

LILAC 2018 CONFERENCE SCHEDULE



Liverpool²⁰¹⁸

LIBRARIANS' INFORMATION LITERACY ANNUAL CONFERENCE

Welcome to LILAC 2018

Welcome to the University of Liverpool for the 14th Librarians' Information Literacy Annual Conference. We hope you are inspired by what you hear and enjoy this opportunity to share knowledge and make contacts.

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

Conference Committee

Sam Aston	The University of Manchester
Cath Dishman	Liverpool John Moores University
Jess Haigh	University of Huddersfield
Jonas Herriot	Henley Business School, University of Reading
Lisa Jeskins	Lisa Jeskins Training
Rosie Jones	The Open University
Giles Lloyd-Brown	Swansea University
Louise Makin	Liverpool John Moores University
Catherine McManamon	University of Liverpool
Nigel Morgan	Cardiff University
Claire Packham	City, University of London
Emily Shields	Manchester Metropolitan University
Elaine Sykes	Liverpool John Moores University
Emma Thompson	University of Liverpool



Chair's Welcome



Dear Delegate,

Welcome to LILAC 2018, which is our 14th conference, and the second time we've held the conference in Liverpool. 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 masterclasses. Behind the scenes the LILAC Committee have been working as hard as ever this year and I'm really grateful to all our committees, working groups and members for their hard work and support.

LILAC is a fantastic opportunity to meet like-minded professionals and develop your information literacy practices, whether you are a LILAC veteran, or this is your first conference. 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 Liverpool's hospitality and I would like to thank the local team for all their hard work over the past year.

Enjoy these three days and I hope you are 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

Useful Information

Venue

Due to circumstances beyond our control we have had to make some last minute changes to where the conference sessions are being held. We ask that you pay close attention to which building you need to be in, as there is a 5-10 minute walk between the two buildings we are using.

WiFi connection

Wireless Internet access is available campus-wide. There are two networks you can connect to: the eduroam network (authentication required) or Sky WiFi (The Cloud).

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.

PDF versions of the conference schedule and a full programme (including abstracts) are available from the LILAC website.

<http://www.lilacconference.com/lilac-2018/conference-programme>



Timetable

Wednesday 4th April

09:30 – 12:00	Registration (Central Teaching Hub)
10:00 – 12:00	Parallel Sessions 1 (Rendall)
12:00 – 12:50	Lunch (Central Teaching Hub)
12:50 – 14:20	Keynote – Barbara Band (Central Teaching Hub, Theatre A)
14:30 – 15:00	Parallel Sessions 2 (Rendall)
15:00 – 15:30	Refreshment Break (Rendall)
15.30 – 17:05	Parallel Sessions 3 (Rendall)
19:00 – 21:00	Networking evening at the World Museum
21:00 – late	LGBTQ+ gathering at The Lisbon

Thursday 5th April

09:00 – 09:30	Registration (day delegates, Central Teaching Hub)
09:30 – 10:45	Keynote - Ola Pilerot (Central Teaching Hub, Theatre A)
10:45 – 11:40	Poster Exhibition & Refreshment Break (Central Teaching Hub)
11:40 – 13:00	Parallel Sessions 4 (Rendall)
13:00 – 13:50	Lunch (Central Teaching Hub)
13.15 – 13:45	CILIP IL Group AGM (Central Teaching Hub, GFlex)
13:50 – 15:25	Parallel Sessions 5 (Rendall)
15.25 – 15:45	Refreshment break (Rendall)
15:45 – 17:05	Parallel Sessions 6 (Rendall)
19:00 – 23:30	Conference dinner at Liverpool Metropolitan Cathedral

Friday 6th April

09:00 – 09:30	Registration (day delegates, Central Teaching Hub)
09:15 – 10:15	Parallel Sessions 7 (Central Teaching Hub)
10:15 – 10:45	Refreshment break (Central Teaching Hub)
10:45 – 12:00	Keynote – David White (Central Teaching Hub, Theatre A)
12:00 – 12:45	Lunch (Central Teaching Hub)
12:45 – 14:25	Parallel Sessions 8 (Rendall)
14:30 – 15:05	Panel Discussion (Central Teaching Hub, Theatre A)
15:05	Conference closes
15:30 – 16:30	Tours of Liverpool University Library, Central Library and Liverpool John Moores University Special Collections

The Awards

Information Literacy Award 2018



CILIP IL Group Award Winner 2018

The Information Literacy Award recognises an outstanding UK-based practitioner, researcher or academic. This award is sponsored by the CILIP Information Literacy Group.

This award is judged by:

Dr Gayner Eyre, (Library Consultant and Retired Head of the Department of Information Studies, Aberystwyth University)

Dr Konstantina (Dina) Martzoukou, (PG Programme leader, Department of Information Management, Robert Gordon University)

Shortlisted Nominees:

Paul Biggs (Academic Skills Tutor Librarian, Staffordshire University)

Veronica Cunningham (Independent IL researcher & consultant)

Emily Hurt (Clinical Librarian, Lancashire Teaching Hospitals NHS Foundation Trust)

Lucy Roper (Information Governance Manager, University College of Estate Management (UCEM))



Digital Information Literacy Award 2018



Sponsored by the Open University, the Digital Award for Information Literacy recognises an individual or group who develop the best new digital educational resource for promoting information literacy.

This award is judged by:

Josie Fraser, (Social and Educational Technologist)

Katharine Reedy (Learning & Teaching Development Manager (Learning Design), Open University)

Shortlisted Nominees:

GCU UK online copyright advisor - Marion Kelt, Glasgow Caledonian University.

An introduction to referencing and APA - Sheffield Hallam University's Online Teaching Toolkit for Referencing - Sheffield Hallam University Library Referencing Group.

Information and Digital Literacy Tutorials (IDLT) - University of Sheffield's Library Learning Services Unit (Aarti Sehgal, Amy Haworth, Cat Bazela, Caterina Sciamanna, Elka Hubenova, Helen Dickinson, Jenny Pacheco, Jesse Armstrong, Kate Grigsby, Matt Cooper, Matt Gilchrist, Rosa Sadler, Sian Rushton and Vicky Grant).

LEAP Online - The University of Bolton (Dr. Emily McIntosh, Mary Barden, Dawn Grundy and Graeme Prescott).

Enhancing Academic Skills Online - Goldsmiths, University of London Library Services (Kay McEachren, Will Hall and Antonia Lewis).

Skills Guides - Teaching and Learning Team, Information Services, University of York.

Student Award 2018

This enables two students registered on a UK study programme to attend the entire conference. It is sponsored by the CILIP Information Literacy Group.

This award is judged by:

Dr Pamela McKinney, (Lecturer, Information School, University of Sheffield) Dr Jane Secker, (Senior Lecturer in Educational Development, City, University of London)

Lisa Gardner

Lisa is on her first year of a part time, distance learning PGDip in Library and Information Management at Ulster University. She is the Senior Library Assistant for NHS Support at Imperial College London (Charing Cross Campus Library).

Bethany Sherwood

Bethany is a first year part-time student of Information Science at City, University of London and works as a library assistant at the Faculty of English Library at Cambridge University.



The awards will be presented at the Conference Dinner. For full details of our awards and nominees see: <http://www.lilacconference.com/lilac-2018/awards>

Wednesday 4th April 2018

09:30 – 12:00 Registration (Central Teaching Hub)

10:00 – 12:00 Parallel Sessions 1 (Rendall);

Room	Seminar Room 10	Seminar Room 11	Seminar Room 3	Seminar Room 4	Lecture Theatre 6
Chair	Cath Dishman	Catherine McManamon	Louise Makin	Jonas Herriot	Nigel Morgan
10:00-11:00	Teaching referencing using Lego (Masterclass) Michelle Bond	Through the My Learning Essentials Looking Glass (Masterclass) Sam Aston & Anna Theis	Teaching information literacy in an active learning classroom (Masterclass) Veronica Alfredsson & Louise Bjur	Swansea University Library's Information Literacy Box of Tricks – one size does not fit all (Masterclass) Elen Wyn-Davies, Giles Lloyd-Brown & Suzanne Taylor	How to do backward curriculum design (Masterclass) Charlie Inskip & Alison Hicks
Room	Seminar Room 10	Lecture Theatre 8	Lecture Theatre 7	Seminar Room 4	Lecture Theatre 6
Chair	Cath Dishman	Louise Makin	Catherine McManamon	Jonas Herriot	Nigel Morgan
11:15-12:00	Sociology in action: A comparative study of embedded Interventions for improved research and writing in the introduction of sociological research methods Kari Weaver & Michelle Petrie	What do they know? What do they think they know? International students and research skills Meggan Houlihan & Beth Daniel Lindsay	Reviewing the role of academic librarians in supporting student's digital capabilities: a qualitative case study Manfred Gschwandter & Pam McKinney	Information literacy in the workplace Stéphane Goldstein & Marc Forster	Facilitating a programme level approach to information and digital literacy (IDL). The University of Sheffield's IDL model, framework, animation and offer. Findings of our participatory action research project Vicky Grant, Amy Haworth & Elka Hubenova

12:00 – 12:50 Lunch (Central Teaching Hub)

12:50 – 14:20 Keynote – Barbara Band (Central Teaching Hub, Lecture Theatre A)

14:30 – 15:00 Parallel Sessions 2 (Rendall);

Room	Seminar Room 4	Lecture Theatre 6	Lecture Theatre 3	Lecture Theatre 7	Seminar Room 3	Lecture Theatre 8
Chair	Lisa Jeskins	Catherine McManamon	Louise Makin	Sam Aston	Zelda Chatten	Claire Packham
14:30-15:00	<u>British Council Core Skills Programme in practice - lessons for librarians?</u> Sarah Pavey	<u>Practice what you preach: developing information literacy through professional reading groups</u> Erin Nephin & Alison Park	<u>Bridging the gap: should we reach out to schools to prepare 'research ready' students?</u> Carolyn Benny & Pauline Smith	<u>In real-time or in your own time? Delivering tailored skills support to distance learners</u> Leanne Young	<u>How do Computing students use the library?</u> Laura Woods	<u>Academic staff perspectives of student digital information literacy skills</u> Angela Newton

15:00 – 15:30 Refreshment break (Rendall)

15.30 – 17:05 Parallel Sessions 3 (Rendall);

Room	Seminar Room 3	Seminar Room 6	Seminar Room 10	Seminar Room 11	Seminar Room 4	GFlex (Central Teaching Hub)
Chair	Emma Thompson	Pip Divall	Zelda Chatten	Emily Shields	Louise Makin	
15:30 - 16:30	Research for the terrified (and the tied up, the tired and the just plain turned-off) Emma Coonan, Geoff Walton & Sam Aston	Librarian matchmakers : using speed dating to introduce students to library databases Teresa MacGregor & Jill Chisnell	Stories-telling: harnessing the power of social media stories for teaching, learning, and outreach Marcela Isuster	Helping academics escape the Publishing Trap: a LILAC masterclass in copyright literacy (Masterclass) Chris Morrison & Jane Secker	Process drawing: a tool to promote reflective practice in information literacy Leah Emary, Suzie Kitchin & Helen Lawrence	Space to reflect on your learning
Room	Lecture Theatre 6	Seminar Room 6	Seminar Room 10	Seminar Room 11	Lecture Theatre 7	GFlex (Central Teaching Hub)
Chair	Emma Thompson	Pip Divall	Elaine Sykes	Jonas Herriot	Louise Makin	
16:35 - 17:05	Developing a holistic digital literacy programme Stephanie Jesper, Susan Halfpenny & Tony Wilson	Basic database search training for NHS library assistants Katie Barnard	SAGE Undergraduate Scholarship: enriching longitudinal research in the information-seeking behaviours and skills development of undergraduate students Claire Wallnutt	A new model of information literacy education in school settings. Exceeding skill-based approaches without losing their advantages Tibor Koltay & Enikő Szőke-Milinte	Plugging the gap: can online tutorials be more than just 24/7 support? Jackie Fealey, Donna Crookall, Pauline Smith & Nathalie Taylor	Space to reflect on your learning

19:00 – 21:00 Networking evening at the World Museum

21:00 – late LGBTQ+ Gathering at The Lisbon

Thursday 5th April 2018

09:00 – 09:30	Registration (day delegates, Central Teaching Hub)
09:30 – 10:45	Keynote – Ola Pilerot (Central Teaching Hub, Lecture Theatre A)
10:45 – 11:40	Poster exhibition, sponsor networking and refreshment break (Central Teaching Hub)

Posters:

- [A Kahoot quiz about Kahoot quizzes \(for teaching\) \(e-poster\)](#) – Michelle Bond
- [Getting organised: Bullet journals as stealth library advocacy \(e-poster\)](#) – Michelle Bond
- [Go ahead PUNC 14@#PU, make my day! What is academics understanding of information and digital literacy and how these literacies are taught to undergraduates at the University of Plymouth?](#) – Samantha Brown
- [Engaging with patients and members of the public – a new challenge for NHS libraries \(e-poster\)](#) – Emma Child
- [The gamification of teaching improvement](#) – Pip Divall, Joanne Kirtley & Andrew Hughes
- [A snapshot of information skills training experience of students transitioning from FE to HE](#) – Peter Field
- [Escaping the welcome cliches](#) – Adam Hill, Hannah Wise, Julie Lowe & Laura Barnett
- [Librarians and researchers: minding the gap](#) – Aimee Jones & Mark Lester
- [What does a digitally literate ... look like? Exploring staff digital capabilities](#) – Alison Kaye & Susan Halfpenny
- [Using OBL for IL and more](#) – Anne Lawrence
- [Rewarding excellence: the Information Literacy Award \(e-poster\)](#) – Nigel Morgan
- [Back to basics the SAFER way](#) – Barbara Sakarya
- [Coping with mediocrity: working with less-than-great assignments](#) – Elizabeth Webster

11:40 – 13:00 Parallel Sessions 4 (Rendall);

Room	Lecture Theatre 3	Lecture Theatre 8	Lecture Theatre 7	Seminar Room 3	Seminar Room 11	Lecture Theatre 6
Chair	Jacqueline Geekie	Dan Pullinger	Jonas Herriot	Kate Grigsby	Jane Secker	Giles Lloyd-Brown
11:40-12:25	<u>Using principles of evidence based practice, critical pedagogy and workplace information literacy to tackle wicked problems in the context of social services information support in Scotland</u> Lauren Smith	<u>Drawing on identity and prior knowledge to join the conversation in research assignments</u> Amanda Folk	<u>Becoming essential to information literacy support: "What does embedded even mean?"</u> Laurence Morris & Kirsty Bower	<u>Mission critical: information literacy reframed as a university equality and diversity initiative</u> Neal Baker	<u>Using deception to measure the psychophysiology of information literacy</u> Geoff Walton, Jamie Barker, Matt Pointon, Martin Turner & Andy Wilkinson	<u>Emotional intelligence and information literacy: How cognitive biases interferes with motivation and skill development</u> Alexis Smith Macklin
12:30-13:00	<u>What shapes how academic librarians think about their instruction? And why does it matter?</u> Eveline Houtman	<u>Flipping information literacy</u> Mary Beth Sancomb-Moran	<u>Collecting meaningful feedback on Information literacy training: results of a project to evaluate feedback methods</u> Kim Coles & Russell Burke	<u>Bridging gaps in information literacy skills using a customised information literacy for medical undergraduates</u> Rebecca Lavanie David & Caroline Pang Soo Ling	<u>Mission Impossible 2...the sequel</u> Rachel Posaner & Emma Green	<u>Information literacy as a measurable construct: A need for more freely available, validated, and wide ranging instruments</u> Helena Hollis

13:00 – 13:50 Lunch (Central Teaching Hub)

13:15 – 13:45 CILIP IL Group AGM (Central Teaching Hub, GFlex)

13:50 – 15:25 Parallel Sessions 5 (Rendall);

Room	Seminar Room 4	Lecture Theatre 6	Seminar Room 6	Seminar Room 11	Seminar Room 3	Seminar Room 10
Chair	Sam Aston	Rosie Jones	Nigel Morgan	Emma Coonan	Catherine McManamon	Jess Haigh
13:50 - 14:50	Developing your teaching philosophy Sheila Corrall & Amanda Folk	Future proofing the academic librarian: improving scholarly communication literacy in the UK Helen Blanchett & Claire Sewell	Blogging for course content and information literacy: our use of Medium in two taught units Chris Millson & Dave Hirst	Starting strong: engaging students with anticipatory sets Anne Deutsch & Brandon West	Philosophy in the library: developing critical thinking skills for future literacies Bart Lenart	The joy of reading at work, study or play: bibliotherapy in action Julie Walker
Room	Lecture Theatre 3	Lecture Theatre 6	Lecture Theatre 8	Lecture Theatre 7	Seminar Room 3	GFlex (Central Teaching Hub)
Chair	Sam Aston	Rosie Jones	Elaine Sykes	Emma Coonan	Catherine McManamon	
14:55 - 15:25	Teaching the next generation of IL educators: reflection for learning Pam McKinney & Sheila Webber	Scholarly communications : the other side of information literacy? Cath Dishman & Katherine Stephan	From consumer to producer: empowering students to be information creators Elizabeth Brookbank	Ace in the hole: employing active learning techniques to revitalize information literacy instruction and improve student engagement Alexandra Hamlett	Teaching referencing to students new to Higher Education (Masterclass) Aurélie Gandour	Space to reflect on your learning

15:25 – 15:45 Refreshment break (Rendall)

15:45 – 17:05 Parallel Sessions 6 (Rendall);

Room	Lecture Theatre 3	Lecture Theatre 8	Seminar Room 4	Seminar Room 3	Lecture Theatre 6	Lecture Theatre 7
Chair	Giles Lloyd-Brown	Elaine Sykes	Andy Walsh	Catherine McManamon	Emily Shields	Anna-Lise Harding
15:45-16:15	Tackling challenges with a challenge: a 30 day online staff training module to enhance library support for research-related information literacy skills Angela Young	Developing and delivering a learning and teaching support offer David Bedford	Information literacy services: planning and development in the midst of change (Masterclass) Kirsty Morrison, Sarah Kennedy & Sophie Gibbs	Let it be (a wiki): speaking words of wisdom about Wikipedia assignments in university courses (Masterclass) Marcela Isuster & Emily Kingsland	A rose by any other name would smell as sweet: integrating learning development with information literacy Emma Thompson & Casey Beaumont	Making the case: partnering with academics to embed information literacy competencies in a law module Susan McGlamery
16:20-17:05	Hidden gems: making use of library assistants to bridge the gap in information literacy training Debbie Phillips, Amy O'Donohoe & Rachel White	Using what academics really think to develop our teaching offer: mapping the learner journey at the University of Worcester Sarah Pittaway	Teaching tension: How exploring the tension between objectivity and social construction can enhance information literacy Dom Taylor	Closing the loop: using direct and indirect assessment of student learning to inform library instruction Lyda McCartin, Brianne Markowski & Stephanie Evers	"Your research should serve to improve the condition of people's lives": academic information literacy practices in international graduate students' own words Alison Hicks, Betsaida Reyes & Bronwen Maxson	Space to reflect on your learning

19:00 – 23:30 Conference dinner at Liverpool Metropolitan Cathedral

Friday 6th April

09:00 – 09:30 Registration (day delegates, Central Teaching Hub)

09:15 – 10:15 Parallel Sessions 7 (Central Teaching Hub);

