressing both the cognitive and the affective domains.

While education and experience provides the capacity that librarians need in order to apply these professional guidelines, such as the ACRL Information Literacy Framework, to our own institutional contexts, we must adopt investigative approaches to understanding our students' emotional bottlenecks in order to make these theoretical frameworks actionable. As part of this presentation, two librarians will share their experience in applying ethnographic practices in a library context in order to observe, interview, and study students as they experienced the research process over the course of one semester. Although the study was not intended to uncover students' emotional barriers to the research process, the themes identified in the resulting data represented a compelling indication that affect, specifically confidence, worry, frustration, and anxiety, constitute emotional thresholds for student learning.

Based on what we learned about the thought and emotion that underlies students' research processes, we will propose a model for identifying affective thresholds for student learning and building learning experiences to address those, as well as suggestions for collaborative strategies for instructional intervention. Attendees of this session will consider the value-rich landscape of information literacy learning and their role in supporting student achievement, while learning practical strategies for planning and assessing information literacy holistically.

Young people's experiences of political information: implications for information literacy practice

Lauren Smith

This paper presents the findings from a doctoral study into young people's experiences of political information and how this relates to their political engagement.

The research stems from a perceived problem of young people's disengagement with politics and a general national decline in participation in formal political activities such as voting. There is also a pervasive sense that young people do not know enough about the world around them to make informed choices. Young people are often framed as being in a position of 'deficit' in terms of information skills (Whitworth 2009; Rieh & Hilligoss 2008; Johnson & Kaye 2000). The goal of this research is to identify whether these concerns are valid and explore what contribution librarianship can make to political agency through information literacy instruction.

The study explores young people's experiences of political information and the ways in which information literacy work can support young people to find, understand and use information to inform their political beliefs, attitudes and behaviours. These insights contribute to a practical understanding of how young people's information landscapes are shaped by power and authority, and suggestions are made as to how information literacy education can help young people to become aware of these issues.

The work builds upon existing information literacy theory and practice through the application of the phenomenographic research approach, personal construct theory and critical pedagogical theory. The theoretical approaches taken contribute to understanding the role information literacy education can play in supporting young people to develop political agency - the means by which they can meaningfully participate in local, national and international political issues, which in turn supports strong and legitimate democratic political systems.

The fieldwork stage of the research took the form of fieldwork in an English secondary school. Three research methods were used: repertory grid interviews, focus groups, and questionnaires. These methods were used to answer the following research questions:

- 1) What sources of information influence young people's political opinions and worldviews?
- 2) In what qualitatively different ways do young people conceive of the sources of information which influence their political opinions and worldviews?
- 3) Do they think about this political information critically?
- 4) What aspects of critical pedagogy may be of most use to those seeking to support political agency through critical approaches to information literacy?

A phenomenographic outcome space will be presented, outlining the variety of ways in which young people may experience political information and the ways in which they use information literacy skills. Recommendations will be made relating to how library workers may support young people's information literacy skills around the area of political participation and agency.

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No social media please, we're researchers

Shazia Arif and Konstantina Martzoukou

In recent years, there has been a significant growth in the amount of research devoted to exploring the use of social media tools for academic purposes. Within the context of social media, 'digital literacy', defined as the ability to "use information and communication technologies to find, evaluate, create, and communicate information requiring both cognitive and technical skills" (ALA, 2012), has started to emerge as a core competency for students. This research explores the attitudes of PhD students to using social media websites for research purposes. The study provides recommendations for the introduction of programme of digital literacy focusing on the use of social networking tools throughout the different stages of the research lifecycle.

An action research based methodology was followed with the researcher reflecting on her current practitioner role, as a Librarian supporting PhD students at Brunel University London, as well as that of researcher. Stringer (1999) captures the essence of the 'action research' approach as a cyclical process identifying three key activities as thus: a) Look: including gathering data, defining and describing a situation); b) Think: Exploring and analysing, and, c) Act: interpreting, explaining and theorising.

Data were collected by means of a survey of 80 PhD students (from Engineering, Business, Social Sciences, Health, Arts, Computing, Maths, Sport and Education) around their use of blogging/microblogging, social bookmarking, sharing and social networking websites, identifying factors that act as barriers to their use for research purposes. In order to reflect the digital literacy dimension of social networking sites for PhD students, the Vitae (2011) Researcher Development Framework was useful for outlining the knowledge, behaviour and attributes that are developed during the broader context of PhD research. The Research Information Network identifies the academic research cycle as

having "collaboration and social interaction run[ning] through all aspects of it" (2011).

The activities leading to a doctoral qualification were broken down and useful social media tools were identified to aid the tasks.

The results of this study indicate that, for PhD students, sharing websites take precedence over other tools as they help in advancing information discovery and collaboration beyond physical and geographical boundaries. A number of barriers were identified including negative perceptions around the use of these tools for academic study. Respondents had difficulty to establish the added value of employing social networking sites - perceiving them as time-wasting/distracting tools. This was also accompanied by lack of understanding of the capabilities and benefits of these tools. Participants expressed concerns around privacy and highlighted the lack of support/training as not all students were social media savvy. The findings from this study can aid doctoral students in making informed decisions about the tools that are most appropriate to their research and librarians can promote and advocate for social media as a research tool.

Attending the LILAC conference will provide the researchers with an opportunity to share the findings of this study to a wider audience. It will also help explore new and innovative ideas for incorporating online social media training in information skills sessions aimed at doctoral researchers in different contexts.

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Road Mapping the Digital Jungle

Alison Jane Pickard, Geoff Walton, Lara Dobbs and Mark Hepworth

This paper focuses on the findings of a British Academy / Leverhulme funded project which had the primary aim of empowering school children to make informed judgments of online information resources "a critical capability within the overall concept of information literacy. The focus is on encouraging proactive scepticism that allows for rational judgments of the trustworthiness of online information. Digital access is commonplace in the lives of today's learners. The Office for National Statistics (ONS) highlights that 'almost all (99%) 16-24 year olds had used the Internet' (p.1, ONS, 2014), and only 0.03% of 16-24 year olds hadn't used the Internet within the last three months (ONS, 2014). Forecasts only reinforce the importance of information literacy in a digital age; it is estimated that over the next twenty years 35% of jobs in the UK could become automated. The analysis of the UK Digital Taskforce and TeenTech CIC suggested that '... well over half the workforce requires digital skills that extend beyond the basic skills of digital citizenship' (p.1007, House of Lords, 2015). However whilst today's children of the information age potentially have a wealth of knowledge at their fingertips thanks to smartphones, tablets, etc., critically there are notable hurdles; the unregulated nature of the Internet; the volume of information potentially available to learners; learners inability to find and/or use this information effectively.

Whilst our research supports the notion that learners rely predominantly on digital resources, contrary to popular belief, adolescents are not as naturally tech-savvy as might be commonly believed (Elliot, 2006; CIBER, 2008; Pickard, et.al. 2013; Pickard et.al. 2014). One possible explanation for this common belief could be attributed to the discursive construction of children and young people as 'digital natives' (Prensky, 2001, 2008), 'bathed in bits' (Tapscott and Williams, 2008) and 'Born digital' (Palfrey and Gasser, 2008), which became

pervasive around the turn of the century in educational literature, the popular press and political rhetoric despite the lack of empirical evidence to support such a construct. This project aimed to build a new research framework for digital literacy and informed digital citizenship drawing on previous research on trust (Pickard et al, 2010) and digital discernment based on Walton & Hepworth's 2013 definition of information discernment.

A toolkit was constructed and tested in-situ using Participative Research and Action with an initial case study of 16-18 year old students in a UK school. Two workshops were conducted with students from a UK secondary school a day apart, the desired outcomes were to facilitate learners to be able to locate and evaluate information, paraphrase and also to be able to reference their sources; all skills that could be used for their EPQ (Extended Project Qualification). In this paper we will focus on the outcomes of the workshops exploring the students' notions of 'good' and 'bad' information and their potential to trust. We will also present the evidence from follow up interviews with teachers and students 14 weeks after the workshops, during which time they had started work on their EPQ.

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What Can a User eXperience (UX) Approach Tell Us About the Undergraduate Research Process?

Siobhán Dunne

For higher education students, learning can happen anytime and anywhere, however not much is known about how students actually conduct research. A User eXperience (UX) approach, which deploys an anthropological lens, has typically focussed on how library users are interacting with space and services. In this paper I will present the findings of an ethnographic study which shifted the traditional focus of UX to understand how students are engaging with the research process. Using participant observation, student diaries and retrospective interviews, I was provided with unique access that enabled me to capture the behaviours of these students in their own environments.

The most ambitious ethnographic study of how undergraduate students research, took place over two years at the University of Rochester (Fried Foster and Gibbons, 2007). That longitudinal study inspired this author to engage in a more intimate, short term study that observed students in their own environments. My research confirmed the importance of avoiding the use of 'library speak' and learning the 'linguistic code' of students (Catalano, 2013; Lanclos, 2015). The ERIAL (Ethnographic Research in Illinois Academic Libraries) Project has been investigating the spaces in which students work, the tools they use and whether it is possible to identify the interpersonal processes, transactions and relationships that define the social landscape within which research is completed (Asher and Miller 2011; Asher and Duke 2012). This study built on these findings and identified how, when and where students currently research; the impact of learning environments on research productivity and to recommend improved supports to facilitate research.