Room	Lecture Theatre A	Lecture Theatre B	Lecture Theatre C	Lecture Theatre D	GFlex
Chair	Jonas Herriot	Laura Woods	Geoff Walton	Pip Divall	Abi Ward
09:15-10:15	<u>Advancing information literacy in higher education: four questions for debate</u> Sheila Corrall, Charlie Inskip, Alexis Mackin, Ethan Pullman & Sheila Webber	<u>Code in the IL classroom: moving towards a trans-discipline information literacy</u> Kathleen Langan	<u>The process is the outcome: a framework for student 'research as praxis'</u> Kyle Feenstra	<u>Developing a framework to improve information literacy in an entry to practice paramedicine program</u> Nigel Barr	<u>Teach them why: using information literacy threshold concepts to help undergraduates research better</u> Shelley Harper

10:15 – 10:45 Refreshment break (Central Teaching Hub)

10:45 – 12:00 Keynote – David White (Central Teaching Hub, Lecture Theatre A)

12:00 – 12:45 Lunch (Central Teaching Hub)

12:45 – 14:25 Parallel Sessions 8 (Rendall);

Room	Seminar Room 3	Lecture Theatre 6	Lecture Theatre 8	Lecture Theatre 7	Lecture Theatre 3
Chair	Maria Follett	Jess Haigh	Giles Lloyd-Brown	Catherine McManamon	Jonas Herriot
12:45-13:15	<u>ANCIL and the reflexive practitioner: a masterclass (Masterclass)</u>	<u>Towards a systematic approach to international students</u> Per Eriksson & Peter Igelström	<u>Becoming a digital citizen: designing a massive open online course</u> Susan Halfpenny & Stephanie Jesper	<u>Maximising the impact of your LibGuides: taking the pedagogical approach to guide design (Masterclass)</u> Alex Asman	Space to reflect on your learning
13:20-13:50	Emma Coonan & Jane Secker (60 minutes; 12:45-13:45)	<u>More than another LibGuide: taking social justice into the library classroom</u> Elizabeth Brookbank	<u>The Didactic Diamond – an information literacy model to explain the academic process in Higher Education (Masterclass)</u> Tim Zijlstra	<u>Nobody said it would be easy: innovative ideas for teaching information literacy as part of an academic skills programme (Masterclass)</u> Rachel Myers & Simon Robinson	<u>A collaborative approach to creating information literacy eLearning modules for the healthcare workforce</u> Sarah Lewis & Tracey Pratchett
13:55-14:25	<u>The Info Lit Journey: improving information literacy engagement through student-led immersive collaborative non-hierarchical learning activities</u> Raewyn Riach	<u>A NOOC in a MOOC world: On Course for your Masters</u> Elizabeth Newall	<u>From conference to collaboration: A university's journey from inspiration to implementation</u> Zoe Collyer	<u>Play as transformative information literacy education</u> Andy Walsh	<u>Let's chat: the art of delivering information literacy instruction in a virtual reference setting</u> Nikki Tummon & Sandy Hervieux

14:30 – 15:05 Panel Discussion (Central Teaching Hub, Lecture Theatre A)

15:05 Conference closes

15:30 – 16:30 Tours of Liverpool University Library, Central Library and Liverpool John Moores University Special Collections

KEYNOTE ABSTRACTS

Barbara Band

Independent Consultant

The Elephant in the Room – why are information literacy skills not an essential part of the curriculum?

Information literacy skills are recognised as being essential in today's information-overloaded world and a basic requirement for an effective and empowered society. They are crucial for learning, extending beyond the academic into the workplace and impacting on what can often be life-changing decisions. This is acknowledged by librarians, teachers and the business community.

It could be argued that information literacy teaching is alive and well - an online search for "information literacy skills" brings up almost fifteen million results. And yet, in the majority of schools, information literacy skills are ignored or, at best, taught in an ad hoc manner.

What are the barriers to delivering an information literacy programme across the curriculum - can they be overcome or are the challenges too great? Do the problems lie with the curriculum, the teaching staff or the librarians themselves – or is the pervasive growth of technology and our reliance on it to blame?

Ola Pilerot

Senior Lecturer, Swedish School of Library and Information Science

Putting theory to work in practice: unpacking information literacy with a conceptual toolbox from library and information science

The overarching issue for this keynote concerns the relationship between information literacy (IL) practice and research. My basic assumption is that different actors such as librarians and researchers in the IL field, have much to gain from being well-versed in each other's interests and activities.

The presentation will be somewhat retrospective and personal in nature. I will begin with some reflections on my previous experiences as an academic librarian working with IL. I will then move on towards my present interest and activities in library and information science (LIS), which includes research on IL. This intellectual journey from practice to research spans 20 years. When I was working as a librarian, I began to come across LIS research of the sort that I now quite systematically monitor in my capacity as a researcher. I strongly believe that research contributed to inform and improve my teaching practice as a librarian. I aim to promote what I would like to term a 'research-use' approach to teaching IL and to do this, I will present an overview of selected LIS research that I think relevant to people who are engaged in IL issues.

As a librarian I was primarily engaged in IL as a goal for my educational activities. What was most important to me then was to enable my students to become information literate. As a researcher my goal is somewhat different.

Now I am more inclined to conceive of IL as a study object, as something that can be observed through the study of what people do with, and through information. However, in line with my suggested research-use approach to IL teaching, I can see a clear connection between these two interests. From my current researcher-perspective, I will elaborate on this connection between teaching IL and research into how people learn through information. I will conclude with a suggestion for an empirically based understanding of IL, which I believe has the potential to serve as an important basis for IL teaching. In this way, IL be seen as an embedded capacity to understand and be familiar with how information is produced, sought, used, and valued in a certain practice.

David White

Head of Digital Learning, University of the Arts London

Posthuman literacies: reframing relationships between information, technology and identity.

My phone is not a tool I use, it's a facet of my 'self'. It is part of who I am - part of what makes me human. By extension, the knowledge and expertise in my network is also interwoven into my sense of self, it's an element of my identity. In this talk I will explore notions of the technoself and how we can respond to students and staff who embody, rather than simply use, technology. I will highlight what this means for critical pedagogy and the crucial role libraries play in fostering a culture of criticality within which students can extend, not defend, their identities.

ABSTRACTS

Wednesday 4th April

Parallel sessions (Group 1)

Teaching referencing using Lego

Michelle Bond

What to do with a referencing class? It's the eternal question and scourge of academic librarians' lives.

SCONUL's 7 Pillars (SCONUL, 2011) recognises the use of suitable referencing styles as a key part of information literacy. It's essential to academic life but perhaps one of the most boring things to teach and be taught.

Enter Lego.

This masterclass showcases how using Lego can make for a more interesting and memorable referencing session. It builds on work done at Southampton Solent (Buckley, 2015a and Buckley, 2015b) and Leeds (Wheeler, 2017) Universities, where Lego has been used to reinforce learning at the start and end of sessions. In the class I will show how using both this technique and a further task where the students build and explain metaphorical models can make for a fun and engaging session for students.

Participants in the masterclass will have the opportunity to experience a section of the Lego workshop usually run with students – including the chance to build their own Lego models! The participants will see the wide range of models built and diversity of stories told about the models.

The class will also include time for critical discussion about the use of Lego. It will draw on my experiences from the past year to share what I've learned, how the session has been developed and top tips for teaching with Lego. Participants will have the opportunity to ask questions and consider how they might use Lego within their own teaching environments; hopefully collaborating to come up with new questions and tasks to engage students in learning with Lego.

Buckley, C. (2015a) 'Conceptualising plagiarism: using Lego to construct students' understanding of authorship and citation', *Teaching in Higher Education* [online] 20 (3), 352-358. DOI: 10.1080/13562517.2015.1016418

Buckley, C. (2015b) Referencing...with Lego. [18 March], available from <<https://www.solent.ac.uk/news/life-at-solent/2015/referencing-with-lego>> [13 November 2017]

SCONUL (2011) The SCONUL Seven Pillars of Information Literacy: Core Model for Higher Education [online] available from [21 December 2017]

Wheeler, E. (2017) Lego referencing [email] to Bond, M. [19 January 2017]

Through the My Learning Essentials Looking Glass

Sam Aston and Anna Theis

In this Masterclass you will experience 60 minutes of a My Learning Essentials (MLE) Workshop as a student at the University of Manchester would. MLE supports students by offering a wide range of face to face workshops delivered by the Library and a number of University services such as

Counselling supporting our student's skills development.

This information literacy workshop was developed and is delivered by the Teaching and Learning and the Learning Development Teams at the University of Manchester Library. The workshop has been refined and refreshed on numerous occasions since MLEs inception in 2013.

Intending on developing a student's critical reading skill the workshop takes the students through a series of incremental activities that build on one another to cover the following objectives: learn techniques to help you identify and analyse key points and main ideas, practice evaluating and questioning articles and other sources, work with others to design strategies to make your reading more efficient.

Delegates attending will receive an insight into the collaborative and activity based pedagogical approach that feature in all of our workshops and underpin the overall programme and see how in workshops we incorporate references to blended approach to learning that MLE takes. A further takeaway will be for delegates to get a sense of how we promote the importance of the student voice and the knowledge that they bring in the MLE classroom from the initial agenda setting to the giving over of most of the workshop time to carry out activities. Delegates will receive a copy of the workshop plan and teaching materials following the workshop.

Teaching information literacy in an active learning classroom

Veronica Alfredsson and Louise Bjur

One big challenge when teaching information literacy classes is how to achieve genuine student engagement. To tackle this issue the educational team at the Biomedical library, University of Gothenburg, in 2016 transformed the two computer labs previously used for its instructional activities, into Active Learning Classrooms (ALCs). The ALCs are equipped with round tables, multiple whiteboards and LCDs to better facilitate student activity and collaboration.

Hand in hand with the repurposing of the facilities, the educational team underwent a big pedagogical and didactical development. The teaching shifted from a predominantly lecture-style based approach to a more student-centered one, built around group work, exercises and discussions. Thus, the teacher role shifted towards that of a tutor and facilitator.

Since the inception of the ALCs, the educational team has a collective teaching experience of more than one thousand class hours in this new setting. One thing that has become clear is the need for clearly structured exercises targeted towards specific information literacy-related topics; exercises that are generic enough to use as templates for use with various student groups, while still possible to tailor to these groups specific characteristics. To this effect we have created a Wiki where we present a kind of blueprints for various IL-related exercises. We then pick and choose from these exercises to combine into whole classes, according to the demands of each occasion.

In this Masterclass we will share our experiences from working in our ALCs, and give hands-on examples of exercise that we have found useful from both our own and our students' perspective. Participants in the Masterclass can expect to, for a short while,

take the role of our "students" as we work through a sample of our exercise. They are then welcome to share their own thoughts and experiences.

Swansea University Library's Information Literacy Box of Tricks – one size does not fit all

Elen Wyn-Davies, Giles Lloyd-Brown and Suzanne Taylor

This 60 minute masterclass will share with you the box of information literacy tricks subject Librarians have built up over time at Swansea University in their teaching sessions. Subject Librarians at Swansea University saw over 18,000 students during the academic year 2016-17, delivering 658 classes and over 1200 one to one appointments. Librarians support students who study a wide variety of subjects and while it is tempting to have a one size fits all approach to teaching information literacy we'll discuss how over time we have learnt this isn't always the best way. During this session we'll discuss the various approaches we take within different subject areas, and we'll also look at techniques we've adopted when teaching in large lecture theatres, techniques used in small group work and techniques for supporting students online.

We'll broadly theme this session into:

- Back to basics tricks: Strategies we use that don't involve technology which includes using props and paper based exercises.
- Quizzes and Treasure hunts: How we have implemented fun quizzes and treasure hunts into inductions.
- Online information Literacy tutorials: We'll discuss our online tutorials and how they help support our learners online.

There will be an opportunity during the masterclass for hand-on experience of some of the tricks and tools, along with lots of ideas attendees can take away and use in their own teaching.

How to do backward curriculum design

Charlie Inskip and Alison Hicks

This Masterclass will focus on backward design, an approach to curriculum design developed by Wiggins and McTighe (2006) and adopted by the new ACRL Framework. This approach, which uses learning outcomes to determine assessment approaches and course content, will be explained and demonstrated in the masterclass, leading to an informed discussion on its relevance and validity in teaching information literacy. The workshop will take a practical approach, devising learning outcomes, assessment and content for a learning intervention to be agreed in the session. It will draw from our experience in learning and teaching across a wide range of higher educational and professional contexts in the UK and the USA. Attendees will be able to take away a backward-designed lesson-plan which they can then use as a basis for running a session in their workplace.

Wiggins, G. P., & McTighe, J. (2008). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.

Facilitating a programme level approach to information and digital literacy (IDL). The University of Sheffield's IDL model, framework, animation and offer. Findings of our participatory action research

Vicky Grant, Amy Haworth and Elka Hubenova

This paper will present the outcomes of a three year, library led, participatory action research project which culminated in 2017 with a model, framework, animation and offer to support information and digital literacy at the University of Sheffield. The organisational change process, based on the 4D model of appreciative inquiry (Carberry et al., 2016 ; Watkins et al., 2011) was presented at the 2017 LILAC Conference (Grant et al., 2017). Participatory action research is used to achieve social and organisational change, in an inclusive and cooperative environment (Reason & Bradbury, 2008). This paper will report on the success we have had in blending these approaches and in completing the project by co-producing an IDL framework with and for our organisation. Led by the University Library, the IDL project working group included colleagues from our Creative Media Team, MOOC team, Technology Enhanced Learning Team, Study Skills Centre, and a member of academic staff. We also worked in partnership with three teams of Student Associates for Learning and Teaching (SALTs) to ensure that our work was participatory and inclusive of the views of those who it would most benefit. As draft versions of the work emerged we consulted with a number of local and national digital literacy specialists, to seek feedback and build the strength of our offer. We have now achieved strategic adoption of our work.

The University of Sheffield has set three strategic learning and teaching priorities for 2017-18: digital learning, engaged learning and programme level approaches. It is clear that we have made high levels of progress in the digital and engaged learning arenas. The priority now is on ensuring that the framework informs programme level approaches to learning and teaching. This paper will showcase our newly launched strategy, framework, animation and offer and will give the latest position on our work to embed IDL as a journey, throughout course programmes.

Evaluation of our action research project has been twofold; Firstly through the reflective writing produced as part of our SALT projects, and secondly through ongoing staff and student feedback. We will end our paper by sharing this evaluation with delegates of LILAC 2018.

Carbery, A., Godwin, L. & Cottrell, J. (2016). Appreciative inquiry - strengths-based approach to information literacy instruction. In: Librarians' Information Literacy Annual Conference (LILAC), 21-23 March, University College Dublin. [Viewed 15 November 2017]. Available from: <https://www.slideshare.net/acarbery/appreciative-inquiry-strengthsbased-approach-to-information-literacy-instruction>

Grant, V., Grigsby, K., Carlson, S & Sadler, R. (2017). Students as positive disruptors: co-developing an information and digital literacy festival using a participatory action research approach. In: Librarians' Information Literacy Annual Conference (LILAC), 10-12 April, Swansea University. [Viewed 15 November 2017]. Available from: https://www.slideshare.net/infolit_group/students-as-positive-disruptors-codeveloping-an-information-and-digital-literacy-festival-using-a-participatory-action-research-approach-grant-grigsby#

Reason, P. & Bradbury, H. (2008). *The SAGE handbook of action research : participative inquiry and practice* 2nd ed., Los Angeles, Calif. ; London: SAGE.

Watkins, J.M., Mohr, B. J. & Kelly, R. (2011). *Appreciative inquiry : change at the speed of imagination* 2nd ed., San Francisco, Calif. : Chichester: Jossey-Bass.

What do they know? What do they think they know?

International students and research skills

Meggan Houlihan and Beth Daniel Lindsay

As the scholarly output on international students and academic libraries continues to flourish, there is an increasing demand for evidence-based scholarship on how to best serve and teach this population (Click et al., 2016; Peters, 2010). Much recent scholarship has highlighted specific lesson plans and active learning activities, such as experimenting with the flipped classroom approach to better instruct international students (Hughes et al., 2016). While these studies are vital to better understanding how to teach and serve diverse student bodies, it also important to consider how tiered library instruction programs can impact international students' learning, research skills, and overall library experience. This exploratory study seeks to measure the research skill level of international students at a diverse institution and gain a better understanding of their experience with library instruction, in order to make evidence-based programmatic changes that encourage student learning and skill building.

Librarians at New York University Abu Dhabi (NYUAD) designed a mixed-method study that measured international students research skills, based on academic year, while also gathering qualitative data about their experiences with library instruction, research assignments, and prior library experience. A skills-based survey consisting of twenty questions related to locating, evaluating, and using information ethically, was completed by 58 undergraduate students from all academic years and majors. Within that set of students, 14 students participated in focus groups. Grounded theory was used to code the focus group transcripts.

The results of the study showed that international students, like many national students, have trouble understanding primary sources, subject headings, and more higher-level information literacy skills. Students who were impacted by university-wide library instruction initiatives had a better understanding of the research process and generally felt more comfortable with research assignment than those students who did not participate in a tiered library instruction program. Further research results will also be highlighted and discussed.

The evidence collected from this study directly impacted the planning and execution of the NYUAD library instruction program. Librarian training, peer evaluations, and curriculum mapping have been used to improve quality and content of instruction to international students, thus creating a better learning experience for this student population. This presentation will be of interest to LIS practitioners who work with diverse student populations and who are interested in incorporating evidence-based decision making into their library instruction programs. Additionally, participants will learn about research design and data collection.

Click A.B., Wiley, C., & Houlihan, M. (2016). The Internationalization of the academic library: A systematic review of 25 years of literature on international students. *College & Research Libraries* 78, 3. 328–357.

Hughes, H., Hall, N., Pozzi, M., Howard, S., & Jaquet, A. (2016). Passport to Study: Flipped Library Orientation for International Students. *Australian Academic & Research Libraries* 47, 3, 124-142.

Peters, D. (2010). International students and academic libraries: A survey of issues and annotated bibliography. Lanham, MD: Scarecrow Press.

Reviewing the role of academic librarians in supporting student's digital capabilities: a qualitative case study

Manfred Gschwandtner and Pam McKinney

The aim of this paper is to investigate how academic librarians can enhance their support for students in developing digital capabilities and how they can strengthen their collaboration with other professional services, academics and students. Both information and digital literacy are seen as essential capabilities to thrive and to be successful in a digital society (Bisset et al., 2014; Littlejohn et al., 2012). Traditionally, academic librarians work in the context of information literacy frameworks (SCONUL, 2011) however, in this paper the librarian role is reviewed in the context of a digital literacy framework, in which information literacy is only one element amongst others. It uses JISC's "6 Elements of Digital Capabilities" (JISC, 2016) framework to analysis how different stakeholders within a Faculty of a HE Institution in the UK support this framework and if there are opportunities

for academic librarians to extend current practice (Walton, 2016) and to boost their collaboration with academics, students and other professional services.

In this research project, conducted as part of a Masters qualification in Library and Information Science, a qualitative case study approach was used, and data collected from 14 semi-structured interviews with digital literacy stakeholders from a number of professional groups (e.g. librarians, educational technologists, IT, academics and students).