This paper will challenge participants to think critically about their own assumptions about the undergraduate research process. I will discuss how an ethnographic approach has informed my professional practice and

ultimately improved how I deliver research skills support to undergraduate students. I will use my findings as a basis for inviting LILAC participants to discuss how UX can be harnessed to uncover insights into realms with which it is not traditionally associated. I will also reflect on the role ethnography can play in empowering librarians to perform a leading research role within their own institutions.

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Great IDEA: An Instructional Design model for Integrating Information Literacy

Kimberly Mullins

Information literacy is a lifelong learning ability that contributes to a person's academic, work, and personal

success. In academia, meaningful and transferable learning occurs when information competencies are integrated consistently throughout a student's educational career and in a variety of curricular contexts. They cannot be effectively learned void of purpose nor in a "one-shot" session. In order to meet the demands of a cohesive curriculum, the librarians' niche within the academic landscape must morph into one of instructional partner, teaching peer, collaborative faculty, and information literacy specialist. An obstacle to this transition is that few librarians have formal training in pedagogy and instructional design.

The IDEA (interview, design, embed, and assess) model was specifically created for librarians as a practical, step-by-step framework for effectively integrating information literacy content into academic courses.

The advantages of using the IDEA model are it:

- Increases the pool of librarians who can effectively implement instructional design.
- Clearly defines the necessary collaborative efforts between librarian and course instructor.
- Is adaptable to other learning environments.
- Streamlines the curricular design process by using rubrics, forms, checklists, and other aides at each phase of the design process.
- Is a practical and comprehensive plan that incorporates all necessary design and development steps.

The model is based upon the traditional ADDIE framework as well as behavioral and cognitive learning theories. The model includes the following phases and steps:

1. Interview: Collect broad data about the student profiles, learning constraints, course, and information literacy contents.
 - a) Perform a syllabus analysis for potential information literacy course opportunities.
 - b) Interview the instructor to clarify data and probe for additional relevant information.
 - c) Receive instructor feedback and revise.

2. Design: Design the course by identifying information literacy goals, objectives, assessment items, and content using a “backward design” approach.

- a) Perform a gap analysis.
- b) Develop information literacy and digital goals, objectives, and assessment items.
- c) Identify relevant content using open source and library resources.

3. Embed: Embed the information literacy content using effective strategies.

- a) Identify effective embed strategies including sequential and scaffolding techniques, direct links to resources (e-books, online articles, websites), including links at the “point of need”, clear and consistent instructions for seamless access to resources, and focusing students on critical learn tasks.
- b) Create an implementation plan with the instructor.
- c) Implement the plan.

4. Assess: Assess the course effectiveness using formative and summative assessments.

- a) Implement formative assessments that address information literacy objectives, content and instruction for the purpose of modifying the course curriculum.
- b) Implement summative assessments that consider departmental, institutional, regional, and national standards to ensure the course aligns with global learning strategies.
- c) Implement modification plans that improve course content and as well as guide future information literacy integration efforts.

The attendees will have access to flowcharts, forms, and rubrics used by the model. An interactive discussion will ensue on how to adapt the model to meet attendees’ institutional needs and tips for capitalizing on the model’s return-on-investment.

Teaching and Un-teaching Authority: Evaluating Sources in the Critical Library Classroom

Eamon Tewell and Katelyn Angell

This project began with the presenters’ desire to explore notions of authority within library instruction sessions at their mid-sized university in the United States, including how authority is used by teachers to the benefit or detriment of learners, and how learners can begin to reclaim their own authority. In rethinking their instruction, the presenters sought to begin with students’ experiences, promote their sense of personal empowerment, and encourage them to consider the complexities of source evaluation.

The presenters developed three concrete ideas of how student authority might be amplified, which were implemented in library instruction classes for first years and sophomores. Each class met with a librarian twice during the semester. The goals were twofold: 1) For both the teacher and students, to consider how authority operates in the classroom, and, 2) For students, to reflect on the role of authority in common information sources.

The three ideas included small group discussion coupled with student presentations, a brief questionnaire between classes, and an activity addressing authorship and trustworthiness. Each will be described in full during the presentation. By discussing information sources students are likely to use, asking students in an intentional way what they want to learn about, and prompting reflection on a source of their choosing, the presenters were successful in igniting student interest and the critical evaluation of sources.

Student responses to the instruction, in the form of written responses to the questionnaire sent between classes and the activity based on a source found using a library database, will be shared with session participants and considered in light of the presenters’ aims. After seeing these examples of questioning the authority of resources, participants will be posed two reflective questions regarding authority and teaching,

break into pairs for discussion, and share their responses with the group.

Masters of the UniVerse!

Holly Singleton and Phil Jones

This paper will explore the development of an innovative programme of information skills sessions for Masters Engineering students.

It has been discussed in a lot of literature how Engineering students fail to access library services, or are not as heavy users of library services as students in other departments within Higher Education (Kerins et al 2004; George et al 2006; Johnson et al 2015). Equally, the Engineering and Computing faculty at Coventry has a large international cohort, which varies wildly in ability and experience of Higher Education. As new Academic Liaison Librarians to the institution and to engineering as a subject area, we decided to take a slightly different approach to how we were going to engage with this hard to reach group. Through collaboration with our new departments, we built a strong working relationship with the Associate Head of the Manufacturing. She championed our involvement from the very beginning and emphasised the importance of the library to her students.

In partnership with course leads we created a draft programme covering all areas of information skills, including demystifying the literature review, searching and critically evaluating information. We built an accompanying Moodle site to support the programme and to host online learning materials. Word of this initiative spread to other areas of the faculty so that now all Masters students in the Engineering & Computing faculty, who undertake a final year project, are enrolled on the module and can benefit from these voluntary lectures and workshops as well as the material on Moodle.

Incorporating video testimonials from students and key academics, our paper will explain how we got the initiative off the ground, look at the key challenges involved in working with so many partners (academics, students, centre for academic writing, IT, maths

support, learning technologists) and critically evaluate the outcomes.

We will also explain how the initiative has evolved in its second iteration and outline our progress in developing future support for all Engineering & Computing students through a Disruptive Media learning Lab (DMLL) funded research project working in partnership with the students themselves. A key aspect arising from this is supporting the students' successful acquisition of digital as well as information literacies.

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Peer to Peer Part 2: a follow up study of students' information literacy development using a student researcher.

Iain Baird, Fran Porritt and Ethan Lumb

At LILAC 2015 we presented a paper on using a student researcher to uncover the authentic student experience of tackling a challenging assignment. This presentation reports on a project that is a follow-up study to research we carried out in 2013. The project aimed to explore the context within the Teesside University socio-cultural space that students operate in, by investigating whether students' approaches to tackling challenging

assignments have changed since they were first interviewed two years ago. In addition we will be discussing the advantages of using a student as researcher to gain a greater depth of interview, as the second interviews provided even richer data than the first.

Beyond the ivory tower: community engagement and student transition to university

Rebecca Mogg and Fiona Morgan

Engagement with communities across Cardiff and Wales to reduce educational inequalities and to support transition from school to university is a strategic goal for Cardiff University. As part of this commitment, the University is participating in a wide range of activities including FutureLearn MOOCs and the RCUK School-University Partnerships (<http://www.rcuk.ac.uk/pe/PartnershipsInitiative/>) Initiative. The University Library Service is working with both projects to make mainstream what is currently piecemeal engagement with schools and further education colleges in the local community.

There are two strands of work directed to Welsh level three students:

- 1) The MOOC: Making sense of health evidence. A four week course, specifically repurposed from our existing MOOC and offered as a closed course on the FutureLearn platform to level three students across Wales, with supporting moderation from teachers/lecturers and Cardiff University staff. The MOOC aims to develop students' critical analysis abilities in preparation for University. The course will also be recommended to newly accepted students at Cardiff as part of their transition to the University with the aim of fostering a sense of belonging prior to enrolment.
- 2) Partnerships with schools offering the Advanced Welsh Baccalaureate. Using funding from the RCUK School-University Partnership Initiative, the Library is in the early stages of working with school teachers to

identify ways to support them in the delivery of the digital literacy and critical thinking components of the new Welsh Baccalaureate qualification. As it is resource intensive to upscale our current provision of workshops to local school students, the aim of the project is to develop a course pack for teachers to use in the classroom.

In this presentation we will report in more detail on both these projects including the methodologies used, outlines of course content developed and any early data on the level of engagement.

Student2Scholar: Rethinking online learning using the ACRL's new Framework for Information Literacy in Higher Education

Monique Flaccavento

This paper introduces the newly launched Student2Scholar, a series of ten self-paced, interactive online modules for graduate students in the social sciences.

In 2014, a team of librarians, faculty members, instructional designers, graduate students, and support staff from Western University, the University of Toronto, and Queen's University were funded by the Council of Ontario Universities to create a series of IL modules to be made openly available across the province of Ontario through the eCampus Ontario portal.

Combining the Council of Ontario Universities' Graduate Degree Level Expectations and the Association of College and Research Libraries' (ACRL) recently released Framework for Information Literacy in Higher Education, the Student2Scholar team designed learning outcomes to help students develop their critical thinking, organization, research, and communication skills, to enable them to participate more actively and confidently in their communities of research. Like the ACRL Framework, the importance of metaliteracy was emphasized throughout, with an understanding that "metacognition, or critical self-

reflection [is] crucial to becoming more self-directed in [our] rapidly changing ecosystem.” 1

The modules invite students to complete interactive tutorials, videos, readings, worksheets, and quizzes, as well as reflect on their learning and dispositions through self-assessments and self-reflections in a personalized online workbook. As the Student2Scholar learning journey is intended to be very flexible, students may opt to complete all module activities in sequence, or may chose to complete only selected activities, or sections of modules at point of need.

The paper will also explore some of the challenges and rewards of collaborating on a large scale project with partners from other institutions, and will discuss some of the ways students, instructors, and librarians have used the modules and activities to support their teaching and learning.

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Using screen-capture technology to understand health information seeking behaviors and assess e-health literacy

Danielle Carlock

Norman & Skinner (2006) have defined ‘e-health literacy’ as the ability to “seek, find, understand, and appraise health information from electronic sources and apply such knowledge to addressing or solving health problems”. This presentation will report the results of a collaborative study between a librarian and a nutrition faculty member to (1) determine the e-health literacy of entering health sciences students and to (2) assess the impact an information literacy instruction (IL) program upon their e-health literacy.

Scottsdale Community College in Arizona, USA offers a course for general science credit called Principles of

Nutrition lab (FON 241LL). This course provides students with the opportunity to evaluate their risk for cardiovascular disease, hypertension, type II diabetes, and obesity. A flipped model of IL instruction was employed in this course. Students were taught how to evaluate consumer health information using an online tutorial and a follow-up face to face lab activity. The same method was used to teach how to identify and locate scholarly health information. Students completed four additional labs over the course of the semester in which they located both high quality consumer health information and scholarly articles related to the lab content.

Prior to IL instruction, students were given two searching prompts, one to observe how they search for a personal health information need and one to observe how they search for an academic health information need. The searches were screen-captured and scored against rubrics. Students also completed questionnaires that asked them about their searching process. Searches were recorded prior to instruction and again at the end of the semester. A mixed method approach was used to analyze the data.

Work Cited

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Lagadothon

The CRAP! Game

Kathryn Ballard

The CRAP! game will encourage your users to think about the quality of the information sources they are accessing. If they can complete the game successfully, their source is not CRAP!

The game is based on the CRAP (Currency, Reliability, Authority, Purpose) acronym for evaluating quality. It involves a number of cards grouped by letter (C,R,A,P,!) with each card having a question relating to that evaluation criteria (the ! allows for further relevant criteria to be covered too). A dice is used to determine which card is picked up on each turn. Players select cards and try to answer the questions on them in relation to an information source they have been given. They can keep or discard the card according to their answer. The aim is to answer enough cards successfully in order to spell out CRAP! first.

The game can be played by individuals or in pairs/small groups. It can create a sense of competitiveness as everyone is trying to roll the letters they need to complete their CRAP! before anyone else. However, there is a sneaky twist that can randomly hinder a players' progress! Plus a lot of their success will depend on the type of information source they have been given to evaluate...

Once the game has been completed, the winner goes through their cards and feeds back on why they felt they could answer each question positively for their source. This can facilitate wider group discussion on evaluation of sources and allows the facilitator to assess whether the concepts have been understood.

The CRAP! game is intended to be a fun way of introducing evaluation concepts and making this an active element in training sessions. There is potential for this to be developed as an online learning tool as well.

Business Library Resources Jeopardy Game

Charissa Jefferson

This Jeopardy game is designed as a trivia board divided by three categories of clues to quiz undergraduate and graduate business students about the library and business resources. Being played in teams, the game encourages competition as well as interaction among the students while affirming their knowledge about the library and information literacy in a one-shot session.

Each category has 5 clues. The values assigned to the clues are based on the level of difficulty indicated by a point range of 100-500 points. The three categories are: Using Resources, Library Resources, and Business Resources. "Using Resources" starts with citations, continues onto plagiarism, then types of resources, and tools to evaluate resources. "Library Resources" includes search strategy, subject searching, academic and trade publication differentiations, and includes clues about where to get research assistance by librarians. "Business Resources" offers clues for industry codes, government data, proprietary databases, company reports, and business plans.

To play the Business Library Resources Jeopardy Game, students create teams of 4 and identify their team leader who will indicate the team's readiness to respond. After teams are formed and representatives are chosen, the teams are numbered off. The quantity of teams is indicated on the scoreboard and the game begins. A kick-off question is asked to prompt a team to choose a category and clue, which the librarian reads aloud and watches for the team leader's indication. The team is called on, if they have answered correctly, they win the points, if they do not, the librarian moves on to the first next team to indicate readiness. Another challenge is not only delivering the correct answer but also formulating the answer in the form of a question.

The Publishing Trap: an interactive game to allow post graduate students and researchers to consider the implications of traditional, recent and emerging academic publishing models

Chris Morrison and Jane Secker

This interactive game (from the creators of Copyright the Card Game) is an educational resource for researchers and takes its inspiration from the classic board game Mouse Trap as well as the analogue computer MONIAC which modelled the workings of the economic system using water and pumps.

The game works by asking players to construct a physical model of the ideal scholarly publishing ecosystem from its component parts. This will include pieces of the model that represent the following groups/sectors, such as:

- Researchers and research teams
- Academic libraries
- Academic publishing companies

Players will be asked to take on roles and address scenarios. They will need to consider how money, information, rights and knowledge flow through their model using a range of connecting pieces denoting licence and funding agreements as well as the creation and transfer of knowledge.

This approach enables considered thinking by researchers about the various academic publishing models, from the traditional subscription approach to the various open access models and how these affect their value of their research. It will be helpful to those in research support roles by enabling creative discussions between researchers and information professionals about the way in which the research process is either helped or hindered by the scholarly communication system. It will therefore help develop institutional approaches to communication and use of research outputs.

The game links to key information literacy concepts such as the ACRL frame that information has value (ACRL, 2015) and the ANCIL strand on the ethical dimension of information (Secker and Coonan, 2013). It will demonstrate that an understanding of the ethics of information use is analogous to the ethical production of tangible goods and will help researchers at all stages in their careers to consider the wider implications of the way that knowledge is sourced, distributed and used.

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<http://www.ala.org/acrl/standards/ilframework#value>
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Better Informed Bibliography (BIB) Game

Jenny Pacheco

The bibliography is an important part of any assignment, representing how widely you have researched your topic, and whether you have identified the key sources of information. In an article in Times Higher Education where she lists her top ten tips for doctoral failure, Tara Brabazon lists bibliography as the number one reason, saying "most examiners start marking from the back of the script. Just as cooks are judged by their ingredients and implements, we judge doctoral students by the calibre of their sources." (Brabazon, T. (2010) How not to write a PhD thesis. Times Higher Education.)

The concept of the BIB Game is to select a broad range of high quality sources to develop a well informed bibliography. The learning objectives are to make the players think critically about the sources that they are choosing, and foster an understanding that academic sources will 'score more highly' in their research, and the information literacies of appraising a wide range of information can be taught using this game.

Play revolves around moving along a board towards your degree classification by selecting resources for your bibliography from the choices offered to you on each turn - your choices affect where you move next! The winner is the first to reach the end point with at least one card of each type, a full set of a broad range of resources in your bibliography. But finishing first doesn't necessarily mean you will get a first! - the degree classification is then calculated and awarded, depending on the overall quality of your selected bibliography.

Creating an Essay Jigsaw Puzzle

Sarah Pavey

First year students arriving at University can get a nasty surprise when within weeks they are expected to write a formal academic essay. For many this is a task they have never undertaken before. GCSEs and A Levels simply do not give practice for extended writing in an academic style. As librarians many of you may have given guidance on how to reference and even plan an essay but how can students be prepared for the emotional journey involved?

This presentation will outline what can be achieved by completing a bespoke jigsaw puzzle either alone or within small groups. Issues such as the frustration of not finding the right piece of information or placing it in the wrong place to the elation when resilience leads to the completion of the work, will be covered and more. We will look at how plagiarism and collusion can also be explained using this methodology.

My puzzles have sold successfully into many schools however I am seeking advice on how they might be adapted for FE and HE. I am also interested in developing this game into an App and maybe diversifying the content into different types of essay such as discursive, technical, report etc. Any help, comments and thoughts will be gratefully received.

So if you want to create an essay in a fun way and understand what your students may be feeling when faced with academic writing for the first time, come to the presentation - we will complete the jigsaw - all 96

pieces at least by the end of the final session if not before!

Escaping the induction...

Andrew Walsh

I recently took part in an 'escape room', where a group of us were trapped in a room for up to an hour, desperate to get out, confused by what was happening around us, and largely in the dark. Much like first year university students in a typical library induction really, except we were having more fun.

Escape rooms use a series of puzzle elements, where the solution to one puzzle often gives access to the next puzzle, with the aim being to solve all the puzzles within a time limit to escape from a locked room. Even if you haven't come across escape rooms before, those of us of a certain age may be familiar with the types of puzzles used in escape rooms as they are reminiscent of 1980s/90s TV programs involving shapeshifting dragons (which were doog yrev) or running through Aztec zones with Richard O'Brien...