The results show that within the context of JISC's "6 Elements of Digital Capabilities" stakeholders mainly perceive academic librarians in their traditional role as experts in information literacy, hardly supporting any other elements of the framework. Furthermore, support in digital capabilities for staff in the Faculty is stronger than direct support for students. Although there is some help from professional services such as IT or the library in certain elements of the framework, academics bear most of the responsibility for directly teaching and supporting students in developing their digital capabilities. Given this, the quality of support particularly depends on academics' varying knowledge and enthusiasm regarding digital technologies. This could be seen as a potential weakness that affects student's digital capabilities (Littlejohn et al., 2012) and impacts on equal provision across groups.

One way to address this problem is to improve academic staff members' digital literacy by trying to up-skill them. Another way would be to better integrate student facing professional services such as the library, academic learning development, IT or careers into this support. They could help academics in directly working with students to develop their digital capabilities. This would create new opportunities for academic librarians. As

part of a multidisciplinary team they could extend their current practice by working with students on topics going beyond information literacy such as professional digital identity, digital collaboration, digital participation or even digital wellbeing.

In conclusion, this paper analyses the support of digital capabilities in a Faculty of a HE institution in the UK using JISC's digital capabilities framework. It shows that working in this context offers academic librarians a possibility to extend current practice, to work closer with other student facing professional services in a multidisciplinary team, and to strengthen their ties with academics and the faculties.

Bisset, J., Chelin, J., Coonan, E., Hooley, T., Corke, C., Millson, C., ... Taylor, L. (2014). A review of the literature on current practice in the development of employability skills. Retrieved November 14, 2017, from www.sconul.ac.uk/page/employability

JISC. (2016). Building digital capabilities: The six elements defined. Retrieved July 11, 2017, from http://repository.jisc.ac.uk/6611/1/JFL0066F_DIGIGAP_MOD_IND_FRAME.PDF

Littlejohn, A., Beetham, H., & McGill, L. (2012). Learning at the digital frontier: A review of digital literacies in theory and practice. *Journal of Computer Assisted Learning*, 28(6), 547–556. <http://doi.org/10.1111/j.1365-2729.2011.00474.x>

SCONUL Working Group on Information Literacy. (2011). The SCONUL Seven Pillars of Information Literacy: Core Model For Higher Education. Retrieved June 3, 2017, from <https://www.sconul.ac.uk/sites/default/files/documents/coremodel.pdf>

Walton, G. (2016). "Digital Literacy" (DL): establishing the boundaries and identifying the partners. *New Review of Academic Librarianship*, 22(1), 1–4. <http://doi.org/10.1080/13614533.2015.1137466>

Information literacy in the workplace

Stéphane Goldstein and Marc Forster

The session will take a broad overview of Information Literacy in the workplace, especially its unique characteristics and the challenges it poses for researchers and information professionals.

IL evolved 'academically'. The locus of information retrieval was the 'library', and the dynamics of IL were thought to involve the use and application of the 'academic' literature with its value and significance based on academic citation. Research in the academic sense - solving abstract questions and problems— was also kept well in mind in the early attempts to map the scope and meaning of IL.

What are the parameters of IL outside the academic sphere? As the focus of interest in IL spreads from the university out into the world of work, can librarians and theoreticians be confident that they can continue to apply existing understandings and definitions? There has been a comparatively small but influential body of research into workplace IL. That research has shown how unexpected and dislocating workplace IL is in the context of the academic perspective. Examples include studies that have looked at the personal experiences of information literate employees: Lloyd (2005; 2009) (Firefighters; ambulance drivers); Forster (2015) (Nurses); Sayyad Abdi, Partridge, and Bruce (2016) (web designers), often with the awareness of

that dislocation and the intention of improving resources and Information Literacy education for professionals and students of the professions.

What is workplace IL? Studies such as Lloyd (2005) and Forster (2015) suggest that information might be unrecognisable from an academic perspective, even non-documentary or non-verbal. Information use is not only task-oriented but pervasive and universal. Information is used in many different contexts: not only to better complete a work task or project but to learn as an individual, to establish relationships with colleagues, customers and clients, to operate as part of a team, and as part of a leadership and teaching role. Crucially, the deployment and use of information underpins drives to meet organisational objectives and achieve competitive advantage.

The workplace thrives on, and is dependent on, knowledge. Information is sought to plug knowledge gaps in organisational, strategic, project developmental and day to day contexts. Workplace IL can depend on networking and informal communication, physical demonstration and conversation.

Workplace IL is fundamental to effectiveness in the constantly evolving workplace environment. As the nature of the workplace diversifies away from physical spaces to more virtual ones (Sayyad Abdi, Partridge, and Bruce, 2016) and from fixed procedure to knowledge-accumulating evolutionary development, the Information Literate worker is likely to be the most valuable and effective. How can IL in the workplace be developed? How can IL help address the challenges of the rapidly changing nature of work, characterised by atomisation, precarity and the evolution of the gig economy? What future research and what educational interventions based on that research, can be developed and applied?

Forster, M. (2015) *An investigation into Information Literacy in nursing practice - how is it experienced, what are its parameters, and how can it be developed?* Doctoral thesis, University of West London.

Lloyd, A. (2005) Information literacy: Different contexts, different concepts, different truths? *Journal of Librarianship and Information Science*, 37(2), pp.82-88

Lloyd, A. (2009) *Informing practice: information experiences of ambulance officers in training and on-road practice*. *Journal of Documentation*, 65(3), pp.396-419.

Sayyad Abdi, E., Partridge, H. and Bruce, C. (2016) Web Designers and Developers Experiences of Information Literacy: a phenomenographic study, *Library & Information Science Research*, 38 (4), pp.353–9.

Sociology in action: A comparative study of embedded Interventions for improved research and writing in the introduction of sociological research methods

Kari Weaver and Michelle Petrie

This research project seeks to compare the effectiveness to two interventions in a sociology research methods course; embedding a librarian in the laboratory classroom and integrating reflective journaling addressing the research and writing process. Attendees to this session will take away strategies for creating embedded collaborations in social science laboratory classrooms and simple suggestions for incorporating reflective journaling to improve

student performance on disciplinary-based research and writing tasks.

Within a Department of Sociology at a liberal arts university, it was perceived that students were struggling to perform appropriate collegiate level research and integrate that research into their writing tasks throughout the curriculum. As a result, a 200-level research methods course was added to introduce sociological research and prepare students for continuing coursework in sociology. The course culminated in a literature review paper synthesizing a minimum of ten scholarly sources.

Research on writing in the discipline of sociology finds that almost all sociology courses incorporate some type of writing (Ford & Williams, 2002; Grauerholz, Eisele, & Stark, 2013). The research methods course, which often serves as the capstone of the sociology major, usually requires that students engage in formal writing (Grauerholz et al., 2013). Though sociology faculty feel students gain information literacy skills through their participation in research methods coursework (McGuinness, 2006), it is broadly acknowledged undergraduate student needs can be best addressed by disciplinary faculty and librarians working in collaboration (Ford & Williams, 2002; Junisbai, Lowe, & Tagge, 2016). There is little research, however, that addresses how students negotiate this process of formal sociological writing. Out of these understandings, the collaborators undertook a minimal redesign process to experimentally investigate the effectiveness of using reflective journaling and an embedded librarian within one of the two lab sections of the course, two interventions chosen to have maximum benefit to students without dramatically changing the required course content.

The aim of the study was to ascertain improvements to student performance on

research and writing tasks through the use of these intervention techniques. Guided reflections were used to facilitate critical thinking and metacognition about the process of formal transactional writing. Reflections were designed to assist students in identifying the steps in writing a formal technical paper and facilitating thinking regarding uncertainty and perceived weaknesses in the process. Finally, reflections were designed to foster a sense of agency in students by encouraging them to develop strategies to address their concerns. Anticipated student performance on the summative literature review paper was estimated looking at student grade point averages when entering the course and comparing test scores between the laboratory sections.

Analysis of the reflections was based in grounded theory whereby the content was coded thematically to the saturation point (Strauss & Corbin, 1998). Using this comparative approach, the qualitative evidence generated through the thematic coding was compared to final grade performance on the literature review paper. This paper presents the results of this comparative research, and the tools and approaches developed for delivery of the revised content, demonstrating the potential and effectiveness of embedded intervention approaches.

Ford, M., & Williams, C. (2002). Research and writing in sociology: A collaboration between classroom instructor and librarian. *Public Services Quarterly*, 1, 37-49.

Grauerholz, L., Eisele, J., & Stark, N. (2013). Writing in the sociology curriculum: What types and how much writing do we assign? *Teaching Sociology*, 41: 46-59.

Junisbai, B., Lowe, M. S., & Tagge, N. (2016). A pragmatic and flexible approach to information literacy: Findings from a three-

year study of faculty-librarian collaboration. *The Journal of Academic Librarianship*, 42, 604-611.

McGuinness, C. (2006). What faculty think—Exploring the barriers to information literacy development in undergraduate education. *The Journal of Academic Librarianship*, 32, 573-582.

Strauss, A., & Corbin, J. (1998). *Basics of Qualitative Research Techniques and Procedures for Developing Grounded Theory* (2nd ed.). London: Sage Publications.

ABSTRACTS

Wednesday 4th April

Parallel sessions (Group 2)

British Council Core Skills Programme in practice - lessons for librarians?

Sarah Pavey

In March 2016, I was selected, amongst others from the teaching profession, to train to deliver the Core Skills programme for the British Council in the UK. This initiative developed out of an awareness that although many children in developing countries remain in school for 7 years or more, they do not always emerge with the life skills needed by employers. The idea behind the offer of this training (free to UK maintained schools and colleges) was to create ongoing partnerships for core skills development through a mixture of theory and practice to try to resolve the identified issues.

The training comprises 6 core skills: Digital Literacy, Critical Thinking & Problem Solving, Collaboration & Communication, Creativity & Imagination, Citizenship, and Student Leadership. Following a day's training on theory for a specific strand, a 10 week research project is devised and implemented by each delegate embedding the core skill within their own teaching practice. This is supported through an online discussion forum for all attendees.

Although the project is aimed at teachers (from preschool to FE) I felt that as a school librarian the format could prove invaluable when applied to our own CPD. Along the journey I discovered several aspects integral to teaching that helped elucidate some of the

issues faced by librarians trying to deliver the need for information literacy within an education context.

This presentation will consider:

- The rationale for the Core Skills programme and whether this model could be used to foster CPD for the Library and Information Sector home and abroad to develop partnerships overseas?
- Examples of project work developed by teachers in UK schools and FE Colleges within the Digital Literacy and Critical Thinking & Problem Solving strands and what ideas might work in a library and information context
- Issues highlighted during the research process by teachers that might impact on librarians working in schools, FE and HE.

British Council (2017) Core skills training.

Available at:

<https://schoolsonline.britishcouncil.org/develop-your-skills/professional-development-training-packages/core-skills-training>

Practise what you preach: developing information literacy through professional reading groups

Erin Nephin and Alison Park

As information professionals, we want to ensure that the communities we serve have the information seeking and evaluation skills they need, yet how do we ensure that our own information and digital literacy knowledge and skills are kept up to date? Using the experiences of the Academic Support Team within Libraries and Learning Innovation at Leeds Beckett University as an example, we will explore all aspects of setting up a professional reading club, from inception to reflection, and how this has benefited our work as information literacy practitioners. Our

experience suggests that that a reading club is not just a mechanism for keeping up to date with developments in the sector but also facilitates the development of a more robust and proactive culture where librarians are able to inform and develop their own practice and pedagogy while increasingly perceiving themselves as research active.

In this session, we will discuss the origins of our group; how readings and facilitators are selected; possible structures for meetings and further communication; and benefits, opportunities and lessons learned from our process, including some of the changes to our own pedagogy that has taken place as a result of our engagement with the group. We will also discuss how the group has increased confidence in our abilities, and how the experience has increased our empathy toward students as a result of own re-engagement with the more formal aspects of academic life.

Attendees will leave with a potential structure for their own groups, including hints for success and suggestions for reading themes (including a selection of resources) and ways to extend the idea to others, including learners. We will also discuss how our group has supported work towards professional recognition (such as CILIP's Chartership/Revalidation or Associate/Fellowship in the Higher Education Academy).

Bridging the gap: should we reach out to schools to prepare 'research ready' students?

Carolyn Benny and Pauline Smith

Traditionally our role as university librarians is to support students in the development of their research skills. This academic support should continually be evaluated to ensure we respond to the needs of today's students.

The transition from sixth form to higher education can be a huge step, particularly in relation to independent study. Is it, however, our responsibility to help students bridge this gap?

The Extended Project Qualification (EPQ) provides sixth form students the opportunity to, "develop and improve their own learning and performance as critical, reflective and independent students" (AQA, 2015, p.5). At Liverpool John Moores University (LJMU) we identified the EPQ as the ideal opportunity to reach out to the wider community and work collaboratively with local schools. Our aim was to help the students with their research and enable them to feel more "research ready" for university life.

In 2016, we developed a bespoke programme for a local school that included interactive sessions at the school and in the library at LJMU for their EPQ students. Feedback was overwhelmingly positive and we are now working with the LJMU Outreach Team towards identifying other appropriate and manageable opportunities in which we can further support sixth form students in the local area.

We believe this initiative has not only benefitted the sixth formers but also enabled us, as information professionals, to become more aware of the research needs of our undergraduate students and, therefore, respond accordingly in the research support that we offer throughout their student journey.

We want to know what you think about this initiative and whether you think it is our responsibility as university librarians to help "bridge the gap" and enable sixth form students to become more "research ready" for life as an undergraduate independent learner.

AQA (2015) Level 3 Extended Project Qualification (7993): Specification [online]

Available at:
<http://filestore.aqa.org.uk/subjects/AQA-W-7993-SP-15.PDF>
[Accessed: 14th November, 2017]

In real-time or in your own time? Delivering tailored skills support to distance learners

Leanne Young

During the academic year 2015/16, 35% of students at the University of Sunderland studied off campus, either via a local college partner, an independent learning programme, or through a transnational partner (University of Sunderland, 2017). The latter two modes are used as the definition of distance learning in terms of the University Library & Study Skills (UL&SS) offer.

This paper outlines the continued development of the study skills offer to distance learning students at the University of Sunderland, from our first synchronous online sessions via Skype in 2010, to being embedded in virtual learning environments and delivering tailored skills interventions both synchronously and asynchronously in the present day.

Most online skills support at Sunderland is led by the Distance Services Librarian who faces a number of challenges in supporting distance learners in the development of information literacy skills, including time zone differences, reliability and accessibility of technology and tools, local connectivity to the internet, and finding active learning methods that engage students in an online environment. Through advocacy and sharing our experiences with academic colleagues, UL&SS have forged successful collaborations with academic staff, enabling us to begin to identify key study skills needs and provide tailored support. We'll share how we develop interactivity into online

skills sessions to address these skills needs and encourage student participation.

Each year UL&SS reflected upon what went well and what did not; and each year the service has been developed a bit further. By reflecting on experiences so far, and what developments may be needed in the future - such as expanding the delivery of online skills to the wider liaison team - it is hoped the Sunderland model of online information literacy may be of interest to other institutions with off campus students.

University of Sunderland (2017) About the University. Available at:
<https://www.sunderland.ac.uk/about/about-the-university/> (Accessed 14/11/2017)

How do Computing students use the library?

Laura Woods

The JISC-funded Library Impact Data Project found a correlation between library resource usage and final grade [1]. Phase two of the project found Computing students to be low library users [2]. To address this, in the 2016-17 academic year the library conducted interviews with a small group of Computing students, and their lecturers, using UX methodology.

This research aimed to explore the information seeking behaviour of students from this discipline, find out where and how they conduct their research and discover more about the support mechanisms they use. The interviews covered resources the students were aware of, and how this correlated with what their lecturers recommended they used. We explored how students developed academic literacies such as reading, critical thinking, and referencing.

The interviews also explored students' preferences for study spaces. This paper will outline the methodology used, the initial results, and discuss the implications of this research on library support and information literacy teaching. It will make recommendations for supporting students in Computing subjects, and highlight some initial steps towards implementing recommendations from the research undertaken at this library.

Stone, Graham and Ramsden, Bryony (2013) Library Impact Data Project: looking for the link between library usage and student attainment. *College and Research Libraries*, 74 (6). pp. 546-559.

Collins, Ellen and Stone, Graham (2014) Understanding patterns of library use among undergraduate students from different disciplines. *Evidence Based Library and Information Practice*, 9 (3). pp. 51-67
<http://eprints.hud.ac.uk/21040/1/21326-56874-1-PB.pdf>

Academic staff perspectives of student digital information literacy skills

Angela Newton

Undergraduate and Taught Postgraduate (Masters) students entering UK higher education in 2018 have unprecedented opportunities to expand their learning beyond the confines of the lecture theatre or classroom. Outputs from the UK's recently conducted national Student Digital Experience Tracker project show that students frequently need to find information independently, create assessed digital outputs and create and curate their own online profiles (JISC, 2017). As students are required to become increasingly digitally peripatetic, how do their

academic tutors perceive their digital literacy skills, and what do they want libraries to do to help?

Leeds University Library is currently undertaking a medium term strategic action to investigate how students can be supported in developing their digital literacy skills through the Skills@Library service (Butler, 2016). In this short paper, participants will find out about the results of a Bristol Online Survey of academic staff at the University of Leeds, investigating staff perceptions of student digital literacy, and the types of intervention that they want to see made available to students seeking to develop these skills. The survey was undertaken in 2017 using a mixture of open response and likert scale questions.

The session is appropriate for those interested in digital literacy, and will share how the 2017 survey was developed, distributed and analysed, as well as the key findings and actions drawn up as a result. Participants will also have the opportunity to share their experiences and questions in the session.

Butler, S. 2016. KNOWLEDGE AND OPPORTUNITY: LEEDS UNIVERSITY LIBRARY STRATEGIC PLAN 2016-2021. [Accessed, 7th September 2017]. Available from:
https://library.leeds.ac.uk/downloads/file/837/library_strategic_plan

JISC. 2016. Student digital experience tracker 2016: results from the pilot project. [Accessed, 29th March 2017]. Available from:
http://repository.jisc.ac.uk/6436/2/Student_digital_experience_tracker_pilot_report_-_June_2016_FINAL.pdf

ABSTRACTS

Wednesday 4th April

Parallel sessions (Group 3)

Research for the terrified (and the tied up, the tired and the just plain turned-off)

Emma Coonan, Geoff Walton and Sam Aston

Think you need a PhD to do research? Find the idea of scholarly inquiry off-putting? Wonder how you would ever find the time? Just think it's not you? Think differently. If you've ever found yourself asking "But how can I tell if my students are really getting it?" you've already taken the first step in action research.

This workshop will demystify the process and purpose of action research, aiming to show you how it fits naturally and productively into everyday library work.

By the end of the session you will know more about the nuts and bolts of action research and how to carry it out in your professional context. You will be able to describe what action research is; discuss how to apply it; examine how it might be applied and what data might be gathered and analysed; integrate this new knowledge into your teaching and decide when and how to use it.

Librarian matchmakers: using speed dating to introduce students to library databases

Teresa MacGregor and Jill Chisnell

As academic librarians, we continually challenge ourselves to innovate the methods we use to introduce students to the vast amount of information available through myriads of research databases. Unremarkable lectures, boring demonstrations, and text-heavy research guides are clearly not the answer for the rapid-fire expectations of Snapchatty Millennials and Plurals (post-Millennials). So, how do we captivate our students' interest, especially in short one-shot instruction sessions? Our answer – Speed Databasing.

A cross between online dating apps and speed dating events, Speed Databasing gives students a chance to "meet" multiple databases during one class session. Librarians act as matchmakers by creating clever personal-ad style profiles for each database, and by reminding students that connecting with a database requires going beyond "first impressions" (i.e. the basic search page). Whether students find the "perfect match" for a current assignment or their "soulmate" in a database they will use throughout their academic career, Speed Databasing is an engaging and energizing approach to library resource instruction.

During this interactive workshop, participants will join in an energetic round of Speed Databasing to experience the activity for themselves. The presenters will discuss their experiences creating and implementing this active learning exercise at their institutions, and provide feedback from other librarians who have implemented this activity. The presenters will also discuss a burgeoning

community of practice that is developing around this activity that will help participants by providing ongoing support and collateral materials after the workshop is over. The workshop will close with reflection – both from the presenters' experiences and impressions from the audience.

Learning Outcomes

Participants will be able to design and execute a Speed Databasing activity to use during their own library instruction sessions.

Stories-telling: harnessing the power of social media stories for teaching, learning and outreach

Marcela Isuster

Social media stories have become extremely popular. What began with Snapchat has now turned into a fashionable and effective way to communicate used by students (both in secondary and university), celebrities, companies, and institutions. These stories add new dimension to storytelling by combining many of the elements of broadcasting with the interactivity of social media. They are also easy and inexpensive to create.

Social media stories present great opportunities for libraries. From the outreach perspective, they are an exciting way to promote the library in a medium that is both familiar and favored by students. Furthermore, the ephemeral nature of these stories allows for fun and relatable storytelling. But there is just as much potential for using social media storytelling as a teaching and learning tool. Creating and interacting with stories can make students put their information literacy and critical thinking skills into practice.

Furthermore it can be a powerful way of developing both narrative and digital literacy.

This workshop explores the different uses of social media storytelling within the library context. Using story examples, the presenter will examine the benefits and best practices for using social media stories in the library and in the classroom. Participants will also learn how to design stories and story-assignments to be used for teaching, master the software (Snapchat and Instagram), and will even create their own stories.

Participants are encouraged to bring a smartphone to the session.

Helping academics escape the Publishing Trap: a LILAC masterclass in copyright literacy

Chris Morrison and Jane Secker

The intersections between scholarly communication and information literacy (ACRL, 2013) include important messages about copyright and licensing. However, teaching in this field has tended to be fairly traditional. Although workshops for early career researchers are now common in academic libraries, subjects such as open access tend to lead to more didactic models of teaching, e.g. describing green and gold open access models or procedures for depositing in institutional repositories. Similarly, sessions on how to get published, and options over licensing don't lend themselves to active learning approaches. As these sessions become an important aspect of many libraries' teaching programmes, we believe active learning or other innovative pedagogies as essential to engaging with academic colleagues.

This masterclass describes our approach to teaching scholarly communication, building on our successful use of games-based learning in other aspects of information literacy teaching (Morrison, 2015). The Publishing Trap is a board game designed to teach researchers about their publication choices and the impact of those decisions on their academic career. It was created as a prototype game at the LILAC Lagadothon in 2016, but is now available to download as an open educational resource.

We'll share our story about why we developed the game, how it works in practice and the feedback we have received to date. Those who haven't played the game will be offered a chance to see it in practice at the end of the session. No one ever changed the world through a board game, but we'll consider how this game can be used as part of a wider programme of information literacy and scholarly communication teaching. We'll consider what additional training and support needs to be offered to compliment the game and reflect on how the game might be developed in the future.

ACRL (2013) Scholarly Communication and Information Literacy Creating Strategic Collaborations for a Changing Academic Environment. ACRL. Available at: <http://acrl.ala.org/intersections/>

Morrison, C. (2015) Copyright the Card Game. ALISS Quarterly. 9 (2).

Process drawing: a tool to promote reflective practice in information literacy

Leah Emary, Suzie Kitchin and Helen Lawrence

This workshop will explore how the activity of "process drawing" might be used in the classroom for eliciting reflective practice. Process drawing is a highly qualitative method of data collection for user research, whereby a person is asked to draw and annotate a representation of a process such as how a student writes an essay from start to finish. Users might also be asked to draw a physical environment like a library building or the way they move through time e.g. where they go and what they do during a typical day.

The use of process drawing (also referred to as cognitive mapping or a cultural probe) has been shown to be a fruitful, exciting method of collecting data on library users (Emary, 2016; Lanclos, 2013; Smale & Regalado, 2017) but it also has the potential to be a tool for making learners more reflective on their information literacy practices in the classroom (Reale, 2017). Participants will trial this highly qualitative method, brainstorm how it might be used in different teaching and learning contexts, and discuss the role of reflection in information literacy instruction.

The workshop is structured so participants will first hear about the process drawing method and what it can mean to be a reflective, critical thinker in information literacy. Participants will reflect on their own practice as instructional designers by creating process maps and discussing them with partners. This serves the dual purpose of becoming more reflective on how they do their own work as well as giving them a chance to experience the teaching tool. The group will then discuss how the activity could be tailored to be useful in their

own context, and discuss other practical ideas for how space could be created for reflective practice in the classroom.

Emary, L. F. R. (2016). When (and when not) to use ethnography for LIS research. In A. Priestner & M. Borg (Eds.), *UX in Libraries*. Surrey: Ashgate.

Lanclos, D. (2013). *Playing with Cognitive Mapping*. Retrieved from <http://www.donnalanclos.com/playing-with-cognitive-mapping/>

Reale, M. (2017) *Becoming a Reflective Librarian and Teacher: Strategies for Mindful Academic Practice*. Chicago: ALA Editions.

Smale, M., & Regalado, M. (2017) *Undergraduate Scholarly Habits Ethnography Project*. Available at <https://ushep.commons.gc.cuny.edu/> (Accessed: 9 November 2017).

Space to reflect on your learning

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

Developing a holistic digital literacy programme

Stephanie Jesper, Susan Halfpenny and Tony Wilson

Digital literacies need to be continuously assessed, progressed, and supported, across the students' learning experience. Capacities acquired iteratively -- progressively, through practice of authentic tasks -- are better

retained than those gained one-off, in isolation and through instruction.

At the University of York over the past two years we have been working on a project to develop a blended digital skills programme that will support our taught students. We wanted to ensure that any programme that we developed was sustainable and scalable, offering both integrated digital literacy and generic skills support. As part of the project, we have had involvement with the implementation of the York Pedagogy project in order to integrate digital literacy across all programmes; we've tried out new approaches in embedded sessions, combining information literacy and task-based applications support training; and we've developed a new programme of generic workshops and online support materials.

The Library doesn't hold the monopoly on digital literacies, so working with academic and other support departments is essential for designing a holistic digital literacy programme. Our approach to improve taught students digital literacies was to work both at a strategic level, to ensure digital skills were recognised in the University Learning and Teaching Strategy, and also develop a supplementary programme to enhance student skills. We worked with the Academic Support Office, which is responsible for quality assurance, e-learning and academic skills, on the implementation of the York Pedagogy. As part of this we provided training to new Programme Leaders and academic staff on programme-level design and integrating digital skills, getting involved in the approval process for academic programmes. Our Academic Liaison team work with module leaders to align embedded teaching to module and programme learning outcomes and we developed online support materials which could be integrated into VLE modules. In developing our online component we've explored a number of different options,

including Articulate tutorials, videos, Google Sites, and LibGuides content. We'll talk about how we've developed our approaches, in light of experience and usage, taking advantages of the relative openness of the LibGuides platform to move away from the restrictions of self-contained (and, in a Flash-less world, increasingly unreliable) Articulate projects and instead create fully contextualised interactive content directly on the page. The box structure of LibGuides has also allowed us to pull that content through to the VLE as building blocks for embedded training within departments.

The culmination of this project has resulted in our Digital Wednesdays initiative and the launch of our online Skills Guides. We are continuing to work with academics on the implementation of the York Pedagogy and transforming the programme design elements into business as usual.

This paper will explore some of the challenges encountered when working collaboratively to enhance students' digital literacies and when taking on a project of this scale. We will provide some tips that we've picked up along the journey, and we'll showcase some of the materials that we have created (which would be happy to share with delegates under a CC licence).

Basic database search training for NHS library assistants

Katie Barnard

In the 2017 National Training Needs Analysis (a survey of all NHS Library and Knowledge (LKS) staff), library assistants ranked "healthcare database searching" as their top training need. This focused attention on a previously overlooked issue: library assistants in NHS trusts are the frontline for general LKS

queries, and so are often faced with questions about searching healthcare databases. Some may also carry out basic literature searches as part of their role. However, they receive little or no formal training in this. As a result, the workplace information literacy needs of library assistants are being neglected, and library services are missing an opportunity to provide users with quality basic search skills support.

This paper outlines the work done by two NHS librarians to deliver a training session via webinar for library assistants based in South West England, which covered how to carry out a simple search using the NICE Healthcare Databases Advanced Search (HDAS) platform. We will discuss our training objectives and session design, before delving deeper into the challenges and benefits presented by the project, notably the use of webinar (WebEx) as a training medium. We will also outline the methods used to measure the impact of the training on attendee knowledge and service delivery, and what the results were.

Feedback suggested that the session was well received and attendees gained new knowledge (Kirkpatrick training evaluation levels 1 and 2 – reaction and learning).(1) The level and content of the sessions was deemed about right, though there was interest in a further "advanced" search skills session. Most also found webinar a useful medium, but some would have liked additional technical guidance for this. A follow-up questionnaire was also sent to attendees three months after the training to gather information about how they used their new knowledge (Kirkpatrick levels 3 and 4 – behaviour and results).(1) This data gives a more objective understanding of the session's end value for LKS users.

The HDAS training sessions were a low-resource solution to an identified training need

for NHS library assistants. By using "in-house" trainers and a regional WebEx account, the only costs were staff time, which were minimal for the hour-long sessions. Webinar was a largely successful medium for the training and allowed staff across the region to access the sessions. Attendees found the session content relevant to their needs and have reported using their new knowledge and confidence in workplace situations. The training therefore achieved its aim of enhancing library assistants' enquiries support and their own professional development, and similar training sessions might be of value in other LKS settings.

Kirkpatrick Partners. 2017. New World Kirkpatrick Model. [ONLINE] Available at: <https://www.kirkpatrickpartners.com/Our-Philosophy/The-New-World-Kirkpatrick-Model>. [Accessed 14 November 2017].

A new model of information literacy education in school settings. Exceeding skill-based approaches without losing their advantages

Tibor Koltay and Enikő Szőke-Milinte

The proposed paper examines the application of information literacy (IL) to public (K12) education in an adequate and up-to-date form and way. It introduces the possible theoretical background on which a model can be built. Such a model should rest on the idea that IL is not only an object of teaching, but the outcome of learning in school that is one of the information landscapes, where IL takes place.

To strengthen the learning character of IL, use is made of phenomenography and a sociocultural perspective, both grounded in

theories of learning. Phenomenographic approaches represent a constructivist view of learning, emphasize reflection, experience and meaning making. The sociocultural perspective focuses on the context of people, practice, tools and information. Consideration is also given to discourse analysis on account of its attention to the habits and rules of discourse communities. Developing such a model is also an attempt to harmonise these theoretical approaches with skill-based competency lists, such as the one offered by the ACRL. The model also must recognise the present overabundance of information, the convergence among different forms of media and ICTs, resulting in an overlap between information literacy and media literacy, and the appearance of media and information literacy. It also should rely on elements of communication theory, taking into consideration that IL can be regarded as a means of learning to communicate within a specific practice.

While there is a wide range of activities and empirical studies on IL, more attention should be given to its theoretical foundations. This paper intends to be a substantial add-on to these foundations, by focusing on IL information literacy education in school settings.

ACRL (2004). Information literacy and competency standards for higher education <http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>

Limberg, L., Sundin, O., & Talja, S. (2013). Three theoretical perspectives on information literacy. *Human IT: Journal for Information Technology Studies as a Human Science*, 11(2), 93-130.

Lloyd, A. (2010). *Information literacy landscapes: Information literacy in education, workplace and everyday contexts*. Oxford: Chandos.

Pilerot, O. (2016). Connections between research and practice in the information literacy narrative: A mapping of the literature and some propositions. *Journal of Librarianship and Information Science*, 48(4), 313-321.

Scarcelli, C. M., & Riva, C. (2017). Digital Literacy Circulation: Adolescents and Flows of Knowledge about New Media. *TECNOSCIENZA*, 7(2), 81-102.

Whitworth, A (2014). *Radical information literacy: reclaiming the political heart of the IL movement*. Oxford: Chandos Publishing.

SAGE Undergraduate Scholarship: enriching longitudinal research in the information-seeking behaviours and skills development of undergraduate students

Claire Wallnutt

The SAGE Undergraduate Scholarship is currently in its second year at the University of Sussex Library. The bursary programme facilitates the longitudinal study of three social science students over the course of their undergraduate degrees, with the objective of enriching research of undergraduates' information-seeking behaviours and academic skill sets, and crucially – how they develop over three years.

A select number of Library staff are involved in the programme and oversee the scholarship, with one staff member responsible for the day-to-day supervision and administration of the students' scholarship

schedule. They work closely with the scholars, providing support and meeting with them on a weekly basis. Each week, scholars write individual reflective blog posts documenting their opinions and personal experiences on a range of topic areas, including literature searching, preparatory reading, digital skills, and resources for study, to name but a few. In addition to blog commitments, scholars play an important role in the organisation and oversight of a range of library events, including student focus groups and surveys. The promotion by and involvement of the scholars affords the library outreach to an established student network of classmates and peer groups. Direct scholar participation has positively affected the numbers of students engaging with such events, affording the library a greater representative number of student perspectives and feedback, and a greater insight into undergraduates' academic skill-sets.

A number of key observations have been made to date from the quantitative and qualitative data this unique scholarship has afforded. The development and evolution of the cohorts' information seeking behaviour over the course of their degrees is of particular importance. Developments observed and tracked through the students' blog posts, scholarship activities, and student surveys have provided a greater understanding of our students' IL needs, which has afforded the Library the opportunity to tailor the IL support and services it currently offers to the wider student population. Examples of this include the library's Learning and Teaching Support team reshaping its practice of IL teaching, tailoring IL pedagogy to specific cohort student groups e.g. undergraduate first years, expanding the number of IL skills sessions on offer to students, both in number and content, and hosting educational "digital skills" weeks in the library.

This paper will showcase the scholarship programme and processes, focusing on some of these key observations to date in more detail, and demonstrating how the library has incorporated this knowledge into its IL pedagogy to better support its students with tailored and directed services.

Plugging the gap: can online tutorials be more than just 24/7 support?

Jackie Fealey, Donna Crookall, Pauline Smith and Nathalie Taylor

Online tutorials are promoted by university libraries as the key to 24/7 library help and guidance. Is this all they can achieve? Can we use tutorials to plug other gaps in our digital literacy provision and reach out to our wider student community?

Liverpool John Moores University (LJMU) originally offered basic online guidance with limited access via our VLE. In response to strategic university and service level developments and student feedback, Library Services created a project to develop a suite of interactive tutorials, videos and guides openly accessible via the library website. Qualitative and quantitative feedback on Library Skills has been extremely positive. Is our job done? Answer – No.

By attending this session, you will learn how we have achieved more than our initial objectives and discover our top tips on training, funding, design and overcoming barriers. We will share with you how the tutorials have other roles in digital literacy teaching and how we have improved the 24/7 student experience. In providing self-directed and meaningful learning opportunities, we have also been able to target distance

learners and the "invisible student". The switch from passive learning to active learning enabled us to:

- tailor activities for various learning styles/abilities
- blend face to face training using tutorials as activities in sessions, increasing user engagement and adding value

Find out how you could use tutorials to not only develop your 24/7 digital literacy provision but also to raise the profile of Librarians within your university, enhance networking and create opportunities for collaborative working with other teams.

Space to reflect on your learning

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

POSTERS

A Kahoot quiz about Kahoot quizzes (for teaching)

Michelle Bond

This interactive "poster" will explore the different ways the Kahoot quiz software can be used in teaching. It will be delivered via a Kahoot quiz, enabling participants to learn about Kahoot whilst interacting with one.

Kahoot is a free software that enables teachers to create their own quizzes for use in class. It stands out amongst other quiz software for its ease of use (for both students and staff), fun style including music, and competitive element.

Having used Kahoot quizzes in two different university environments over the course of the past 2 years, I have established a few ways in which to use them as part of my teaching. I have used quizzes with all levels of study, from first year undergraduates to PhD students, with varying success. The poster will allow me to share my reflections on my use of Kahoot with Lilac delegates, both through their participation in the quiz and discussion with me in person.

In addition to reflecting on my own experiences, I will gather feedback from other librarians on their use of Kahoot during the autumn term 2017, via a short survey. This data will be used to inform the quiz and spark discussions of other uses of the quiz software in teaching. Delegates who interact with my poster will come away with experience of Kahoot from a student perspective, as well as ideas of how to use quizzes in their own practice.

<https://kahoot.com/what-is-kahoot/>

Getting organised: Bullet journals as stealth library advocacy

Michelle Bond

Organisation can be a weak point for many of us. This may be especially true for students, who have to juggle multiple deadlines as well as managing their home lives, jobs, and additional responsibilities. Yet it's a topic that is rarely, if ever, taught at school or university, despite organising and managing resources being a key pillar of information literacy.

This poster will showcase an organisation system called the "bullet journal", a "customizable and flexible system" (BulletJournal.com, 2017), which can be as simple or complex as users like. It will explore the workshops offered at Coventry University Library to help students and staff get organised using this method. Bullet journal workshops offer the opportunity to help students organise and manage their information (and indeed, their lives) - a topic that is not generally covered in information literacy sessions. The workshops also offer an alternative way for the library to engage with students and staff, enabling us to learn more about our users and their needs whilst stealthily promoting our services.

The workshops are part of the trend in academic libraries towards offering a more holistic service – examples include visits from therapy dogs and "chill out" spaces. The poster will hopefully spark conversations between delegates from different sectors, enabling us to learn from each other how we can best serve our users by offering alternative services and how we can embed stealth advocacy for our libraries and for information literacy in these services.

Finally, with this poster, delegates will get the opportunity to learn about the bullet journal system, speak to a bullet journal enthusiast, and perhaps also take away a notebook to start their own journal, start getting organised,

and model good organisational habits for their users.

Example interactive content:

Bullet Journal blog:

<http://bulletjournal.com/blog/>

How to bullet journal YouTube video:

<https://www.youtube.com/watch?v=fm15cmYU0IM>

Buzzfeed listicle on bullet journal ideas:

https://www.buzzfeed.com/nicolenguyen/genius-ways-you-can-customize-your-bullet-journal?utm_term=.ljbwx758W#.tgm0vOmRX

Bullet Journal (2017) Bullet Journal [online] available from < <http://bulletjournal.com/> > [14 November 2017]

Go ahead PUNC 14 @ #PU, make my day! What is academics understanding of Information and Digital Literacy and how these literacies are taught to undergraduates at the University of Plymouth?

Samantha Brown

The University Of Plymouth Library is working towards re-defining what being digital means, and how the service can support this across the university.