For this Lagadothon session, we won't lock you in, have an aspidistra who rules the planet, or promise crystals as prizes but we will play with a partial prototype of an 'escape room' style induction and make sure that no-one gets evaporated by a vortex at the end.

With this prototype of an escape room library induction, we won't have the full induction, but we will include sample puzzles for the conference attendees to solve, to illustrate how we think the full escape room style induction would work, along with supporting material to look at. Attendees will try to solve a puzzle to unlock a box, which will contain the extra sample puzzles, some more details about the overall escape room induction, and maybe a small prize... even without catching any gold tokens.

ABSTRACTS

Tuesday 22nd March

Parallel sessions (Group 6)

Academic Support teaching and learning development programme at the University of the Arts London

Leo Appleton and Elizabeth Staddon

This short paper outlines the development and delivery of a bespoke teaching and learning programme for academic support librarians within a higher education art and design environment. The specific curriculum focus at the University of the Arts London means that traditional approaches to curriculum subject liaison and the associated teaching and learning activity is not always appropriate. During 2015, Library Services academic liaison managers collaborated with colleagues from the University's Teaching and Learning Exchange to develop a five-week programme to introduce librarians involved in teaching to some of the main features of art and design pedagogy within a context of providing library based academic support. At the development stage the main objectives and focus of the programme were identified as:

- Introduce librarians to learning theories and enable them to contextualise theory into practice
- Raise awareness of the development and design of curriculum within an art and design context
- Expose librarians to different techniques and styles of teaching
- Increase librarians' confidence in teaching and presentation skills
- Introduce a range of technology enhanced learning methods and strategies
- Develop librarians as reflective practitioners

The programme consisted of five sessions, each designed to achieve specific learning outcomes through a variety of learning activities and discussions:

1. Introduction to teaching and learning in the arts
2. Approaches to teaching and learning
3. Presentation skills
4. Educational technology
5. Reflection for professional development and evaluation

This presentation will explain the pedagogy and rationale behind the development and delivery of the programme, and report on evaluation findings including the positive impact the training has had on the pedagogic practice of the librarians. The findings also provide insight into the specific challenges and rewards of bespoke teaching and learning within a Library Services context.

Does the research paper kill curiosity? Collaborating with faculty to support learning and exploration

Anne-Marie Deitering and Hannah Gascho Rempel

Does learning happen without curiosity? Common sense would say no, but for such a fundamental concept, curiosity has been surprisingly under-studied (Kidd & Hayden, 2015). Curiosity certainly seems central to the type of learning we do in libraries. Many of us became librarians because we love to explore and discover, and many instruction librarians frame information literacy as the skills and concepts necessary to support this self-directed exploration and learning.

At Oregon State University, librarians are deeply embedded in two important induction courses: First-Year Composition (FYC) and First-Year Seminars (FYS). In 2013, an unexpected insight during an assessment project brought curiosity to the forefront of those conversations. A close read of dozens of FYC essays about the research process revealed topic after topic selected for reasons that were primarily strategic. In

these essays (and in follow-up interviews) we saw how the pressures, barriers and constraints our students encounter during the research process push them to make safe choices and suppress their natural curiosity.

Safe, strategic topics allow students to “go through the motions.” They learn the steps and skills of academic research, but they do not learn how to manage the uncertainty and anxiety that comes from not knowing exactly where a research process will lead. However, most library instruction happens after topic selection occurs. In this paper, we will discuss how we integrated these insights into orientation and induction courses by focusing on faculty development and training. We will share a useful framework for understanding curiosity’s role in topic selection; provide an overview of our faculty development program; and share a variety of strategies for encouraging curiosity and exploration.

Kidd, Celeste, and Benjamin Y. Hayden. 2015. “The Psychology and Neuroscience of Curiosity.” *Neuron* 88 (3): 449–60.

Are we there yet?

Peter Hickey

To complement the University’s strategic aims, UCD Library concluded a staff and structural reorganisation in September 2012. The rationale for these changes and our new Library teaching and learning strategy was outlined previously at LILAC 2013.

Three years on, I will reflect on the achievements and challenges to date, and look to the future.

The effectiveness of the new teaching and learning model, with a team based approach to teaching, in conjunction with the development of individual specialist expertise is appraised. Winning a teaching expert award within our university and representing UCD in the national shortlisted awards against a strong field of academic nominees provides positive affirmation that our strategy is valued. It also attests this new model has greater impact strategically than was possible with the substantially larger subject librarian team in place prior to reorganisation. The development

of a heavily used suite of eLearning guides and tutorials has also been a positive consequence.

The strategy of targeting supports that best meet programme level learning objectives is discussed. Key to this strategy is the ‘conversation’ with programme co-ordinators in determining student need and in shifting from the more traditional delivery mode to an advisory one.

To progress this approach a model of curriculum mapping in alignment with programme requirements is under development.

This paper is reflective of an ongoing journey of change and adaption and will share some of the benefits and challenges encountered, I appraise the success of the venture to date, and will also consider the next horizon.

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Defining delivery (@ Derby): upgrading support for online learners

Emma Butler, Lucy Ayre and Jacqui DaCosta

Online learning at the University of Derby has grown in leaps and bounds over the last few years. As this form of learning has advanced, so has the support from the Library to help students develop their information and digital literacy skills. This short paper will outline the key milestones and on-going support initiatives that characterise an effective collaboration between departments across the University.

In 2011, UDOL (University of Derby Online Learning) was created, which brought together online programmes across the University, to provide a recognisable brand and identity. Library support at that time was mainly through a distance learning service, which responded to student requests to supply books and journal articles.

This short paper will outline the steps that Library Services have taken to develop the delivery of online support including:

- Webinars - introducing Library resources and strategies to locate and access information.
- Virtual Enquiry Desks - mainly evening sessions with Library staff available to answer questions and address skills gaps.
- Panopto videos - short videos demonstrating how to use key resources, which are embedded within the UDOL student portal and available to all students via the VLE.
- Online reading lists that include links to digitised copyright cleared content.
- Centralised enquiry service incorporating digitisation and delivery of resources.

The session will give attendees the opportunity to find out about our experiences of working in collaboration with UDOL staff, and others from within the University's support services, to help students develop digital and information literacy skills. We will provide data from the first ever UDOL / Library survey, the results from which

influenced the formation of a strategy and action plan to support online learners. Responses to the survey have indicated a high level of satisfaction, as did the 2014 International Student Barometer, where we were ranked top of the world!

Adjusting academic expectations: improving self-confidence and independence in international postgraduate students

John Hynes and Lee Webster

International students can be faced with a number of obstacles when they arrive to study in the UK (Lannelli and Huang, 2014). Adjusting to a different set of academic expectations in a new cultural environment can be a daunting task, particularly on a one year Master's degree. Common problems include getting to grips with new systems and tools for locating academic sources, critically responding to sources in a second language and integrating academic arguments into assignments. A lack of familiarity with information literacy and academic skills can impede the student's ability to meet the outcomes of their course.

Our MSc in International Fashion Retailing welcomes seventy new international students every year. This year we developed a programme designed to fast-track their adjustment to the demands of their studies, and help them find their own 'academic voice'. We wanted them to become competent at finding and using information ethically, to reflect and act on their experiences, and thus "learning to learn" (Bruce et al., 2006).

To this end we asked our students to investigate and critique a number of well-respected academic and business information sources, comparing and contrasting these sources with those they may have used previously (such as China's Baidu search engine). Students then presented back to us on the types of information they found and wrote a short reflective piece about the process.

The presentations and reflective writing have helped us to begin to understand how easy (or not!) new students find library resources sources to use, and whether they would recommend them to their fellow students. It has also given us insight into their backgrounds and experience which we can use to improve future offerings. This paper will examine these findings and explore the ways in which we can use them to inform the development of future programmes.

References:

Bruce, C and Edwards, S L and Lupton, M (2006) Six Frames for Information literacy Education. *Italics* 5(1) 1-18

Lannelli, C and Huang, J (2014) Trends in participation and attainment of Chinese students in UK higher education. *Studies in Higher Education*, 39(5) 805-822

“Library Association of Ireland Task Force on Information Literacy (TFIL): Challenges and New Directions”

Philip Russell, Claire McGuinness, Jane Burns and Emer O'Brien

This short paper presents the work of Library Association of Ireland's (LAI) Task Force on Information Literacy (TFIL), which was convened in 2011 to make recommendations for the development of a cohesive national strategy for information literacy education and advocacy across all Library and Information service sectors in Ireland.

We will outline the background to the development of TFIL, and how the group was convened to advance the recommendations of the LAI Working Group on Information Literacy (2006-2008). TFIL currently comprises representatives from all Library and Information sectors across Ireland and the paper will describe how it has played a significant role in advancing a policy driven approach for digital and information literacy at national level. We will also outline the rationale for the recent merger of TFIL with the LAI Task Force on Literacy & Numeracy.

The paper will describe the terms of reference of the group in the context of Government strategies for digital and information literacy, and highlight the key role to be played in Ireland's digital agenda by Library and Information services across all sectors. We will introduce the key national digital/information literacy strategy initiatives of the past three to five years, identify major strategic themes, and discuss some of the key concerns, which we hope to address.