The overlap between information literacy (IL) and digital literacy (DL) and the perception of these literacies offers a further complication.

The poster will outline a proposal aiming to answer the research questions -

- How do academics at UoP define and apply key information & digital literacy terms?
- How do academics at UoP introduce these terms to students and integrate them into their practice?

- What is the academic definition of both IL & DL and how does this align with recognised definitions from CILIP and JISC?

The proposal is to conduct semi-structured interviews based on the JISC framework (JISC, 2015). The focus is on academic staff teaching nursing undergraduates, who have used Twitter as an element of assessment within the curriculum (Jones et al, 2016). Health Education England (2017) state that they wish the health and social care workforce to be fully competent, confident and capable in its use of technology. The students within this cohort are encouraged to use Twitter to develop links with professionals, patient groups and other students globally and encouraged to follow #@PUNC14. Purposive sampling has been used to select this group.

The researcher will identify ontologically as an organisational insider, taking a reflexive stance rather than assuming the unreachable posture of objectivity (Cousin, 2009).

The D-Cubed dissemination framework (2011), suggests that embedding and upscaling of results will offer organisational sustainability. The long term aim being to inform the university definition of information and digital literacies.

Delegates may be interested to replicate the research within their own institution that could help inform the national debate and understanding of defining digital and information literacies.

Cousin, G. (2009) Researching learning in higher education. New York & London: Sage.

D-Cubed (2011) The D-cubed guide: planning for effective dissemination. Available at: https://www.uq.edu.au/evaluationstedi/Dissemination/Planning_Guide.pdf (Accessed: May 2017)

JISC (2015) Building digital capabilities: the six elements defined. Available at: http://repository.jisc.ac.uk/6611/1/JFL0066F_

DIGIGAP_MOD_IND_FRAME.PDF
(accessed: Feb 2017)

Jones, R. Kelsey, J., Nelmes, P., Chinn, N. et al. (2106), JAN, Introducing Twitter as an assessed component of the undergraduate nursing curriculum: case study, 72(7), 1638-1653. Doi: 10.1111/jan.12935

Engaging with Patients and Members of the Public – a New Challenge for NHS Libraries

Emma Child

NHS libraries have traditionally only served the healthcare professionals working in their trust, but new drivers led by NHS England and Health Education England (NHS England, 2015; HEE, 2014) now necessitate hospital librarians to engage with patients and members of the public to support their health information needs. The theory being that patients who are information literate are able to become much more involved in their own care, thus reducing the burden on the already over stretched National Health Service.

Allowing patients into the hospital library however is problematic. IT restrictions, issues around patient confidentiality, lack of staff time and the need to purchase patient friendly resources all prohibit NHS libraries from opening their doors to the public.

In response to this challenge the Knowledge and Evidence Service at Warrington Hospital designed a health information literacy training session, which they delivered to colleagues in public libraries across the borough of Halton.

The aim of the session was to improve the health information literacy skills of public library staff so that they could confidently answer health-related enquiries from members of the public and in turn teach them how to find the information they need. Following the training, online surveys were distributed to capture feedback from both the participants and the public.

This interactive poster will outline the content of the training sessions including the online health resources and search skills taught. It will reveal the impact that the training had both on staff and the public. It will also explore the successful partnership that has developed across two different library sectors as a result.

Presented by Emma Child, the Information Specialist who delivered the training, delegates can learn about the future directions and improvements being planned to increase health information literacy in patients, their carers and members of the general public.

NHS Five Year Forward View, NHS England, 2014

Knowledge for Healthcare: A Development Framework for NHS Library and Knowledge Services in England. Health Education England, 2015

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

Pip Divall

Background:

At University Hospitals of Leicester NHS Trust, the Teaching Improvement (TIMP) course has been running for more than ten years, and is usually attended by faculty with a deep interest in medical education. This is a two day course, incorporating learning theories and practical skills, in which participants also deliver a "microteach" session to receive feedback on their teaching style. In 2015, the course was revamped to include further interactivity in the shape of games, after the faculty was joined by a team member with an interest in gamification. The team member had attended a training session from Adam Edwards and Vanessa Hill, of

Middlesex University, and was inspired to put principles taken from this day into practice at UHL NHS Trust.

Summary of work:

"Whose Style is it Anyway" was introduced to the two day course to introduce and explore concepts of learning theories, with a card sort game that allows participants to think about what types of teaching may appeal to learners, while recognising and understanding that these are contextually dependent, and flexible to the learning objectives. Further games have been introduced to the TIMP course as a result, including one which looks at Bloom's taxonomy in questioning, as a form of consequences, and Top Trumps: Difficult Learners, discussing ways to tackle challenging situations in the teaching environment. Some games are used as and when the need arises to introduce interactivity to the session, or illustrate points differently and consolidate learning. The course leaders are constantly looking at ways to increase the interactivity of the TIMP course.

Summary of results:

Participants enjoy the interactivity of the games used in the sessions, with these often being mentioned as positive features in the evaluation of the course. The competitive element to the games helps to stimulate discussion of learning theories among the participants.

Discussion:

Games are an excellent way to include participants in sessions and also to consolidate learning that has already taken place rather than traditional question and answer. The use of simple card games has potential for promoting teamwork and collaboration amongst participants. These games are introduced as talking points for the learners on the course and have led to rich discussions on the topics raised. Course

leaders are actively developing the content of Teaching Improvement each time the session is run.

Take Home Message:

Gamification is intrinsically motivational for participants and does not take the place of traditional learning in the Teaching Improvement Course. Rather it adds to the interactivity and participants are encouraged to apply the principles of gamification in their own teaching after attending the course.

Coffield, F.; Moseley, D.; Hall, E.; Eccelstone, K. Learning styles and pedagogy in post-16 learning: a systematic and critical review. London: The Learning Skills and Research Centre, 2004.

Edwards, J. Adam and Hill, Vanessa. Workshops, games and activities used in teaching information literacy skills (version 9). Merlot, Middlesex University. (Published online first) 2016.

Moseley, A. and Whitton, N. (eds.) New traditional games for learning: a case book. London: Routledge, 2014.

Whitton, N. and Moseley, A. Using games to enhance learning and teaching: a beginner's guide. London: Routledge, 2012.

A Snapshot of Information Skills Training Experience of Students Transitioning from FE to HE

Peter Field

UCL School of Pharmacy is part of the Faculty of Life Sciences at University College London (UCL). It offers one undergraduate degree, the four-year Masters of Pharmacy (MPharm), as well as several taught postgraduate and research postgraduate degrees. Each year,

180-230 new undergraduate students enrol at the School.

For the past five years, the School of Pharmacy Library has invited freshers to complete a very brief and anonymous survey during induction week. The survey is designed to generate a very broad picture of new students' interactions with information sources and an indication of their previous experiences of learning about referencing.

Library staff deliver two separate workshops to year 1 students in semester one. Workshop one is on Information Resources; workshop two is on Referencing and Plagiarism. The data from the survey is used in the preparation and delivery of these workshops, enabling workshop leaders to tailor the content according to students' previous experience.

The data can also be analysed for trends. The year-on-year data suggests there has been no recent significant change in how FE students evaluate the information sources they utilise. The data also suggests that there has been no recent significant change in the provision of referencing skills teaching in FE.

We intend to pose the same survey questions to the same students now in later academic years to identify any significant change in response. The hypothesis is that the interventions of HE Library staff have contributed to the development of students' searching behaviour and their understanding of the concept of referencing. We hope to present the data from all surveys and use it the challenge or support the hypothesis.

Escaping the Welcome Cliches

Adam Hill

Every year at the University of Surrey the Library introduce our vast range of services, training, support and advice we offer to all new students as well as help them get started with basic information Literacy skills. We also

try and encourage a connection with the student community which helps them see the Library in a positive, approachable light. Conveying all this in a traditional short presentation (often in a lecture theatre), can be tricky, especially when it's sandwiched between talks by other departments, all trying to do the same thing.

For the start of the 2017/18 academic year we wanted to try something different, something beyond the traditional welcome talk while attempting to solve the problem of students being overloaded with information. We applied pedagogically-informed methods inspired by Andrew Walsh (2017), offering students as part of a wider welcome and orientation activities a new flagship event, "'Save the Stag" Escape Room Game". This event saw students sign-up in groups and attempt to solve a series of educational Library themed puzzles which introduced them to services offered by the Library via an immersive and fun learning experience.

The results were overwhelming positive from the students and an increased awareness of the Library's presence in the eyes of other departments. This activity demonstrated that by using a Playful Learning style, we were able to teach the students the beginnings of Information Literacy through hands on exercises, in addition to connecting with the students and helping them form a community both with themselves and with the Library both physically and online including social media.

Our recommendations are that Gamification and in particular the concept of the Escape Room Game, is an excellent tool to get students to engage with the Library and learn vital information literacy skills in a fun and memorable environment. It can be scaled up, to an entire room (as we did) or scaled down to concentrate on just one particular aspect of their subject or the Library Service.

Our poster will be detailing this journey, with examples and explanation from the game, as well as feedback received and recommendations for further applications.

Walsh, A. (2017) Making Escape Rooms for Educational Purposes: A Workbook. Innovative Libraries

Librarians and Researchers: Minding the Gap

Aimee Jones and Mark Lester

Beginning at the beginning

We have started on a journey that seeks to move the library into being a key part of the research lifecycle. We would like to share how this began, how it is working so far and what supporting research actually means in a challenger University such as Cardiff Met.

Things began, as they most often do, with a strategic plan and a focus on Cardiff Met to increase its research outputs and number of research active staff. This was an ideal opportunity to plug a gap and start to build a new facet to what the library offers.

Support for research can often just be seen as the library paying APCs or helping to fulfil funder mandate. These things remain important but it is not the whole story.

Our approach to Information Literacy could (unfairly) be seen as being focused towards undergraduate students, largely unfamiliar with the plethora of resources an academic library makes available to them, and their tutors expect them to use. Little was made about what the library offered or could offer research active staff – beyond core traditional services.

Our proposal

Aimee and Mark will detail how the library has begun to position itself as the place for all aspects of information literacy for researchers – broadly through utilising a mixed methods approach in design, delivery and evaluation.

Design

Stakeholder and gap analysis alongside good old-fashioned talking that encompassed a bitesize pitch.

Delivery

Mixed approach encompassing workshops, digital content and formal committee papers and presentations.

Evaluation

Quick response feedback after workshops or end of digital content to more nuanced one-to-one interviews with researchers and peer observation amongst colleagues.

What does a digitally literate ... look like? Exploring staff digital capabilities

Alison Kaye

Digital skills have been recognised as a key part of the UK digital strategy by the UK government, to ensure a workforce and citizens that have the skills they need for a leading digital economy. Within the Higher Education sector digital skills play a key part of education, teaching and research. Institutions are beginning to develop digital strategies which include a focus on both the skills of the workforce and the skills of educators to empower and develop their students.

At the University of York we undertook a project to explore digital capabilities and confidence of Library and Archives Staff with the aim of identifying pockets of expertise and areas for development. The emphasis was on being confident with technology and being able to think critically about the tools and information needed to make decisions and solve problems in our work -- things we felt were critical parts of digital fluency in the workplace. This first phase sought to:

- Identify the issues and challenges when developing staff digital capabilities across the University;
- Identify priorities for digital skills development for Library staff, and any gaps in confidence;
- Learn lessons about staff digital literacy that can be applied to the wider University staff.

The achievement of this project will allow us to build a staff digital literacy programme for Information Services, which we hope will enable us to become an exemplar of best practice.

This poster will present our approach to planning the development of a staff digital literacy training programme and understand staff capabilities. It will detail the approach that we employed to assess digital capabilities, using a method of triangulation: analysing job descriptions, developing a self diagnostic questionnaire, and conducting focus groups with various staff groups. It will discuss some of the opportunities and challenges that we identified from the data analysis, and highlight some of our initial recommendations for developing a staff digital literacy training programme at York.

Department for Digital, Culture, Media & Sport (2017) UK Digital Strategy.
<https://www.gov.uk/government/publications/uk-digital-strategy>

Using OBL for IL and More

Anne Lawrence

There is a need for flexible integrative approaches to our students' learning which can be employed through cross-, inter- and multi-disciplinary collaborations. This development can be broadly described as "post-disciplinary" strand (Ryan and Tilbury, 2014), which promotes collaborative pedagogies, with a focus on active

participation, reflexivity and systemic thinking. Post-disciplinary collaborations also address the sustainability agenda, by building on the resources already available to institutions.

Over the past year, my colleagues and I have been experimenting with the use of archives and special collections as a rich and flexible interdisciplinary resource. While there are examples of good practice (e.g. UCL (2017), SOAS (2017) and University of Leicester (2017)), collection artefacts are mostly used for discipline-specific teaching. We argue that the potential of special collections is much greater than direct application to the subject in question. Embedding special collections in teaching and learning facilitates student curiosity and engagement, abstract thinking, meaning-making and deeper enquiry (e.g. Chatterjee and Hannan (2016); and Hardie (2015)), and it also promotes social and problem-based learning.

However, special collections are underutilised. Special collection artefacts can serve as a flexible pedagogical resource across different disciplines (in our case, education, sport, women's studies, music education), and a catalyst for student engagement (information literacy, narrative construction, academic writing, synthesising literature, critical analysis, lateral thinking, creativity, depth and breadth of thinking).

Student feedback collected so far indicates that working with special collections promotes alternative ways of student-led inquiry and knowledge construction. Special collections act as a catalyst for the processes that can be described as 'learning to look, see and question'. Students were able to make connections between the process of artefact 'interrogation' and the process of critical thinking. The social learning element was also highlighted as important.

This poster will detail our practice, initial findings and suggestions.

Barnett, R. (2014) Conditions of Flexibility Securing a more responsive higher education system. Higher Education Academy [online]

Available at:
https://www.heacademy.ac.uk/system/files/resources/fp_conditions_of_flexibility_0.pdf
(Accessed on: 23 October 2017)

Chaterjee, H. and Hannan, L (Eds) (2016)
Engaging the Senses: Object-Based Learning
in Higher Education. Routledge: London

Hardie, K. (2015) Innovative pedagogies
series: Wow: The power of objects in object-
based learning and teaching [Online].
Available at:
https://www.heacademy.ac.uk/system/files/kirsten_hardie_final.pdf (Accessed on 23
October 2017)

The School of Oriental & African Studies
(SOAS) (2017) Online library: teaching and
learning – online resource. Available at
<https://www.soas.ac.uk/library/archives/teaching/> (Accessed on 23 October 2017)

University College London (UCL) (2017)
Teaching and object based learning – online
resource, available at:
[https://www.ucl.ac.uk/culture/research-
teaching-obl/teaching-object-based-learning](https://www.ucl.ac.uk/culture/research-teaching-obl/teaching-object-based-learning)
(Accessed on 23 October 2017)

University of Leicester (2017) Library special
collections: supporting teaching in special
collections – online resource. Available at
<http://staffblogs.le.ac.uk/specialcollections/2014/12/18/supporting-teaching-in-special-collections/> (Accessed on 23 October 2017)

Rewarding Excellence: the Information Literacy Award

Nigel Morgan

In 2007, CILIP's Information Literacy (IL)
Group announced the inauguration of a new
award to help raise the profile of IL and to
recognise and reward the outstanding work of
practitioners from any sector. This would be
the first national award in the IL field. The
inaugural Information Literacy Practitioner of
the Year Award attracted 16 high quality

nominations. It quickly established itself as
one of the most prestigious accolades in UK
library sector. Over the past 10 years, the
award has honoured an array of talented
individuals from a variety of library
backgrounds and operating at various levels
within the profession. In 2013, it was decided
that the scope of the award should be
widened; retitled the Information Literacy
Award, the award now also welcomes
nominees from the world of research and
academia. Nominees are rigorously judged by
distinguished IL authorities employing tough
criteria. Offering the opportunity for national
recognition, this is the award which every IL
professional wants to win.

This electronic poster will briefly explore the
history of the award. Incorporating the views
of past winners and judges, it will explain why
the award holds such an important place in
the IL calendar. The annual life cycle and
judging process will be explained and
demystified.

However, the main focus will be on the array
of talent shortlisted for the 2018 award. The
poster will highlight the backgrounds and
achievements of this year's worthy candidates
and will be an ideal curtain raiser for the
announcement of the 2018 award at the
LILAC dinner. It is hoped that the poster
presentation will inspire delegates to submit
themselves or colleagues for the award in
future years.

[https://www.lilacconference.com/lilac-
2018/awards/information-literacy-award](https://www.lilacconference.com/lilac-2018/awards/information-literacy-award)

Back to basics the SAFER way

Barbara Sakarya

Universally, librarians know that covering the
basics in library introductions can be
challenging, especially when we may only
have one slim slot to deliver our message. At
UCL Institute of Education, the majority of
students are post-graduates and many are

time-poor teachers; hence, introducing library essentials needs to be simple and focused.

With the aim of organising these essentials, I created the SAFER framework to cover searching, accessing, finding, evaluating and referencing. Each concept has a corresponding IOE LibGuide and once a concept is introduced, it can be contracted or expanded as time and need allow.

For short sessions, 'searching' might include the abcs (analysing, brainstorming and combining) to tease out terms and strategies. At the other end of the searching spectrum when more time is available and more depth is needed, searching can be expanded to include more systematic or serendipitous aspects of information discovery (S.O.S).

When we move on to 'accessing', we generally review passwords, usernames and IT related information and for 'finding', we include tips to help users find relevant physical and electronic resources in UCL libraries and beyond. For 'evaluating', the popular CRAAP test is a favourite and for 'referencing', we mention IOE training and referencing guides as well as Endnote, Mendeley and Zotero. For some undergraduate courses that are built upon each year, "referencing" is dropped in the first year to make the framework 'SAFE'. For other groups like pre-sessional summer students when we may have 90 to 120 minutes for a session, extras like the SAFER quiz and puzzle (SAFER+) are added.

Of course, IL at the IOE is not always reduced to an acronym, yet for one-shot introductions, where time and attention spans are strained, stripping back to the SAFER basics can offer a memorable scaffold to build on.

Breeding, M. (2015). 'Serendipity: The Virtual-Library Experience'. *Computers in Libraries*, 35 (9), pp.9–11.

Gibson, H.A. (2009). 'Using mnemonics to increase knowledge of an organizing curriculum framework'. *Teaching and Learning in Nursing*, 4 (2), pp.56–62.

Goddard, M. (2017). 'Surprise Us: Why Randomness Deserves a Place in Every Library System'. *Computers in Libraries*, 37 (8), pp.30–32.

Institute of Education LibGuides (2017)
Available at:
<http://libguides.ioe.ac.uk/newhome>
(Accessed: 8 November 2017).

LeBlanc, R. E., & Quintiliano, B. (2015). 'Recycling C.R.A.P.: Reframing a popular research mnemonic for library instruction'. *Pennsylvania Libraries*, 3 (2), pp.115-121.

Padgett, L. (2017). 'Keeping Promises and All That CRAAP'. *Information Today*, 34 (4), p.19.

Radom, R., & Gammons, R. W. (2014). 'Teaching information evaluation with the five ws: An elementary method, an instructional scaffold, and the effect on student recall and application'. *Reference & User Services Quarterly*, 53 (4), pp.334-347.

Rubick, K. (2015). 'Flashlight: using Bizup's BEAM to illuminate the rhetoric of research'. *Reference Services Review*, 43 (1), pp.98–111.