TFIL is currently investigating best practice in digital and information literacy activities across library and information sectors in Ireland, focusing on practical and collaborative ways in which DL/IL education can be further developed to advance the goal of a more integrated and cohesive national strategy. TFIL is proactive in terms of advocacy, promotion and dissemination of information, which have helped to raise awareness of the strategic value of digital and information literacy nationally. These initiatives will be reviewed in the paper along with some of the challenges and practicalities of the cross-sectoral approach. A vision for library participation in the digital and information literacy agenda in Ireland will also be discussed and the group's future activities outlined.

The overall goal is to contribute to the development of a national strategy for digital and information literacy for Ireland and promote the development of these skills in education, employment and wider society.

Context: The authors are currently members of the Library Association Task Force on Information Literacy (TFIL).

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A Flying Start to Higher Education study

Natalie Bedford

The University of Leeds' Skills@Library service has supported student transition to University through our online, interactive Flying Start resource for the last 5 years. Provided to students pre-arrival, the resource encourages them to start developing the academic skills needed to be successful at University. Student feedback over the last five years has been overwhelmingly positive, with over 99% recommending it to future students in 2014.

In 2015, we reviewed our transition provision and decided to re-launch Flying Start with new vision: as an integral part of the Skills@Library service offer, Flying Start would provide an online and face-to-face developmental experience for new students, with a spotlight on the key academic skills which support and scaffold independent learning at the University of Leeds. Key aims to achieving this vision were to:

- Extend beyond the online resource by developing a series of "Flying Start to" workshops, starting in induction week.
- Refocus the resource on the areas deemed most useful in feedback from surveys and focus groups, integrating the student voice throughout.
- Tailor Flying Start to the Leeds experience, including school specific content where appropriate.
- Raise student awareness of how wider Skills@Library services can be accessed, or how they can boost their skills using self-directed methods.

This session will share student feedback, show how we used it in the development and how we promoted the resource and workshops to students. Feedback received so far during 2015/16 will be included, as will short videos from the Learning Technologist and Marketing Officer who worked with us. This session will be useful for anyone working with students at the point

of transition or considering how to engage new students with their service. We will give an honest account of what went well, where we need to improve, and our plans for the future.

Reference:

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Integrating Information Literacy into a Team-Based Learning Course

Candice Benjes-Small

Team-based learning (TBL) is a fairly new pedagogy in which students are placed in permanent teams and rely upon each other for their own learning, while being held accountable for coming to class prepared. TBL courses are divided into content units, with each unit starting with a quiz on the assigned readings and videos, taken first as an individual and then as a team. The teams then work on an activity which asks them to apply what they learned in the homework and the quizzes in a significant, real-world context. A professor in Athletic Training decided to try using TBL for her modalities class. For many years this class has been coming to the library for instruction, and I was very excited to see if I could carry the TBL structure over into the library session. The professor was game to give it a try and made the library component one of her course's units. Working closely with the professor, I developed a series of videos, quizzes, and an applied case study for the students, using the information literacy objectives for the assignment. Because the session mimicked how other content was presented in the course, students were easily engaged and reported seeing value in the session. It was not a "library day", tagged on to an assignment, but a course module on par with the others. This session will discuss how TBL works and lessons learned from using it in the library workshop.

Introducing information literacy through EPQ support: the development of the University of Bristol Library's school engagement programme

Lucy Wilkins and Lucy Langley

Introduced in 2008, the Extended Project Qualification (EPQ) is an optional piece of independent research undertaken by A level students that has enjoyed a surge in popularity in recent years. Equivalent to a Level 3 BTEC or NVQ, half an A level, 70 UCAS points, or as part of the Baccalaureate, the EPQ is regarded by many UK universities as a boost to applications that can set students apart from their peers (AQA, 2015a; BBC, 2015).

The University of Bristol Library has been providing information literacy support for local EPQ candidates for six years, starting out with just thirty-nine students in the first year and increasing to 380 students in 2015. This dramatic rise in the number of submissions is also reflected on a national scale (Wiggins, 2015). The EPQ is likely to see a further increase in popularity in coming years, particularly as it has been suggested by the AQA as an alternative to the General Studies A' Level, which will be discontinued in 2017 (AQA, 2015b; Department for Education, 2015).

This paper invites you to learn from the University of Bristol's experience of supporting the EPQ; hear how we have developed our programme in response to increasing demand, how we use the EPQ as a vehicle for outreach and engagement, and how we introduce concepts of information literacy to a cohort of potential undergraduates. It will explore the ways in which we demystify the academic library experience and inspire the students to become confident independent researchers, giving them early exposure to the information literacy skills that they will need in their studies beyond A level.

This paper can be taken as a framework for one model of practical support for EPQ students who are about to make the transition from school to university.

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Department for Education (2015) Reformed GCSE and A Level subject content consultation. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/448676/Reformed_GCSE_and_A_level_subject_content_consultation.pdf [Accessed: 11 November 2015].

Wiggins, K. (2015) 'The End Is Nigh for 'Too Easy' a-Level', The Times Educational Supplement, 16 October, p.12.

What a difference a year makes! 400 institutional requests for information skills interventions within the curriculum

Elizabeth Newall

From consultation facilitated through the University's Teaching and Learning Boards to School-level co-ordination of requests by academics, the teaching of information skills has been elevated to unprecedented levels at the University of Nottingham.

At LILAC 2015, the University of Nottingham presented its strategic approach to undertaking an institution-wide review of the information skills offering provided by Libraries, Research and Learning Resources. The

'Critical Friends' paper spoke of the strategic benefits in working across teaching and learning teams to undertake and report on the review, placing information skills within the broader context of students' academic development. Twelve months on, this paper will report on the successful implementation of the review's resultant new Suite of Information Skills Interventions for Taught Course Students, which led to: 400 institutional requests for information skills interventions within the curriculum; a shift from a 40/60 percentage split between induction and post-induction activity in 2014/15 to a 13/87 percentage split in 2015/16; 10,000 student attendances in the first 8 weeks of the academic year; and, the new online offering for taught postgraduates, On Course for Your Masters, exceeding 1000 taught postgraduate student enrolments.

This paper will pick up on where the story was left last April, specifically addressing: the impact of academic staff and student consultation; the radical redesign of library induction; the process of creating content for eight further information skills interventions aligned to the practices advocated by the University's Associate Teaching Programme; and, the strategic engagement of academics in designing the Nottingham Open Online Course for taught postgraduates across its three international campuses. Most significant of all, the results of the first evaluation will be ready to share.

All you need to startup is KnowHow: creating a scalable information literacy programme at the University of Liverpool

Nicola Kerr, Zelda Chatten and Emma Thompson

How do we engage key stakeholders in Information Literacy and persuade students of its benefits? At the University of Liverpool library an entrepreneurial approach was taken in setting up a new programme of workshops, linking Information Literacy, employability, Digital Literacies and academic skills in our new startup: KnowHow.

By embracing the essence of startups: high ambition, innovativeness, scalability and growth we have developed a new programme of skills workshops; developed in partnership with our Guild of Students and with active support from the Pro-Vice- Chancellor for Education. Our workshops start from student needs and not from existing library expertise. Where we need to develop our skills or run a session outside our normal range we have partnered with experts on campus, under the KnowHow brand.

By taking an innovative, collaborative startup approach we have been able to think beyond the normal library boundaries bringing expertise from across the university. With a clear brand identity we are able to provide skills workshops on traditional library topics such as searching and referencing alongside ones on academic writing and wellbeing. Students can attend as many of the workshops as they like dipping in and out as their academic needs arise.

KnowHow workshops are interactive with groups of students working together to solve problems that they can then apply to their academic work. Student engagement during the sessions is high and repeat attendance is common. The flexibility of our startup strategy means we have been able to use student feedback to inform and develop the KnowHow programme as it progresses.

This short paper will outline the ups and downs of this approach to innovation in Information Literacy and provide tips and tricks for libraries who want to apply this startup model to their projects.

Mission Impossible?: How a team of 4 staff delivered information literacy support from a distance to 1500 students

:
Rachel Posaner and Emma Green

“Mission Impossible!”

“Our mission” was to provide information literacy support to approximately 1,500 participants of the Elizabeth Garrett Anderson programme, at Masters level. This was one of the NHS’s new Leadership Academy programmes, the first of its kind in the NHS’s history, which started in September 2013.

Our challenges; two-thirds of the programme was to be delivered online using Moodle (“Virtual Campus”), that the participants were based all around the country, that they were starting the programme in varying numbers of cohorts throughout the year and that many of them had not studied at an academic level for many years, if at all! We also faced our own limitations in terms of staff capacity and the potential impact upon our existing vibrant user base.

Our actions; offering advice to participants at their first residential session, populating the “Virtual Campus” with online reading lists, creating in-house resources , using online forums to communicate with the participants and most noticeably using screen sharing technology (GoToMeeting) as a means of providing literature searching/referencing sessions en-masse.

Our project was innovative in terms of being able to use technology and in particular the forums and screen sharing software to support huge amounts of people at a distance, at a high academic level. However, this was not full proof...

Our learnings were that:

- Using forums can be problematic i.e. sharing resources/copyright.