Sakarya, B. (2017) SAFER. Available at:
<http://libguides.ioe.ac.uk/searching/safer>
(Accessed: 8 November 2017).

Stalder, Daniel R. (2005). 'Learning and Motivational Benefits of Acronym Use in Introductory Psychology'. *Teaching of Psychology*, 32 (4), pp.222–228.

Coping with Mediocrity: Working with Less-than-Great Assignments

Elizabeth Webster

Close your eyes and imagine this: You check your email and there's a request for a library session - maybe it's from a new faculty member you haven't worked with before. In their request, they drop all the right words –

"research", "exploration" "critical thinking" – and they remembered to attach the assignment. You're impressed and start to get excited about this collaboration. You begin to jot down some ideas, but then you remember that you need to at least look at the assignment first, and that's when your excitement fizzles. The assignment is mediocre, and now you have to plan an engaging, informative, and useful workshop based on it. Sound familiar?

The presenter, an ESL teacher-turned-librarian with ten years of college-level instruction experience, will use her unique perspective to give targeted, actionable ideas for staying sane and maintaining enthusiasm when planning one-shot sessions based on unexceptional assignments. The examples used will focus on first-year writing assignments, but the ideas will be applicable to other disciplines and levels as well. Participants will leave with ideas for turning second-rate assignments into fantastic one-shots.

ABSTRACTS

Thursday 5th April

Parallel sessions (Group 4)

Using principles of evidence based practice, critical pedagogy and workplace information literacy to tackle wicked problems in the context of social services information support in Scotland

Lauren Smith

The Iriss Evidence Search and Summary Service (ESSS), launched in October 2017, is a national service for Scottish social services funded by the Scottish Government. It aims to bridge the knowledge-practice gap, a priority for the Scottish Government (NHS Education Scotland 2012), supporting practitioners, planners and policymakers to identify and apply evidence, ensuring that decisions about practice, service development are informed by sound evidence.

This is a unique service with unique challenges. Although some similar services in the UK do exist, Iriss ESSS is the first national service dedicated to supporting the social services workforce, available to people working in the public, private and third sectors. Sitting within Iriss, Scotland's Institute for Research and Innovation in Social Services, gave us the freedom to explore novel approaches to information literacy in this field and to tackle the "wicked problem" (Churchman 1967) of evidence use in a national social services setting. This paper will explore how, through responsive and evidence-based approaches, we have worked

to develop iterative responses to challenges to aspects such as: the nature of knowledge in social services being produced, created and disseminated in a wide range of ways; evidence being limited and of varying quality; and the "best" evidence in many circumstances being economically unfeasible, but being pressured to identify evidence for service users to meet their expectations.

This paper will present the key challenges to developing an approach to information literacy for the ESSS team and the users of the ESSS service, including the epistemological conflicts experienced in a multidisciplinary information landscape with clashing paradigms and traditions of knowledge generation, sharing and application. Drawing on literature from social services research (for example Webber 2015) and evidence based library and information practice, I will explore how in the development of the ESSS I have worked to find a balance between rigorous, transparent and evidence-focused approaches to information retrieval and evaluation familiar in the context of health evidence, and the acknowledgement that 'knowledge' in the context of social services is not only academic evidence from peer reviewed journals but can also cover evidence from other sources, such as accounts of good practice (Chapman et al. 2015).

The paper will also discuss the pedagogical challenges posed in supporting a diverse workforce with a wide range of information and evidence needs and purposes. Drawing on key authors in the field, including Annemaree Lloyd (2010; 2013; 2017) and other contributors to the field of workplace information literacy, I will discuss how an evidence-based approach to service development and critical pedagogical approaches to information literacy (see Tewell 2016) have informed the development of our evidence search outputs and training

resources to effectively support the social services workforce in Scotland.

Chapman, C., Hall, S., Lowden, K., & Watters, N. (2015) Perspectives on Knowledge into Action in Education and public service reform: A review of relevant literature and an outline framework for change.
<http://lx.iriss.org.uk/sites/default/files/k2a-education-formatted-doc.pdf>

Churchman, C.W. (2015) Wicked Problems. *Management Science*, 14(4), pp.B141-B142.
<http://www.jstor.org/stable/2628678>

Iriss Evidence Search and Summary Service (2017) Evidence Search and Summary Service Launch.
<http://blogs.iriss.org.uk/esss/?p=24>

Jacobs, Heidi L.M. (2010) Posing the Wikipedia 'Problem': Information Literacy and the Praxis of Problem-Posing in Library Instruction. *Critical Library Instruction: Theories and Methods*, eds Maria T. Accardi, Emily Drabinski, and Alana Kumbier, 179-197.
<http://scholar.uwindsor.ca/leddylibrarypub/25>

Lloyd, A. (2017) Learning from within for beyond: exploring a workplace information literacy design. In M.Forster (ed.), *Information Literacy and the Workplace: New perspectives*. London: Facet Publishing.

Lloyd A. (2013) Building Information Resilient Workers: The Critical Ground of Workplace Information Literacy. What Have We Learnt?. In: Kurbanoğlu S., Grassian E., Mizrachi D., Catts R., Špiranec S. (eds) *Worldwide Commonalities and Challenges in Information Literacy Research and Practice*. ECIL 2013. *Communications in Computer and Information Science*, 397. https://doi.org/10.1007/978-3-319-03919-0_28

Lloyd, A. (2010) Information literacy landscapes: Information literacy in education,

workplace and everyday contexts. Cambridge: Chandos Publishing.

Tewell, E. (2016) Putting critical information literacy into context: how and why librarians adopt critical practices in their teaching. In the *Library with the Lead Pipe*, 12 October 2016.
<http://www.inthelibrarywiththeleadpipe.org/2016/putting-critical-information-literacy-into-context-how-and-why-librarians-adopt-critical-practices-in-their-teaching/>

Webber, M. (2015) *Applying Research Evidence in Social Work Practice*. London: Palgrave.

Drawing on identity and prior knowledge to join the conversation in research assignments

Amanda Folk

Despite programs and initiatives intended to widen the participation of underrepresented student populations in both the United Kingdom and the United States, both countries continue to have racial and social-class achievement gaps in higher education. Mann (2001) theorizes that academic culture can produce feelings of alienation for underrepresented and minoritized students, as these students can feel as if they need to change their identities in order to succeed within academic culture. In addition, Jehangir (2010) found that some underrepresented and minoritized students do not find their identities and experiences reflected in the academic curriculum, thus exacerbating feelings of alienation. Although much research exists about what factors, both academic and social, contribute to these achievement gaps, one ubiquitous practice in higher education has been neglected—the research assignment.

Research assignments are a reification of the values of both academic and disciplinary cultures, and students are expected to apply the vocabulary, theories, and methods of disciplines in which they are just gaining entry.

In this paper, I share a subset of results from a qualitative study that examines how 30 first-generation college students (i.e. students whose parents have not completed a four-year bachelor's degree) at two small campuses in the United States report experiencing research assignments. In particular, I will present four case studies of participants who relied on their identities and prior knowledge to successfully complete a research assignment. Finally, I introduce the funds of knowledge concept (Kiyama & Rios-Aguilar, 2017; Moll, Amanti, & González, 1992; Rios-Aguilar & Kiyama, 2012; Vélez-Ibáñez & Greensburg, 1992), which honors students' identities and prior experiences, to provide a framework for engaging underrepresented and minoritized students through research assignments.

The relatively new Framework for Information Literacy for Higher Education (Association of College & Research Libraries, 2015) articulates six threshold concepts that comprise information literacy. In my own practice working with undergraduate students, I have found the "scholarship as conversation" frame to be particularly valuable in developing students' information literacy, because it not only gives them a purpose for what they are expected to do in research assignments, but it also helps to frame discussions about the other five threshold concepts (McCracken & Johnston, 2015). However, joining an ongoing conversation about a relatively new topic, particularly in an academic context, is challenging for many college students (Leckie, 1996). In my study, I found that several students leveraged their identities or prior experiences—their funds of knowledge—to join the conversation for a research

assignment. The students with minoritized identities, in particular, used their experiences to educate their peers about social-justice related topics, including gentrification, racism, and homophobia. The funds of knowledge concept provides a useful way to think about how to help students, particularly those who are part of underrepresented or minoritized populations, to join a conversation in academic contexts and to engage them academically. Drawing on students' funds of knowledge provides them with an opportunity to find themselves within their academic curriculum and recognize the knowledge that they already possess.

Association of College & Research Libraries. (2015). Framework for information literacy for higher education. Retrieved from <http://www.ala.org/acrl/standards/ilframework>

Jehangir, R.R. (2010). Higher education and first-generation students: Cultivating community, voice, and place for the new majority. New York, NY: Palgrave Macmillan.

Kiyama, J.M., & Rios-Aguilar, C. (2017). Funds of knowledge in higher education: Honoring students' cultural experiences and resources as strengths. New York, Routledge.

Leckie, G.J. (1996). Desperately seeking citations: Uncovering faculty assumptions about the undergraduate research process. *Journal of Academic Librarianship*, 22(3), 201-208.

Mann, S.J. (2001). Alternative perspectives on the student experience: Alienation and engagement. *Studies in Higher Education*, 26(1), 7-19.

Moll, L.C., Amanti, C., Neff, D., & González, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 31(2), 132-141.

Rios-Aguilar, C., & Kiyama, J.M. (2012). Funds of knowledge: An approach to studying Latina(o) students' transition to college. *Journal of Latinos and Education*, 11, 2-16.

Vélez-Ibáñez, C.G., & Greensburg, J.B. (1992). Formation and transformation of funds of knowledge among U.S.-Mexican households. *Anthropology and Education Quarterly*, 23(4), 313-355.

Becoming essential to information literacy support: "What does embedded even mean?"

Laurence Morris and Kirsty Bower

This paper is intended to support conference delegates by highlighting innovative means of embedding information literacy support within service delivery, consequently leading to enhanced tuition, better connections with customers, and more effective library advocacy.

Background: In recent years, Academic, Liaison and Subject Librarians have been encouraged to embed themselves within course delivery at academic institutions (Kesselman & Watstein, 2009, O'Toole et al., 2016). The rationale behind this approach was to embed information literacy as an integral part of university tuition, rather than have library skills presented to students as an optional add-on. However, best practice in "embedding" inevitably varies from subject to subject (Schulte, 2012), with even greater variation likely when the approach is applied at different institutions, and beyond the Higher Education sector. This session is intended to address that challenge by providing distinctive examples and core principles of embedded information literacy tuition.

Paper content: This session is a case study of how two Academic Librarians of Leeds Beckett University became directly involved in course delivery, promoting embedded tuition through their actions rather than overt discussion of the concept. In particular, the paper outlines innovative examples of embedded support, such as:

- Supporting an innovative Criminology module by delivering academic skills tuition within a High Security prison
- Providing external training for local authority employees in support of the university's local partnerships
- Co-designing and co-delivering the first academic assignment of the year for new undergraduate Nursing students
- Collaborative marketing and sharing of teaching practices with the local NHS Libraries Group
- Supporting curriculum diversity by sourcing new resources in alignment with the "Why is my curriculum white?" agenda
- Further development of student publishing through Open Access journals

The session also considers the pedagogical and professional implications of these examples, as through Stone et al.'s work (2016) on publishing undergraduate research, and Lwoga and Questier's research (2015) on developing open access behaviours. These reflections are intended to stimulate discussion of the potential to grow the role of librarians within their parent organisations, demonstrating how roles can be developed and harnessed for Library advocacy.

Summary: The paper addresses the practicalities of arranging, delivering and maintaining distinctive forms of information literacy tuition in a variety of professional environments, with a particular emphasis placed upon how such work can act as ongoing promotion of a library within a wider institution.

Kesselman, M. A. and Watstein, S. B. (2009) Creating opportunities: embedded librarians. *Journal of Library Administration*, 49 (4), pp. 383-400.

Lwoga, E. and Questier, F. (2015) Open access behaviours and perceptions of health sciences faculty and roles of information professionals. *Health Information & Libraries Journal*, 32 (1), pp. 37-49.

O'Toole, E., Barham, R. and Monahan, J. (2016) The impact of physically embedded librarianship on academic departments. *Libraries and the Academy*, 16 (3), pp.529-556.

Schulte, S. J. (2012). Embedded academic librarianship: a review of the literature. *Evidence Based Library and Information Practice*, 7 (4), pp.122-138.

Stone, G., Jensen, K. and Beech, M. (2016) Publishing undergraduate research: linking teaching and research through a dedicated peer reviewed open access journal. *Journal of Scholarly Publishing*, 47 (2), pp. 147–70.

Mission critical: information literacy reframed as a university equality and diversity initiative

Neal Baker

Looking to demonstrate ROI and value to the university mission? Seeking to tie your library to student success? Dreaming of authentic partnerships with other campus units? Earlham College in Richmond, IN, USA reframed part of its information literacy as a campus equality and diversity initiative for first-generation students -- the Library Immersion Fellows Team (LIFT) Program.

This reframing strategy (www.earlham.edu/lift) benefits the university, the library, and underrepresented first-generation students. It is at once knowingly political and sincerely practical with an eye to social justice, and by no means limited to North American contexts. The Higher Education Funding Council for England spotlights four student equality and diversity datasets: parental education, religion and belief, sexual orientation, and gender identity (1). The UK parental education dataset shows that 50% of new 2015-16 students are the first generation in their immediate family to seek a university degree, an increase in the past decade (2). Meanwhile, a large body of research addresses multifactorial challenges impacting first-generation student success. This paper outlines the LIFT "library" initiative from 2013 onwards. It analyzes retention data, shares conclusions about how your library can take a campus leadership role with first-generation students, and creates a space for discussion of potentially unique UK improvements on LIFT.

For the past five years, LIFT has used information literacy skills as a base for creating cohort and mentoring relationships with students that are often considered an at-risk population. Between 2013-2015, LIFT matched small groups of new first-generation students with a librarian for 7 weeks of fall semester and awarded participants an iPad or similar device. Meeting weekly, LIFT students completed a 1-credit information literacy course while getting to know each other and their librarian. In 2016, LIFT expanded to an integrated first-year experience coordinated with campus partners. The fall information literacy course became a gateway to resource panels geared for first-generation students in the second semester. Attendees met first-generation alumni and faculty, and received guidance about educational and career planning. The information literacy course also became a gateway to a donor-funded, free

May Term for students in Montreal co-led by a LIFT librarian/faculty pair, predicated on a site-based research topic and short, multimodal reflective projects. This year's program continues the two-semester arc and features a donor-funded, free Hawaii May Term. The initial course emphasizes the "creation" aspects of the ACRL information literacy framework, asking students to author a digital storytelling project on the theme of "being first" in tandem with research on first-generation student experiences from library resources. LIFT students now have the option of an alumni mentor.

Conclusions include:

- The importance of peer support and an affinity cohort;
- The power of librarians intentionally blending affective support with information literacy "content";
- The political value of librarians coordinating a campus agenda for underrepresented student success with information literacy outreach as the "tip of the spear";
- The retention success of bundling a sequence of Association of American Colleges and Universities "high-impact educational practices" (e.g. first-year experiences, learning communities, off-campus study)(3).

1. Higher Education Funding Council for England, "Additional equality and diversity data: parental education,"
<http://www.hefce.ac.uk/analysis/opthesa/parent/>

2. Rhiannon Hawkins, Higher Education Funding Council for England Analysis and Insight Blog, "Increase in first generation university students,"
<http://blog.hefce.ac.uk/2017/08/16/increase-in-first-generation-university-students/>

3. Association of American Colleges and Universities, "High-Impact Educational

Practices: A Brief Overview,"
<https://www.aacu.org/leap/hips>

The paper will include a selective literature review of the massive body of research on challenges facing first-generation university students.

Using deception to measure the psychophysiology of information literacy

Geoff Walton, Jamie Barker, Matt Pointon, Martin Turner and Andy Wilkinson

Deception is often used to great effect in psychology experiments but is not often used in the study of information literacy. This paper describes an experiment involving deception to test 18-24 year old males reactions to mis-information. People aged 18-24 are the most likely users of the Internet (ONS, 2015) and therefore are exposed to mis-information and as a result may develop ill-being, especially via social media use (Booker, 2016). For this reason it was thought appropriate to target this group. Males only were chosen (n=50) because we needed to control for the variability in the ways that males and females use ICT (Ford, 2004).

It is not known to what extent mis-information (e.g., religious extremism) affects the well-being (including psychophysiological responses) of young males" aged 18-24 and to what extent information discernment (i.e., the ability to make complex judgments about information, Walton (2017)) is a protecting factor against ill-being. By employing this "proof-of-concept" experiment it was envisaged that the research team could ascertain whether information discernment moderates the relationship between mis-information and cardiovascular reactivity in stressful social situation(s).

The experiment involved deceiving participants into believing they were taking part in a study where they were helping a fellow student to win a prize. In fact they were given a task that was impossible to complete (to create mild stress) with a fellow student (an actor). Participants filled in a pre-test questionnaire which measured their self-efficacy, information discernment and religiosity. Two physiological measures were taken, eye-tracking to monitor eye movements and cardiovascular responses to monitor heart response using a Finometer. Participants were randomly assigned to one of two conditions (control) or (experimental). In the experimental group participants were further deceived into believing that they were working with someone with extreme religious views (mis-information). The expectation (ie the working hypothesis) was that those who scored highly on the information discernment questionnaire would experience less psychophysiological stress whilst doing the task than those with low information discernment scores.

Results indicate that the working hypothesis is upheld in that there is a strong relationship between information literacy (information discernment in particular), mis-information and cardiovascular responses. In other words between information literacy and psychophysiological well-being in 18-24 year old males. These results have implications for policy makers, educators, the media and society in general especially in the context of the growth in mis-information such as "fake news", especially because it is already known that information discernment can be boosted with appropriate learning and teaching interventions (e.g., Walton, 2017).

For librarians involved in teaching, these results can be used to argue that there is clear evidence for the cognitive and physiological benefits in teaching information literacy. An information literacy teaching

intervention and associated assessment rubric that have been shown to improve information discernment will also be presented.

The research group believe that the next step is to involve female participants in order to determine whether information discernment has the same beneficial outcome on females as well as males.

Ford, N. (2004). Towards a model of learning for educational informatics. *Journal of Documentation*, 60 (2), pp183-225.

Office for National Statistics. (2017) Internet users. [Online] Available from: <https://www.ons.gov.uk/businessindustryandtrade/itandinternetindustry/datasets/internetusers> [Accessed: 30th August 2017]

Walton, G. (2017). Information literacy is a subversive activity: developing a research-based theory of information discernment. *Journal of information Literacy*, 11(1), pp.137-155. <http://dx.doi.org/10.11645/11.1.2188>

Emotional intelligence and information literacy: how cognitive biases interferes with motivation and skill development

Alexis Smith Macklin

Behavioral psychologists have long claimed that people have two modes of processing information (Kahneman, 2011). The first is automatic, instinctive, and emotional (Chaiken, Liberman, & Eagly, 1989), while the second is slower, more logical, and deliberate (Varga & Hamburger, 2014). Each of these modes plays a critical role in learning how to select, evaluate, and use information for decision-making and problem-solving;

however, information literacy research has focused almost exclusively on the second mode and the cognitive effort needed for skill acquisition. By not addressing the emotional aspect of information processing, information literacy instruction fails to challenge cognitive biases that exists due to flawed judgement from errors in memory, social attribution, and miscalculation. These limitations can, and often do, lead to concentrating on the wrong things when trying to define an information need, or using irrelevant sources of information in a quick attempt to fulfill a need to know (Soll, Milkman, & Payne, 2015).