- Not all resources are available in a format conducive to e-learning. i.e. access issues/scanning etc.
- Online learning doesn’t suit everyone’s learning needs, and that many people like to speak to someone in person.
- IT issues can provide barriers to on-line learning i.e. NHS firewalls etc.
- Access issues meant that often training sessions had to be run of office hours

ABSTRACTS

Wednesday 23rd March
Parallel sessions (Group 7)

Across the Borders: A bespoke pilot programme for International Students attending Waterford Institute of Technology in collaboration with the International Office

Claire Kennedy, Tina Hurley, Delia Foley and Jennifer Bolger

In autumn 2015, WIT Libraries learning support team developed a bespoke library training programme for international students. These include Chinese, Malaysian, Nigerian and Indian students in their final year or engaged in taught postgraduate programmes, Erasmus students from France, Germany and Spain, and Brazilian students from the Science without Borders programme.

With increased numbers of international students attending the Institute and using the library, the library learning support team identified a need and a gap in its information literacy provision. High usage of library services by international students seemed to indicate that this 'cohort' would be receptive. Previous attempts to engage with international students separately had proven problematic.

Meetings were held with WIT's International Office, where we were able to learn more about the specific issues identified to them by course leaders. One of the biggest issues was plagiarism and a lack of understanding by some international students around the concept of referencing. Contact and collaboration with the International Office was key in the promotion

and development of the programme and was a major factor in the programmes' success.

Research was carried out by library staff into the specific information literacy needs of international students. This research was hugely beneficial in informing the pedagogical approaches of the learning support staff who developed and delivered the programme.

The programme was promoted through the libraries' social media channels, flyers and posters. Students were asked to sign up either at the library circulation desk or at the International Office. The majority of students attended the tutorials as a direct result of the promotional efforts by the International Office. This collaboration was key. Issues that arose during the delivery of the programme will be highlighted and discussed.

The sessions were delivered as a programme of three interactive workshops. Session One consisted of searching for books and ebooks and an introduction to journal articles. Session Two looked at searching for journal articles on the libraries MultiSearch database and evaluating information. Session Three dealt with avoiding plagiarism and how to reference.

This paper is a case study that has potential for scale. Feedback was positive and the initiative proved more successful and well-attended than previous engagements with international students. The programme will form part of the wider information literacy and learning support offerings from the library service from 2016 on. This is a positive example of Institutional collaboration between library services and the International Office, and the authors believe it has applicability in similarly sized academic libraries.

From Traditional to Critical: Embracing Critical Pedagogy in Instructional Design

Sean Leahy and Alan Carbery

The power of Critical Pedagogy comes from its potential to meaningfully shape information literacy instructional

content and delivery in a way that promotes the librarian's role as a 'critical co-investigator' alongside students (Freire, 2000). In this presentation, librarians from one institute will discuss the implementation of Critical Pedagogy into instructional design and will reflect on the opportunities and challenges of working within this pedagogical framework. After briefly introducing key concepts and strategies for Critical Pedagogy, this paper will provide an account of course instructional design adopting this educational model.

Based on findings from previous assessment efforts, librarians transformed a traditional lesson to introduce primary source research into one in which primary sources were used to highlight issues of injustice and oppression. Through guided inquiry and dialogue, students were encouraged to draw connections between debates on race and ethnicity and current responses to immigration crises. Additionally, librarians developed a short sequence of sessions that explored information literacy outcomes through a social justice lens and situated information literacy as integral to integrative thinking and interdisciplinary ways of knowing. Emphasis was placed on exploring ways in which students could apply critical awareness to become active citizens and make positive change to their communities, through personal and professional choices.

This paper illustrates how incorporating Critical Pedagogy enables librarians to expand the scope of information literacy for their students by relying less on 'library-centric' instruction. This method highlights the 'real world' implications of the skills, practices, and dispositions that librarian instruction seeks to promote. This paper will appeal to librarians who are interested in incorporating aspects of Critical Pedagogy and Radical Librarianship into their practice.

Freire, P. (2000) *Pedagogy of the oppressed*. (M. Bergman Ramos, trans.) New York, Continuum. (Original work published in 1968)

Using Interactive Narrative to Drive Student Learning

Jeremy Walker, Sa'ad Laws, Paul Mussleman and Mohamud Verjee

Librarians and medical faculty at Weill Cornell Medicine-Qatar developed a sustainable model for improving in-class student engagement through the use of interactive and narrative-driven instruction. Traditionally, information literacy instruction sessions were passive and lecture-based. Instruction topics included reviews of the course support page, discussion of relevant mobile apps, and an overview of library resources.

During the most recent instruction-cycle, librarians worked with medical faculty to design a fictional scenario surrounding a patient with an unidentified ailment. Then librarians developed an in-class learning module using a suite of e-learning tools. Librarians and faculty then guided students through the module, providing information literacy instruction and challenges along the way.

As students progressed through the module, learning about the patient's medical history and symptoms, they were tasked with identifying information needs and researching information about drugs, laboratory tests, and medical conditions using a variety of information resources. Students interacted directly with the module by selecting which questions to "ask" the patient, which laboratory tests to "run" on the patient, and ultimately attempting to correctly diagnose the patient's condition.

The module's narrative was enriched using animated cartoons to represent the patient and clinician within the scenario. This allowed students to "see" both the patient they were pretending to treat as well as the healthcare provider who represented their actions and decisions.

Librarians and faculty observed that the level of student engagement with instructional material was much more positive and exciting than previous years.

Additionally, surveys issued to five successive cohorts of students indicate that efforts to transform instruction have been consistently well received by students. Lastly, the design of instruction and the accompanying module present a sustainable method for generating new narrative based learning experiences for future information literacy instruction.

Perceptions and Understandings of the ACRL Framework for Information Literacy

Elizabeth Berman and Merinda Hensley

In 2015, the Association for College and Research Libraries (ACRL) filed the ACRL Framework for Information Literacy in Higher Education. This document presents a new vision for information literacy that enhances and expands on the construct of information literacy as directed by the 2000 ACRL Information Literacy Competency Standards for Higher Education. Designed around the learning theories of threshold concepts, metaliteracy, and essential concepts, the development and subsequent filing of the Framework by ACRL generated significant discourse "and criticism" as librarians were challenged to grapple with and unpack their attitudes to and perceptions of information literacy in higher education.

The co-authors of this study, both members of the ACRL Information Literacy Standards Review Task Force charged with developing the Framework, explicitly wanted to bring focus and transparency to these formative conversations within the profession around the Framework. In October 2015, they deployed a survey to instruction librarians that focused on perceptions and understandings of both the Standards and the Framework, in addition to benchmarking how librarians are (or are not) implementing the Framework within the context of their own institutions or instructional programs.

The survey yielded 356 responses that touched on both the past and present use of the Standards, attitudes towards the development of the Framework, and the many interconnected facets of the Framework,

including the new definition for information literacy, the frames, and the use of learning theories. Additionally, the survey probed for specific uses of the Framework, both within an instructional design and teaching context, but also as a mechanism for outreach, professional development, and scholarship. LILAC delegates will gain an in-depth understanding of both the qualitative and quantitative results stemming from this survey in order to advance our collective understanding of the Framework within the profession.

All for One!

Will Reid

Overview of a successful LHF project between HE and Public Library Services in Liverpool and a local arts company. The George Garrett Archive Project delivered IL and IT literacy skills training to public, University and school groups.

The project was designed to preserve the legacy of Liverpool writer, George Garrett (1896-1966), founder member of Liverpool's Unity Theatre, who wrote a series of short stories and plays, and was an associate of George Orwell.

A successful bid for Heritage Lottery Funding was submitted in 2012. Rather than simply collect and preserve the 400 items in the collection WOW, LJMU and LCL used this as a means of promoting a range of literacy skills through the opening up of the project to the public and students. Over 20 members of the public and students signed up for the initial project and learned a range of skills including, amongst others:-

- Research skills
- Resource evaluation.
- Establishing provenance.
- Writing summaries and blog postings.
- Digitization.

The paper will look at the background to the many successes of the project including the following:

- Delivery of a literacy programme based on the project to St Vincent's Junior School in Liverpool.

- Workshop events marking the 150th anniversary of the Cunard Line.
- Production of three plays in Liverpool.
- Recognition by the National Archives of the project as an example of best practice.

Project Web Site at

<http://www.georgegarrettarchive.co.uk/>

“If you can’t be kind, be scholarly”: constructive peer reviewing

Emma Coonan

This workshop offers an introduction to the ‘what’ and ‘how’ of peer reviewing, suitable for both current and aspiring reviewers. It may also be useful for writers of academic articles. We’ll talk as a group about what peer review is and how it serves scholarship; look at an example of a peer review form; consider how to read an article critically and analytically; and explore how to give constructive, courteous and workable feedback that will enhance the final article.

All Aboard! Enabling and Empowering Staff and Students to Flourish in the Digital Age

Liz Dore and Blaneth McSharry

This short paper will be compiled in 2 parts. The first part will look at the scoping exercise which was involved to undertake an extensive literature review on existing frameworks for information and digital literacy. This work has helped to inform the current visual representation of what a framework for digital skills might look like and has also underpinned the content for a recently published report Towards a National Digital Skills Framework for Irish Higher Education. The second half of this paper will look at examples of how the framework is being implemented which will include trialling and evaluating the use of digital badges, developing training materials which are linked to skills identified in the framework, and encouraging

partnerships, collaboration and sharing of resources and training materials.

The Information Literacy of College Students: Gender Influences on Information Source Selection

Arthur Taylor and Heather Dalal

Today’s college student lives in a world where they are inundated with information. Librarians are aware that students who have come of age in this environment often do not discern differences in information quality from different sources. To many of these students one information source is as good as any another.

Some studies have corroborated the librarian’s experience with evidence that college students struggle with the evaluation of information sources especially Internet information sources. These studies have used broad categories of criteria but none have analyzed information source evaluation by gender.

The study reported here used a survey based on Standard 3 of the Information Literacy Competency Standards for Higher Education. A total of 386 college students answered questions about their use of Internet information sources with questions about reliability, validity, accuracy, authority, timeliness, and point of view or bias of the source. Analysis of the data collected found notable differences in the search behavior of students of different genders. Males were more confident in their information source selection, and more confident in the ability of search engines to make correct choices. Females were more discerning in their selection of sources, less confident in the quality of search engine sources and less confident in their own selections. Analysis of survey questions concerning reliability, validity, accuracy, authority, timeliness, and point of view or bias of information sources found additional gender specific differences.

If librarians could fully understand the information source selection habits of college students they would be better equipped to support the development of information literacy skills. Further recognizing gender

variations in the selection of information resources will highlight ways librarians and teachers can help individual students.

"New" ideas for "old" texts: Delivering information literacy sessions using clay tablets

Barbara McCormack

Academic libraries are becoming increasingly aware of new opportunities for information literacy instruction through engagement with historical artefacts. Fuhler et al. advocate the implementation of artefacts as teaching tools in order to provide an "invitation to learning that will not easily be forgotten".(1) The development of information literacy skills using museum materials has also been well documented by Marty(2) and Roff(3). This paper will outline the experiences of Maynooth University Library in this regard, through a case study of student engagement with ancient artefacts in a special collections environment. The Russell Library houses the second largest collection of cuneiform tablets in Ireland, with material dating from the pre-writing period (c.3,500 BC) until approximately 1,900 BC. The collection has been used in the delivery of information literacy sessions to undergraduate and postgraduate students of education, mathematics, and history. Students are given an opportunity to engage with these ancient texts in a supervised library environment, enabling the delivery of dynamic, hands-on sessions. Research skills relating to handling, preservation, consultation, and citation are developed. Conference participants should attend this short paper in order to learn about the opportunities for information literacy instruction using historical artefacts.

(1) Fuhler, C, Farris, P, & Nelson, A, 2006, "Building Literacy Skills across the Curriculum: Forging Connections with the past through Artifacts", *The Reading Teacher*, 59, 7, (Apr., 2006), p. 656.

(2) Marty, P, 2006, "Finding the skills for tomorrow: Information literacy and museum information

professionals", *Museum Management and Curatorship*, 21, 4, pp. 317-335.

(3) Roff,S, 2011, "Visualizing History: Using Museum Skills to Teach Information Literacy to Undergraduates", *College & Undergraduate Libraries*, 18, 4, pp. 350-358.

Trials and Tribulations: Adopting the ACRL Framework at a Small Academic Library

Lindsey MacCallum

The new ACRL Framework provides a very rich background in conceptual thinking for library instruction, but what does actually putting it into practice at an institutional level entail? What are the practical considerations required in order to implement the Framework? What are threshold concepts, and how should they be taught to librarians? This session will explore some of the challenges and opportunities involved in adopting the ACRL Framework in a small academic library. The University of Prince Edward Island's Robertson Library has an information literacy program with little commonality in teaching styles and no cohesive underlying pedagogy. How does introducing the Framework into this environment work?

This paper will start at the very beginning: one librarian trying to figure out exactly what this Framework is, and the variety of ways to communicate it to colleagues. In an academic library where librarians have varying teaching loads and varying levels of interest in teaching simply engaging librarians in a discussion about information literacy instruction can be a struggle. Furthermore, academic librarians are chronically busy and overworked. Given those factors, how can we generate interest in information literacy instruction, even among those librarians who rarely ever teach? Is it possible to reach a consensus on pedagogy, and can the ACRL Framework be that consensus builder?

Juggling a variety of librarian perspectives, busy schedules, existing instructional priorities, faculty expectations and even contemplation of a coup are all part of the process of developing an institutional

commitment to focus library instruction on conceptual understandings of information literacy. This session will explore those aforementioned factors in detail and the subsequent lessons learned from the process of adopting the ACRL Framework.

Is it a bird? Is it a plane? What can students learn asking questions about comics?

Mason Brown, Sarah Ward and Stephanie Margolin

Librarians at Hunter College developed a comics-based curriculum to introduce incoming students to the research process over the course of four sessions during a Summer Bridge program for low-income high school students in CUNY's SEEK program. We decided to focus on comics as a teaching tool because they embody two important qualities that set them apart from traditional research materials: they are potentially less intimidating, and they combine text and images, allowing for multiple levels of interpretation and learning. By the end of our time with the SEEK students we introduced a more traditional academic research article that dealt with comics as well.

We deliberately chose comics that showed diversity in race, ethnicity, gender, species and setting instead of a collection of white male superhero characters to ensure that the materials reflected the diversity of the students we taught.

Three coordinators developed the curriculum and recruited seven teachers to teach 157 students in three simultaneous sessions over eight days. We held pre-workshop planning meetings and post-workshop reflection sessions with the coordinators and teachers each day. One unintended but extremely beneficial outcome of this process was a new awareness of the potential to reinvigorate our library instruction program through reflective teaching and action research. Most importantly, we learned the value of increased communication with and collaboration among our colleagues.

ABSTRACTS

Wednesday 23rd March
Parallel sessions (Group 8)

Censoring the web: mapping content filtering in UK public libraries

Daniel Payne, Stuart Lawson, Jennifer Gallagher and Lauren Smith

Many public institutions in the UK employ the use of third party web content filtering software in order to block access to parts of the web for users of the network. The filtering software typically offers the institution a list of possible categories of web pages, e.g. “pornography”, “gambling”, “weapons” etc. The institution providing network access to the public will then select which categories it would like blocked on its network and for which category of user.

Building on the work of previous studies by Cooke et. al (2014), who outline the contradiction between libraries’ goals of access to information and intellectual freedom against the realities of protecting users, the aim of our project is to provide a single dataset which lists the categories blocked by any public authority in the UK and to make this openly available. As part of the paper presentation we hope to facilitate a discussion with attendees about the impact of these decisions on information literacy and access to information, as well as the implications of non-standardised policies around the country.

The project was conducted by seven volunteers who were recruited through the Radical Librarians Collective mailing list. 206 identical requests were made to public authorities under the Freedom of Information Act (2000) and the Freedom of Information Act (Scotland) in May and June 2015. Seven questions were asked to ascertain the extent of public authorities’ filtering decisions and these responses were tracked and made public via the website whatdotheyknow.com. The results were then standardised into a single

spreadsheet and released under an open license on the [figshare](https://figshare.com) research archive.

At the time of proposal submission, the full results are still being analysed. We have found that nearly all public libraries block some access to the internet other than security/malware based categories. Some councils refused to divulge any information about filtering decisions they may or may not employ, and claimed an exemption under the Freedom of Information Act. With some libraries also contracting out the blocking of websites to external companies, in some instances it is impossible to know what parts of the internet are being blocked for groups of users.

Many of the blocked categories directly interfere with the information literacy needs of vulnerable or minority groups, and include websites containing information about abortion, sexuality, websites, occult, non-traditional religions, historical revisionism, sex education, and gay, lesbian or bisexual interest. Our project raises important questions for delegates to discuss: why are these being blocked at some libraries and not others? Why are they being blocked at all? What lies behind the decision to block them? What impact does it have on information literacy needs of library users? If the decision to block is out of librarians’ control, does this interfere with professional obligations to support access to information?

Cooke, L., Spacey, R., Muir, A., and Creaser, C. (2014) “You don’t come to the library to look at porn and stuff like that”: filtering software in public libraries. *Library and Information Research* 38(117):5-19.

Using professional standards to inform information literacy work

David Bedford

Many university courses are funded or accredited by professional bodies who set out their requirements for the teaching and learning associated with the course. In the case of the health and medicine sectors, these requirements often encompass aspects of information

literacy (General Pharmaceutical Council, 2011; HCPC, 2014; NMC, 2010). Key aspects covered include gathering information from varied sources, appraising the quality of evidence, disseminating new information and the application of information to professional practice.

These same bodies also set out standards of conduct for their members, some of which also reference information literacy concepts (HCPC, 2008; NMC, 2015). Students are normally required to abide by these standards of conduct during their course and are made fully aware of the importance of abiding by them after graduation. The Royal College of Nursing appears to be the first of these professional bodies to publish a detailed set of competencies for their members specifically around the area of information literacy (RCN, 2011).

In addition to helping to frame discussions with academic staff regarding information literacy teaching/training, these documents have proven to have practical value in the design and delivery of sessions with students. They provide a means of ensuring that teaching and training are directly relevant to life beyond graduation, and help students to understand the value of “library sessions”. Use of professional standards help move beyond immediate information needs (such as finding references for an assignment) to the necessity of developing information literacy skills for employment after graduation.

Practical methods of using these standards in face-to-face sessions with undergraduate students have included:

- Use of professional standards as a topic for an information-search workshop – specifically helping student nurses to explore the meaning and implications of the Principles of Nursing Practice (RCN, 2010) and the Nursing and Midwifery Council’s Code (NMC, 2015).
- Demonstrating the value of resources outside of the students’ usual comfort zone when it comes to information sources – specifically promoting the use of resources written for other professions to student paramedics.