Intrinsic motivation – the need to know – is a primary driver for complex skills acquisition but a relatively untapped area in information literacy research. Recent studies look at self-efficacy and academic achievement (Ross, Perkins, & Bodey, 2013), as well as inquisitiveness and curiosity (Weiler, 2004), but each stops short of defining how emotional factors and cognitive biases interfere with motivation and skill development. This study aims to fill those gaps by investigating: how past experiences and prior knowledge cloud judgement when analysing information; how emotional responses to new information impact intrinsic motivation; and how emotional intelligence supports information literacy skill acquisition by exposing cognitive bias as part of the learning process.

Designed around a four week course entitled Fake News and Alternative Facts: What you don't know will hurt you, the research looked at basic information literacy skills development in selection and evaluation of information, as well as coping mechanisms for information overload and deflecting emotionally charged news stories. Fifteen students engaged in a sequence of activities based on the model of emotional intelligence developed by Mayer and Salovey (1997) revealing preconceptions and misperceptions,

facilitating new learning by eliminating misperceptions, articulating new understandings based on new knowledge, and managing emotional responses to information not in alignment with new thinking. A mixed-method approach was used to collect data. Qualitative data supporting the first two aims included one-on-one interviews and student journals that documented cognitive bias and changes in thinking and motivation. Standardized evaluations were used to conduct a pre-test/post-test assessment of changes in emotional intelligence and information literacy as evidence for the third aim. Preliminary findings indicate challenging students, in a non-threatening way, to examine cognitive bias and preconceptions, improves motivation and performance in information literacy skills acquisition.

Chaiken, S., & Eagly, A. H. (1989). Heuristic and systematic information processing within and. Unintended thought, 212, 212-252.

Kahneman, D. (2011). Thinking, fast and slow. Macmillan.

Mayer, J. S., & Salovey, A. (1997). P.(1997): What is emotional intelligence. Emotional Development and Emotional Intelligence: implications for educators, 3-31.

Ross, M., Perkins, H., & Bodey, K. (2013). Information literacy self-efficacy: The effect of juggling work and study. Library & Information Science Research, 35(4), 279-287.

Soll, J. B., Milkman, K. L., & Payne, J. W. (2015). Outsmart your own biases. Harvard business review, 93(5), 64-71.

Varga, A. L., & Hamburger, K. (2014). Beyond type 1 vs. type 2 processing: the tri-dimensional way. Frontiers in psychology, 5.

Weiler, A. (2005). Information-seeking behavior in generation Y students: Motivation,

critical thinking, and learning theory. *The Journal of Academic Librarianship*, 31(1), 46-53.

What shapes how academic librarians think about their instruction? And why does it matter?

Eveline Houtman

Academic librarians bring varying assumptions to their instruction. How do they view the role and importance of instruction within the profession? How do they view themselves? As teacher? Trainer? Imposter? How do they view teaching? As public speaking? As facilitation? As co-investigation with their students of the political, social and economic aspects of information?

Librarians' assumptions about their instruction are rarely acknowledged in their practice or in their professional development, where learning to teach is often framed as the acquisition of skills and knowledge and best practices. Librarians' often tacit assumptions, however, affect their motivation, teaching actions, and professional learning. In this presentation, what shapes these assumptions is explored using an ecological model that places the self in its immediate and broader contexts.

This model was developed through qualitative research with participants from the United States and Canada, and draws on the education literature as well as the library and information science literature. The model starts with the self at the centre, with a focus on elements such as identity; teacher identity; experiences of learning to teach. The self is situated first in the immediate context, which includes colleagues; students; and faculty.

Next, the professional context includes conceptions of information literacy; professional networks; professional values. The higher education context might include assessment and accountability and the role of teaching in the academy. The broader social and cultural context might include the current political climate, with attacks on the public good, or an information environment that includes fake news.

This ecological model deepens our understanding of librarians' professional learning as both individual and situated, as complex and holistic, and can serve as a tool for reflection. It aligns with the beginnings of a broader reflexive turn in the profession.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W.H. Freeman.

Deitering, A.-M., Stoddart, R. A., & Schroeder, R. (Eds.). (2017). *The self as subject: Autoethnographic research into identity, culture, and academic librarianship*. Chicago, IL: Association of College and Research Librarians.

Fives, H., & Buehl, M. M. (2012). Spring cleaning for the "messy" construct of teachers' beliefs: What are they? Which have been examined? What can they tell us? In K. R. Harris, S. Graham, T. Urdan, S. Graham, J. M. Royer, & M. Seidner (Eds.), *APA educational psychology handbook, Vol 2: Individual differences and cultural and contextual factors*. (pp. 471–499). Washington, DC: American Psychological Association. <http://doi.org/10.1037/13274-000>

Fives, H., & Gregoire Gill, M. (Eds.). (2015). *International handbook of research on teachers' beliefs*. New York, NY: Routledge.

Houtman, E. (2010). "Trying to figure it out": Academic librarians talk about learning to

teach. *Library and Information Research*, 34(107), 18–40. Retrieved from <http://www.cilipjournals.org.uk/ojs/index.php/lir/article/view/195>

Mattson, J., Kirker, M. J., Oberlies, M. K., & Byrd, J. (2017). Carving out a space: Ambiguity and librarian teacher identity in the academy. In A.-M. Deitering, R. Schroeder, & R. Stoddart (Eds.), *The self as subject: Autoethnographic research into identity, culture, and academic librarianship* (pp. 143–169). Chicago, IL: Association of College & Research Libraries.

Tewell, E. (2016). Putting critical information literacy into context: How and why librarians adopt critical practices in their teaching. In the *Library with the Lead Pipe*. Retrieved from <http://www.inthelibrarywiththeleadpipe.org/2016/putting-critical-information-literacy-into-context-how-and-why-librarians-adopt-critical-practices-in-their-teaching/>

Wheeler, E., & McKinney, P. (2015). Are librarians teachers? Investigating academic librarians' perceptions of their own teaching roles. *Journal of Information Literacy*, 9(2), 111–128. <http://doi.org/10.11645/9.2.1985>

Flipping information literacy

Mary Beth Sancomb-Moran

How do we teach first-year college students about information literacy, and how do we know if we've been successful? There has been considerable research on flipped teaching and information literacy. Assessment seems to be the key to determining the success of the instruction, and how to shape instruction to meet the needs of the students. The session will discuss the writing classes at the University of Minnesota Rochester and how the library has become involved in the

instruction. We flipped the classroom, and felt that the instruction was more effective. Previously, we would come into the classroom and give a short lecture on research methods; then the students would work on an assignment. Most of the class was an exploration of how to access the databases, how to do a search, how to retrieve an article: the basics of research. Flipping the class had the students review videos of those basics, allowing us to review their research results and have a more extensive conversation on research. The class seemed to flow more easily, and the students seemed to get more out of the conversation. The success of the flipped format was purely anecdotal, however; in order to determine whether our instruction was effective – and how literate the students were to begin with – we needed to create an assessment tool that could provide us with some quantitative data. We created a short 18-question quiz, given to students the first week of classes. The assessment tool itself was created using Google forms. Not only is the tool free, but it does some basic analysis of the results and allows for export of the raw data for more in-depth analysis.

The questions ran the gamut from basic plagiarism to more complex research. Some questions we assumed the students would know and some questions we assumed the students would find more challenging. The assessment results give us a better understanding of the level of information literacy the students bring with them as they enter university and informs teaching throughout the year. The results in the first year showed that the students had a fair grasp on information literacy (79%) but had a few areas where their knowledge was more limited. We were able to focus attention on areas that were weaker (e.g., Boolean operators) and were able to quickly touch on areas the students had well in hand, such as basic plagiarism concepts. At the end of the spring semester, the same tool was given

again, allowing us to determine how effective our instruction was throughout the academic year: what worked, what needed improvement, and how we can present the curriculum more effectively. The students improved (86%), but there were still areas that needed reinforcement. The assessment given to the next first-year class, in fall of 2017, presented us with a bigger challenge: only 57.8% answered correctly. With these results in hand, we are able to address the specific information literacy challenges of the class, better preparing them for their academic pursuits.

Arnold-Garza, Sara. (2014). The Flipped Classroom Teaching Model and Its Use for Information Literacy Instruction. *Communications in Information Literacy*, 8(1), 7-22.

Khailova, L. (2017). Flipping library information literacy sessions to maximize student active learning: Toward articulating effective design and implementation principles. *Reference & User Services Quarterly*, 56(3), 150-155.

Kurbanoğlu, S., & Akkoyunlu, B. (2016). Information Literacy and Flipped Learning. In *Pathways into Information Literacy and Communities of Practice: Teaching Approaches and Case Studies* (pp. 53-84). Elsevier.

Låg, Torstein, L. (2016). Flipped versus traditional classroom information literacy sessions: Student perceptions and cognitions. *Nordic Journal of Information Literacy in Higher Education*, NORIL.

Loo, Eifler, Smith, Pendse, He, Sholinbeck, . . . Dupuis. (2016). Flipped Instruction for Information Literacy: Five Instructional Cases of Academic Librarians. *The Journal of Academic Librarianship*, 42(3), 273-280.

Miller, K. (2017). Flipped library instruction does not lead to learning gains for first-year english students. *Evidence Based Library and Information Practice*, 12(3), 172-174.

Rivera, E. (2015). Using the Flipped Classroom Model in Your Library Instruction Course. *The Reference Librarian*, 56(1), 34-41.

Rodriguez, J. (2016). A massively flipped class. *Reference Services Review*, 44(1), 4-20.

Youngkin, C. (2014). The Flipped Classroom: Practices and Opportunities for Health Sciences Librarians. *Medical Reference Services Quarterly*, 33(4), 367-374.

Collecting meaningful feedback on information literacy training: results of a project to evaluate feedback methods

Kim Coles and Russell Burke

The Library & Archives Service (LAS) at London School of Hygiene and Tropical Medicine (LSHTM) offers embedded information literacy (IL) training to its students, and since 2013/14, feedback on IL teaching has been used to inform the content and delivery of training. Print feedback forms were used in class, and responses input into a MS Access database. In 2016/17 the LAS Information Services Team undertook a project to evaluate different methods of feedback collection. We wanted to measure the effectiveness of different collections methods; evaluate what feedback should be collected, and how it could be analysed to improve future IL teaching.

There numerous reports in the literature on trials of individual feedback collection methods, including scoring rubrics or pre/post-tests (van Helvoort; Nichols, Shaffer and Shockey); web-based surveys (Frutchey; Meredith and Mussell); in-class surveys (Willson); and one-minute papers (Gerwitz). However, few papers analyse the usability of the methods available.

Our project measured different feedback methods across a range of IL classes, rating each method on a scale of ease of administration (e.g. collection, data input, ease of completion), and an analysis of response rates. In addition to the method of collection, we considered the purpose of our feedback collection and evaluated a range of questions against the following aims: was evaluation in order to develop teaching; to appraise the teacher; to collect evidence of course effectiveness; to test innovations(Light and Cox)? As a result of this project, we have identified effective methods of collecting feedback, using questions which more effectively meet our evaluation needs, and have created new feedback and evaluation processes for use in 2017/18.

This paper will report on the aims, process, and results of this project and will be of interest to librarians involved in assessing the impact of IL teaching, and those measuring the effectiveness of evaluation methods and questionnaires in teaching.

Frutchey, Jim. "Utilizing Google Docs as an Assessment Tool for Academic Reference Librarians." *Journal of Library Innovation* 3.1 (2012): 148-54.

Gerwitz, Sarah. "Evaluating an Instruction Program with Various Assessment Measures." 42 (2014): 16-33.

Light, Greg, and Roy Cox. *Learning & Teaching in Higher Education*. United Kingdom: Sage Publications Ltd, 2001.

Meredith, William, and Jessica Mussell. "Amazed, Appreciative, or Ambivalent? Student and Faculty Perceptions of Librarians Embedded in Online Courses." *Internet Reference Services Quarterly* 19.2 (2014): 89-112.

Nichols, James, Barbara Shaffer, and Karen Shockey. "Changing the Face of Instruction: Is Online of in-Class More Effective?": *American Library Association*, 2003. 378. Vol. 64.

van Helvoort, A. A. J. "How Adult Students in Information Studies Use a Scoring Rubric for the Development of Their Information Literacy Skills." *Journal of Academic Librarianship* 38.3 (2012): 165-71.

Willson, Rebekah. "Independent Searching During One-Shot Information Literacy Instruction Sessions: Is It an Effective Use of Time?" *Evidence Based Library & Information Practice* 7.4 (2012): 52-67.

Bridging gaps in information literacy skills using a customised information literacy for medical undergraduates

Rebecca Lavanie David and Caroline Pang Soo Ling

Year 4 medical students from the Lee Kong Chian School of Medicine (LKCMedicine) are required to undertake a six-week scholarly project and apply critical information literacy (IL) skills such as database search skills, literature review together with scientific writing and citation skills. In 2016, 30% of the year 4 cohort voluntarily registered for student consultation sessions conducted by medical librarians from LKCMedicine to get help for their search, writing and citation skills. The

medical librarians observed two critical IL gaps from students; (1) using the PICO (Patient, Intervention, Comparison and Outcome) framework to scope their search and (2) using databases skilfully.

To address these IL gaps, the medical librarians collaborated with the Team-Based Learning (TBL) facilitators and developed a customised IL framework for LKCMedicine students. This framework benchmarks selected Association of College & Research Libraries standards and closely integrates with the curricula to direct the development of search, writing and citation skills from Years 1 to 5. Year 4 students needed to demonstrate independent search, writing and citation skills which guided the medical librarians to implement two interventions in 2017; (1) using a PICO and search strategy worksheet for students to complete before attending a consultation and (2) teaching students at a year 4 scholarly project briefing session using advanced search techniques on databases, writing and citation styles.

The impactful use of these interventions showed more than 90% of students agreed the student consultation sessions should continue in 2018. More than 60% of students were satisfied with the medical library's year 4 scholarly briefing session. More than 90% of students agreed they gained skills while working on the scholarly project namely literature appraisal, evaluation, review, search, writing and citation skills. Overall, the positive outcomes showcased IL gaps were bridged with the effective use of a customised IL framework developed for medical undergraduates.

1. Association of College & Research Libraries (2000). Information Literacy Competency Standards for Higher Education. Retrieved from <http://www.ala.org/acrl/standards/informationliteracycompetency>

2. Association of College & Research Libraries (2015). Framework for Information Literacy for Higher Education. Retrieved from <http://www.ala.org/acrl/standards/ilframework>

3. Brown, J., & Nelson, J. (2003). Integration of information literacy into a revised medical school curriculum. *Med Reference Services Quarterly*, 22(3):63-74. doi.org/10.1300/J115v22n03_07

4. Gold Standard Framework - Library. (2017). Goldstandardsframework.org.uk. Retrieved from <http://www.goldstandardsframework.org.uk/library-4>

5. Haraldstad, AM. (2002). Information literacy-curriculum integration with medical school's syllabus. *Liber Quarterly: The J of Euro Res Libr*, 12(2): 192-198. Retrieved, from <http://liber.library.uu.nl/index.php/lq/article/view/7682/7718>.

6. Lee Kong Chian School of Medicine (2017). LKCMedicine MBBS Curriculum. Retrieved from <http://www.lkcmedicine.ntu.edu.sg/Programmes/MBBSProgramme/Pages/Curriculum.aspx>

4. Research Guides: EBM - Evidence-based Medicine: Finding Evidence - EBM Resources. (2017). Guides.library.harvard.edu. Retrieved from <http://guides.library.harvard.edu/hms/ebm>

5. Support, R., Service, L., Us, A., Library, A., 2016/2017, M., & Team, T. et al. (2017). Literature Search - Service Standards - Medical Library. Medical Library. Retrieved 24 October 2017, from <https://library.medschl.cam.ac.uk/research-support/literature-search-service/lis-service-standards/>

6. Tools Archives - CEBM. (2017). CEBM.
Retrieved from
<http://www.cebm.net/category/ebm-resources/tools/>

Mission Impossible 2....the sequel

Rachel Posaner and Emma Green

At LILAC 2016 we presented on how we were using screen sharing software to provide information literacy support remotely to up to 1,500 participants of the then new, NHS Leadership's Academy's Elizabeth Garrett Anderson Programme. Now nearly 2 years later we reflect on the lessons learnt from those experiences and explore how these facilitated changes in our current practice.

Looking forward, we will discuss how the growing importance of ownership in terms of independent learning, advances in technology and the development of transferable skills in terms of both employability and as a pre-requisite for "evidence based policy and practice" within the NHS, will shape our future service provision.

Our presentation will be of relevance to those currently providing IL support either physically or remotely, regardless of sector. Attendees will benefit from hearing about experiences in terms of the lessons learnt, both positive and negative, whilst at the same time having the opportunity to engage in an interactive discussion, which will explore the very real challenges facing our profession in the deliverance of IL initiatives.

Time permitting, we will finish with a fun related quiz with popcorn to boot. So, sit back and enjoy the show.....

Information literacy as a measurable construct: a need for more freely available, validated and wide ranging instruments

Helena Hollis

Though definitions of Information Literacy (IL) vary, there is consensus in the literature that it is one coherent variable or measurable construct, so important it has been called a human right (Sturges & Gastinger, 2010). This paper reviews existing IL measures, treating them as psychometric tests, aiming to address two questions: Do existing IL tests sufficiently meet the needs of researchers?; What do the tests tell us about whether or not there truly is a single variable identifiable as IL?

To answer the first question, existing instruments for testing IL will be assessed. Firstly, the validity of any instrument used is of vital importance, as this permits us to draw conclusions from the data (Messick, 1995; Suen, 2009; Walsh & Betz, 1995). Additionally, the various self-report instruments for IL are also excluded, as self-report is methodologically fraught (Kruger & Dunning, 1999; Tourangeau, 2009). Validated tests of IL are often not free (Cameron, Wise, & Lottridge, 2007; Salem & Radcliff, 2006), ruling out their usage by researchers who lack access to funds. Validated and freely available tests exist, but are context bound, e.g. to workplace technology use (Katz, 2007), or Higher Education (HE) (Boh Podgornik, Dolničar, Šorgo, & Bartol, 2016). Similarly many domain-specific HE tests exist (Beile O'Neil, 2005; Emmett & Emde, 2007; Lechner, Peter, Mayer, & Krampen, 2013). These are only useful for researchers looking to assess these particular populations.

If IL is a human right (Sturges & Gastinger, 2010), it ought to be a construct that exists across all human populations. The context and domain specificity of existing IL tests is therefore surprising. It implies that IL in HE is not the same as in the workplace, or in the population at large.

This paper therefore argues for a need to develop validated, testing instruments for IL that are context and domain independent and made freely available. The review of IL tests will benefit researchers looking to investigate IL. The broader argument of this paper aims to be of interest to a wider library and information science audience seeking to understand whether IL is indeed a coherent singular construct.

Beile O'Neil, P. (2005). Development and validation of the Beile test of information literacy for education (B-TILED). University of Central Florida.