- Reference to the standards within lecture-style sessions as a method of demonstrating the ongoing relevance and value of the knowledge and skills presented.

The sessions which have been developed as a result of investigations into requirements and standards have been well evaluated, with positive outcomes reported by academic staff which show that students have applied what they have learned.

Following a brief summary of the relevant professional standards and requirements, the paper outlines sessions informed by and based on these professional standards. This includes the development of the sessions as well as an overview of the content and how this is delivered in practice. Delegates will leave with the information and practical tools needed to put such sessions into practice.

Although the focus of the paper is on health and medical education, other professions have standards and requirements which could – and perhaps should – be used in similar ways.

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A graduate employability lens for the SCONUL Seven Pillars of Information Literacy

Stephane Goldstein and Moira Bent

Employability is an increasingly important issue in HE settings. The new graduate employability lens on the Seven Pillars of Information Literacy, and the analysis underpinning it, should provide academic librarians (and others, e.g. university careers managers) with a frame they can use to better understand how information literacy contributes to employability, and more broadly to the lifelong management of career paths.

This paper reports on the formulation of the lens, which was developed at the end of 2015 and backed up by a review of how IL relates to employability.

The creation of a series of specialist lenses on the Seven Pillars, following the 2011 revision of the core model, enables reflection on the context-driven perspectives of different categories of users. In particular, the graduate employability lens provides an opportunity to investigate the needs of employers and to explain IL in a way that relates to these needs; this is potentially important, because the concept of IL, and its relevance to the world of employment, is not well recognised by enterprises, commercial, public or not-for-profit.

The lens also allows information professionals to reflect on competences that have not traditionally formed part of library-centred IL discourse. Views from LILAC will be sought about how the lens might be used and promoted.

Retaining the familiar seven-fold structure, the lens is characterised by five cross-cutting themes that reflect key employability factors:

- Business and customer awareness: keeping proactively informed about the practices, expectations and goals of employers; the dynamics of the workplace; the evolving nature of the business environments in which enterprises operate and the needs of customers and users.
- Coping with workplace complexities: understanding that the information needs of enterprises are complex, often messy and largely determined by the nature of their services, products and organisational cultures.
- Analytical skills and problem-solving: using, handling, interpreting and analysing information / data, to resolve business questions and problems.
- Ability to work socially: making use of people (colleagues, associates, clients and others) and teams as valuable sources of organisational information and knowledge; and sharing information as appropriate.
- Career management and lifelong learning capacity: keeping informed about career opportunities, the evolving nature of work, and the adaptability and resilience needed to cope with that.

These themes were derived from a review that first looked at definitions of employability, and then consisted of the following elements:

- A review of selected sources on how employability attributes are perceived by key stakeholders, particularly employers. The review considered a range of frameworks and models devised by organisations such as the Confederation of British Industry (CBI).
- An overview of how employability attributes are viewed more broadly than for the immediate requirements of employers, and how these attributes might be affected by longer-term developments in working practices and behaviours.
- A brief consideration of the scholarly literature on information literacy in the workplace.
- A short review of how universities consider employability, notably through a consideration of frameworks devised by a small selection of institutions.

Are they learning?” Building a longitudinal model of information literacy assessment.

Alan Carbery and Sean Leahy

Measuring student performance in information literacy instruction is a lofty goal. To map and chart student performance at multiple points throughout their degree is an even taller order. This paper describes the efforts by one institute to design and build a sustainable and longitudinal model of direct assessment of student information literacy performance. This assessment, in turn, allows the librarians to design and deliver instruction based on actual student performance.

Ultimately asking the important question - ‘we’re teaching, but are our students learning?’ this model of assessment studies the developmental path of students who receive an embedded, sequential programme of information literacy instruction throughout their degree. By using a competency-based information

literacy rubric designed in-house, teaching librarians directly assess authentic student coursework from various points throughout the curriculum for evidence of information literacy performance. This model investigates the impact of librarian-led instruction, and charts the progress of information literacy outcomes throughout the undergraduate degree

Findings from this study show that students demonstrate early success in finding and retrieving information sources, but often lack the skills necessary to synthesise and connect sources within their written work. Throughout their degree studies, students show evidence of growth and progress in information literacy, particularly as a result of targeted instruction. This paper also considers variables other than librarian intervention that affect student performance in information literacy, such as the role of academic faculty as well as strategic assignment design.

Longitudinal assessment of information literacy at various points throughout the degree provides the teaching librarian with invaluable and crucial insight into the concepts, skills and strategies that are most troubling to students. It also allows us to design and deliver instruction that can be introduced at timely and appropriate stages throughout the sequential program in an effort to positively impact student performance. This longitudinal assessment of information literacy has also allowed us to engage faculty in conversations about information literacy.

This paper will talk about the development and evolution of this assessment model. It will describe the process of designing and creating a single rubric for information literacy that can be used across the curriculum. Directly assessing real instances of student coursework right throughout programme will be discussed. Finally, this paper will demonstrate how librarians have closed the assessment loop, and integrated our findings into instructional design. This paper will conclude with future directions for this holistic, longitudinal model of information literacy assessment. This paper will appeal to practitioners wishing to design and develop a robust model of rubric-based assessment within their institutes.

Information Use in Natural Habitats: A Comparative Study of Graduates in the Work Place in Ireland & Canada.

Siobhán Dunne and Margy MacMillan

Two librarians working with journalism students in higher education institutions in Ireland and Canada designed a comparative research study which surveyed graduates about the information resources they used to accomplish key communications tasks in their professional roles. The aim of the study was to (a) identify resources being used in practice and (b) harness that knowledge to improve both the content of information skills programmes and the pedagogical approach for teaching those skills. We were curious about the resources graduates actually used at work, both in traditional journalism positions and more broadly in other fields of communications.

An analysis of current professional journalism standards (Accrediting Council on Education in Journalism and Mass Communication 2012; European Journalism Training Association 2016; National Council for the Training of Journalists 2012, 2014) and recent articles on information use by journalists (Attfield & Dowell 2003; Machill & Bieller 2009; Du & Thornburg 2011; Wenger & Owens 2013) shows a disconnect between what journalists are expected to use and what they really use in daily practice.

Literature on information literacy instruction for journalism students is quite descriptive about the resources we teach students in these programs but this is not always connected to what they might use in practice, in particular as they often have access to different resources than those provided by institutional subscriptions (Brown & Kingsley Wilson 2010; Boyle & McPherson 2012; Diekerhof, 2013; Dunne 2014; MacMillan 2015). Missing from the literature entirely is the consideration of journalists working in other communications roles.

Drawing on their prior work and other major studies (Goldstein, 2014; Williams, Cooper and Wavell, 2014;

Hicks, 2014; Head, Hoeck, Eschler and Fullerton, 2013; Wiley, 2015), the authors will present recommendations for refining classroom practice to foster greater transfer of information literacy skills. We will present data from the survey and discuss the challenges the results present both in terms of what and how we teach in information literacy sessions for professional programs.

Participants will be invited to complete a predictive version of the survey to compare what they think these professionals said with our results. This will be the basis for a discussion not only of our results, but also of our process, and how it might inform similar projects.

Although the focus of this study relates to employability skills in the field of journalism and communications, we will discuss the transferability of our findings and how our approach enables implications to be drawn for programmes that prepare students for future careers in other disciplines. Participants will be encouraged to generate questions they could use in similar surveys of graduates in other programs.

Both librarians already work closely with faculty on existing journalism programmes; this paper will discuss how the insights gained from the study have been shared with colleagues to improve programmes for future students.

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Bridging the International Divide: A Systematic Review of International Students and Information Literacy

Claire Wiley, Meggan Houlihan and Amanda B. Click

As the market for higher education becomes increasingly global, universities around the world are competing to attract international students. In order to provide high-quality services to this diverse student population, campus offices and organizations, including the library, must provide specialized support. In order to identify the unique needs and best practices for supporting this growing user group, the presenters conducted a systematic review of the LIS literature related to international students published between 2000 and 2014. While this method is common in some disciplines such as the health sciences, it is still fairly new in the LIS literature. This evidence-based method allows the researcher to synthesize a large number of publications in order to analyze the literature, and identify trends, commonalities, and best practices. It is also useful for identifying areas for future research. The study identified literature related to international students covering a diverse range of topics such as language issues and information seeking behaviors. This presentation, however, will focus on the literature about information literacy and library instruction. These particular articles were analyzed in order to identify study results, themes and best practices for providing library instruction and information literacy training to international students.

Specific features of these articles were coded, including methods, populations studied, research topics and key findings. Common topics present in this subset of the literature, besides information literacy and library instruction, included multicultural/intercultural issues, librarians as teachers, and librarian training, to name a few. This systematic review related to information literacy and international students over the last 15 years produced interesting findings. The two goals of this presentation are to 1) Demonstrate the value of the systematic review in library and information science research, and 2) Share the results of a systematic review of the literature related to information literacy and international students including identifying frequently found information literacy needs, the best ways to support international students, and areas for future research. This presentation will be of interest to librarians who serve a diverse population and are interested in implementing evidence-based strategies in information literacy training.

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