Boh Podgornik, B., Dolničar, D., Šorgo, A., & Bartol, T. (2016). Development, testing, and validation of an information literacy test (ILT) for higher education. *Journal of the Association for Information Science and Technology*, 67(10), 2420-2436. doi: 10.1002/asi.23586

Cameron, L., Wise, S. L., & Lottridge, S. M. (2007). The development and validation of the information literacy test. *College & Research Libraries*, 68(3), 229-237.

Catalano, A. J. (2016). Streamlining LIS Research: A Compendium of Tried and True Tests, Measurements, and Other Instruments: A Compendium of Tried and True Tests, Measurements, and Other Instruments. Santa Barbara, CA: Libraries Unlimited.

Emmett, A., & Emde, J. (2007). Assessing information literacy skills using the ACRL

standards as a guide. *Reference Services Review*, 35(2), 210-229.

Katz, I. R. (2007). Testing information literacy in digital environments: ETS's iSkills assessment. *Information technology and Libraries*, 26(3), 3.

Kruger, J., & Dunning, D. (1999). Unskilled and unaware of it: how difficulties in recognizing one's own incompetence lead to inflated self-assessments. *Journal of personality and social psychology*, 77(6), 1121-1134.

Leichner, N., Peter, J., Mayer, A.-K., & Krampen, G. (2013). Assessing information literacy among German psychology students. *Reference Services Review*, 41(4), 660-674.

Messick, S. (1995). Validity of psychological assessment: Validation of inferences from persons' responses and performances as scientific inquiry into score meaning. *American Psychologist*, 50(9), 741-749. doi: 10.1037/0003-066X.50.9.741

Salem, J. A., & Radcliff, C. J. (2006). Using the SAILS test to assess information literacy. Paper presented at the Building Effective, Sustainable, Practical Assessment: Proceedings of the Second Library Assessment Conference (Charlottesville: 2006).

Sturges, P., & Gastinger, A. (2010). Information literacy as a human right. *Libri*, 60(3), 195-202.

Suen, H. K. (2009). *Principles of test theories*. New York, NY: Routledge.

Tourangeau, R. (2009). Remembering what happened: Memory errors and survey reports. In A. A. Stone, C. A. Bachrach, J. B. Jobe, H.

S. Kurtzman, & V. S. Cain (Eds.), *The science of self-report: Implications for research and*

practice (pp. 29-48). Mahwah, NJ: Lawrence Erlbaum Associates.

Walsh, W. B., & Betz, N. E. (1995). Tests and assessment (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc.

ABSTRACTS

Thursday 4th April

Parallel sessions (Group 5)

Developing your teaching philosophy

Sheila Corrall and Amanda Folk

How would you describe your approach as a teacher? Who influenced your teaching or inspired your learning? What will learners gain from working with you?

A formal statement of teaching philosophy aims to capture and communicate your beliefs about teaching and learning, your views on the roles of teacher and student, and your thoughts on the purpose and value of education. It should also show how such assumptions are reflected in the objectives you set for students; the way you behave and interact with learners; and the forms of education and instruction, types of activities and assignments, and methods of assessment and evaluation you use in practice.

Developing a teaching philosophy is established practice for faculty in American higher education, routinely required for job applications and promotion cases, and often requested for teaching awards and curriculum innovation grants. US teaching librarians who produce such statements report becoming more reflective and confident instructors, with renewed purpose and self-awareness of their strengths and areas for improvement (Hinchliffe & Woodard, 2009; Zauha, 2008). Similar messages are emerging in European literature on library instruction and information literacy (McGuinness, 2011; Whitworth, 2012).

A teaching philosophy usually forms part of a portfolio of evidence documenting your teaching responsibilities and activities through factual data and reflective commentary. For UK librarians, this reflective statement can be used to support an application for Fellowship of CILIP or the Higher Education Academy.

Our workshop will get you started on surfacing your teaching philosophy and give you a basic structure and ideas for developing a fuller statement. We shall draw on our experience of helping early-career faculty and teaching librarians to formulate such statements.

The workshop will enable you to:

- Explain what a teaching philosophy statement contains and how it supports the professional development of librarians;
- Examine your beliefs, goals, styles, and practices as a teacher, and relate different teaching strategies and methods to particular learning contexts;
- Use frameworks, examples, and tools to construct your personal teaching philosophy statement and continually develop it.

Other takeaways include a workshop model and framework to facilitate individual and collective reflection to develop a teaching philosophy in the workplace, and a resource list to share with colleagues.

After introducing ourselves and outlining the scope and function of a teaching philosophy, we shall walk you through a four-step process designed to help you think, talk and write about your teaching philosophy, by exploring and illuminating your personal and professional experiences, issues and opportunities.

1. Articulating our beliefs about learning and teaching
2. Articulating our goals for the learners we interact with
3. Articulating our style of teaching and facilitating learning
4. Articulating our teaching practices, strategies and methods

Our handouts will provide models, trigger questions and sentence completion prompts to guide the process, supported by extracts from our own and other teaching statements as examples of real-world practice. We shall conclude with reflection and discussion on the framework and tools introduced, including questions and suggestions about developing a teaching philosophy in your workplace.

Hinchliffe, L. J., & Woodard, B. S. (2009). The teaching philosophy framework: Learning, leading, and growing. LOEX 2009: Blazing Trails, On the Path to Information Literacy, April 30-May 2, Albuquerque, NM (pp. 213-221). Retrieved from <http://commons.emich.edu/loexconf2009/2/>.
McGuinness, C. (2011). *Becoming confident teachers: A guide for academic librarians*. Oxford: Chandos.

Whitworth, A. (2012). The reflective information literacy educator. *Nordic Journal of Information Literacy in Higher Education*, 4(1), 38-55. doi:10.15845/noril.v4i1.151
Retrieved from <https://noril.uib.no/article/view/151>.

Zauha, J. (2008). The importance of a philosophy of teaching statement to the teacher/librarian. *Communications in Information Literacy*, 2(2), 64-66. Retrieved from <http://comminfolit.org/>.

Future proofing the academic librarian: improving scholarly communication literacy in the UK

Helen Blanchett and Claire Sewell

The problem

Recent library school graduates are often drawn to working in academic libraries as they offer a range of opportunities to turn theoretical study into practical reality. However with the future of the academic library moving increasingly away from traditional services and towards a research support function, are these new graduates really being provided with the skills they need to work in a modern higher education setting?

Understandably, library school courses cannot be expected to keep up with every development in the information world and they must produce graduates who are suited to a range of careers. However, research support is not a new area. Repositories have been around for over a decade and the term Open Access was coined in 2002. There is a need to educate both new and existing academic library staff in this area or risk them losing out on research support roles to those who have knowledge needed and frequently come from outside the information profession. So how do we solve this problem?

Current activities

Discussions are already taking place around the links between scholarly communication and information literacy, including the implications for teaching practice. The ACRL Intersections of Scholarly Communication and Information Literacy white paper asks "how can librarians teach the complex issues of scholarly communication?" and recommends the integration of pedagogy and scholarly communication into educational programme for librarians. Existing competency

frameworks relating to scholarly communications roles (NASIG, COAR, bibliometrics), recognise advice and instruction as integral, alongside more specialised topics.

At a local level UK initiatives are also beginning to explore this area, such as the Research Support Ambassador Programme at Cambridge and the Copyright Literacy website. Although input from around the world is invaluable to this process hearing from library staff in the UK is a vital part of making this process a success.

Future activities and this session
To address this in the UK, a group of organisations* with an interest in training and development, including Jisc and the Office of Scholarly Communication at Cambridge University Library, have been discussing these issues and formulating a plan to improve the scholarly communication literacy of academic library staff at all levels. This symposium will outline the problems faced and ask how we should go about solving them as a profession.

Attendees at this session will:

- Contribute to an important discussion on their own training needs in research support and how the library profession as a whole can address these needs
- Consider issues around teaching information literacy in the area of scholarly communications
- Share existing initiatives and outline any barriers that need to be overcome
- Help to define how the sector wide discussion moves forward

At the end of the session both facilitators and attendees will be able to better understand the scholarly communication literacy needs of both new and current practitioners, the main obstacles to achieving these goals, the types of training that staff would appreciate and how

best future scholarly communication literacy needs can be met.

* Organisations currently involved in this discussion are Jisc, University of Cambridge, University of Manchester, RLUK, SCONUL, the British Library, CILIP, UKSG, UKCoRR, ARMA and Vitae.

Association of College and Research Libraries. Working Group on Intersections of Scholarly Communication and Information Literacy (2013). Intersections of Scholarly Communication and Information Literacy: Creating Strategic Collaborations for a Changing Academic Environment. Chicago: IL: Association of College and Research Libraries
<http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/whitepapers/Intersections.pdf>

Librarians' Competencies for E-Research and Scholarly Communication, COAR
<https://www.coar-repositories.org/activities/support-and-training/task-force-competencies/>

NASIG Core Competencies for Scholarly Communication Librarians
http://www.nasig.org/site_page.cfm?pk_association_webpage_menu=310&pk_association_webpage=9435

Lis-Bibliometrics Forum Competency Model for Bibliometric Work
<https://thebibliomagician.files.wordpress.com/2017/10/competency-model-frame-work-design.pdf>

Planning Scholarly Communication Training in the UK. Unlocking Research: University of Cambridge Office of Scholarly Communication, August 12, 2017
<https://unlockingresearch.blog.lib.cam.ac.uk/?p=1517>

Sewell, C. & Kingsley, D. (2017). Developing the 21st Century Academic Librarian: the Research Support Ambassador Programme. *New Review of Academic Librarianship*, 23 (2/3)

Blogging for course content and information literacy: our use of Medium in two taught units

Chris Millson and Dave Hirst

Over the last two years, the University of Manchester Library has developed an open approach to course unit delivery involving the online writing platform, Medium [1]. Learners develop information literacy skills by exploring topics and contributing to unit materials, which form an online publication. The use of online writing for information literacy is hardly new [2], but we feel our approach is suited to newer platforms such as Medium, which have more in common with social networks than traditional blogging platform. Medium has been described by other educators as a critical thinking platform [3], and we feel that we are at the forefront of its use in UK Higher Education.

We have applied our approach to a staff unit through Manchester's Postgraduate Certificate in Higher Education [4], and an undergraduate unit via the University College for Interdisciplinary Learning [5], with positive feedback in both. In both units, information literacy is a key element of the subject matter explored and skills developed through practice and feedback. Example topics include: the ethics of online information use; ownership and licensing; social media; and fake news.

We would encourage you to attend if you are using, considering, or keen to find out more about online writing/blogging as a form of

authentic assessment and/or learner-generated course materials, to develop information literacy in a taught setting.

We will engage the audience through active participation and discussion as we share our experiences and honest advice. You can expect to learn from each other, as well as from our experiences of the development and delivery of the approach and units. While we have presented on one of these units previously [6], we will share for the first time our experience of applying our approach to multiple units, now in their second and third years in this format.

The units are available openly as Open Knowledge in HE [7] (launched 2015/6) and Digital Society [8] (launched in this format 2016/7, first launched as The Digital Society in 2012/3 [9]).

1. Sam Aston, Jennie Blake & Chris Millson, "Open Knowledge in Higher Education: Our choice of Medium" (<https://medium.com/open-knowledge-in-he/why-medium-4ada0a3dfefd>)
2. Amanda Click and Joan Petit, "Social networking and Web 2.0 in information literacy" (<http://www.tandfonline.com/doi/full/10.1080/10572317.2010.10762855>)
3. Rian Ervin, "How Students and Faculty Think Critically With Medium" (<https://www.edsurge.com/news/2016-06-03-how-students-and-faculty-think-critically-with-medium>)
4. Sam Aston, Jennie Blake, Chris Millson & Manchester Institute for Education, "PGCert in Higher Education: Open Knowledge in Higher Education (2018 unit outline)" (<http://www.seed.manchester.ac.uk/education/>)

study/courses/pgcert-in-higher-education/programme-units/)

5. Dave Hirst, Chris Millson & University College for Interdisciplinary Learning, "Digital Society (Spring 2018 unit outline)" (<http://www.college.manchester.ac.uk/courses/?year=2017&semester=2&course=218>)

6. Sam Aston and Chris Millson, "Open Blogging for assessment in the Postgraduate Certificate in Higher Education (PGCert HE)" (<http://www.humanities.manchester.ac.uk/humanet/news-events/teaching-and-learning-updates/showcase/previous-showcases/january2017-showcase/>)

7. The University of Manchester Library, "Open Knowledge in Higher Education" (<https://medium.com/open-knowledge-in-he/>)

8. The University of Manchester Library, "Digital Society" (<https://medium.com/digital-society>)

9. Sam Aston, Steve McIndoe & University College for Interdisciplinary Learning, "The Digital Society (original unit outline)" (<https://web.archive.org/web/20130319173551/http://www.college.manchester.ac.uk:80/courses/semester2/thedigitalsociety/>)

Starting strong: engaging students with anticipatory sets

Anne Deutsch and Brandon West

Information literacy instruction presents unique teaching challenges. Some common hurdles include: only having a single session to teach students, limited time, instruction not being tied to a specific assignment, and student misconceptions about research. Anticipatory sets offer a way to overcome

these challenges by infusing innovation, creativity, and excitement into lessons in a quick and efficient manner. Anticipatory sets, also known as bridges, hooks, or attention grabbers, are brief activities used at the beginning of a session that engage students, activate their prior knowledge of a topic, and/or prepare them to learn new skills or develop new knowledge (Hunter, 1982). Librarians can utilize anticipatory sets to set an energetic mood for the lesson that follows, help build a positive rapport with students, and start breaking down students' misconceptions of the library and research processes.

In this interactive workshop, two academic librarians with backgrounds in instructional design will discuss why anticipatory sets work and share examples of information literacy hooks. They will share how this has enabled them to infuse their instruction with energy, humor, and active learning. Participants will exercise their own creativity by developing anticipatory sets. Other ideas that will be explored in this workshop include identifying delivery methods for anticipatory sets, exploring the connections between anticipatory sets and librarian assessment efforts, and reflecting on teaching practices.

This workshop combines theory and practice:

- Anticipatory Set - participants engage in a structured anticipatory set that concludes with a think, pair share activity.
- Facilitators discuss anticipatory sets: origination, learning theory, relevance to information literacy instruction.
- Facilitators share examples of information literacy anticipatory sets.
- Participants work in groups to create anticipatory sets framed by teaching scenarios and share their work with the group.
- Participants reflect on activity and how they can integrate anticipatory sets into their instructional practice.

Learning Objective: Participants will be able to develop and deliver anticipatory sets that activate prior learning and/or engage interest in order to foster meaningful learning in the classroom.

Hunter, M. (1982). *Mastery teaching*. El Segundo, CA: TIP Publications.

Philosophy in the library: developing critical thinking skills for future literacies

Bart Lenart

The importance of information literacy is continually more noticeable, as evidenced by various efforts to promote the numerous emerging literacies, from digital literacy and media literacy, through data literacy, to news literacy. All of these arguably differing skillsets, however, share one essential component, namely a heavy reliance on the development and utility of a critical thinking skillset. Moreover, as libraries are expanding beyond just physical repositories of books and are transforming into a learning commons, the role of the library in enabling inquiry-based learner-centered competencies is also becoming more prominent (The Association of College and Research Libraries, 2015). One core learner-centered competency is the ability to gather, analyze, and evaluate information, which is a key component in all the above stated literacies, and which is directly influenced by the ability to think critically (The Association of College and Research Libraries, 2015; Elmborg, 2006; Wartenberg, 2009).

Libraries, then, are in the unique position to offer a highly relevant and much sought-after skillset, which not only benefits the individuals who acquire it, but also promotes the

democratic ideals our political systems are built upon since a highly information literate citizenry is a necessary ingredient in healthy democratic processes (The Association of College and Research Libraries, 2015; Freire, 1988; Elmborg, 2006; Wartenberg, 2009). Much depends on the ability of libraries to deliver this salient service, along with the early development of the central competencies of information literacy.

We propose a learner-centered program for children and young adults as an alternative to the more traditional storytelling programming already well known within libraries (Aston, 1993; Gopnik & Meltzoff, 1999; Gopnik, 2009). This well-established program utilizes children's picture books as provocations for engagement in dynamic facilitated discussion sessions designed to hone critical thinking and information literacy skills (Wartenberg, 2009). In addition to the hands-on workshop activities, we will provide explanations of how this style of creative programming functions within a library setting and the benefits it provides to young library users (and future citizens and voters). We will also offer examples of potential books (e.g. Lobel, 2005) and other resources that can help librarians adapt this method to the unique needs of their particular libraries and communities (Lipman, 1974, 1976, 1981; Wartenberg, 2009).

The workshop will consist of an introduction to the philosophy for children program and its various adaptations (picture book-, novel-, and activity-based iterations); explicit connections to information literacy in the library will be made with regard to the program methodology (Lipman, 1988, 1993, 2003, 2008; Lipman, Sharp, & Oscanian, 1978; Matthews, 1980; Piaget, 1933; Wartenberg, 2009). Two activities will also be modelled with the workshop participants; the two activities are meant to exemplify the flexibility and adaptability of the program method.

The Association of College and Research Libraries. (2015). Information literacy competency standards for higher education. Chicago, Illinois: The Association of College and Research Libraries. Retrieved from <http://www.ala.org/acrl/standards/informationliteracycompetency>

Astington, J. W. (1993). The child's discovery of the mind. Cambridge, MA: Harvard University Press.

Elmborg, J. (2006). Critical information literacy: Implications for instructional practice. *The Journal of Academic Librarianship* 32(2), 192-199. doi: <https://doi.org/10.1016/j.acalib.2005.12.004>

Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Lanham, MD: Rowman & Littlefield Publishers, Inc.

Gopnik, A., Kuhl, Meltzoff, A. (1999). *The scientist in the crib: What early learning tells us about the mind*. New York: Perennial Books.

Gopnik, A. (2009). *The philosophical baby: What children's minds tell us about truth, love, and the meaning of life*. New York: Picador.

Lipman, M. (1974). *Harry Stottlemeier's discovery*. Upper Montclair, NJ: Institute for the Advancement of Philosophy for Children.

Lipman, M. (1976). *Lisa*. Upper Montclair, NJ: Institute for the Advancement of Philosophy for Children (Montclair State College).

Lipman, M. (1981). *Pixie*. Upper Montclair, NJ: Institute for the Advancement of Philosophy for Children.

Lipman, M. (1988). *Philosophy goes to school*. Philadelphia: Temple University Press.

Lipman, M. (2003). *Thinking in education* (2nd ed.). New York: Cambridge University Press.

Lipman, M. (2008). *A life teaching thinking*. Montclair State University, NJ: Institute for the Advancement of Philosophy for Children.

Lipman, M. (ed.). (1993). *Thinking children and education*. Dubuque, IA: Kendall/Hunt.

Lipman, M., Sharp, A. M., Oscanyan, F. (eds.). (1978). *Growing up with philosophy*. Philadelphia: Temple University Press.

Lobel, A. (2005). *Frog and toad together*. New York: HarperCollins.

Matthews, G. (1980). *Philosophy and the young child*. Cambridge, MA: Harvard University Press.

Piaget, J. (1933). Children's philosophies. In Carl Murchison (Ed.), *A Handbook of Child Psychology* (2nd ed. rev.). Worcester, MA: Clark University Press.

Wartenberg, T. E. (2009). *Big ideas for little kids: Teaching philosophy through children's literature*. Lanham, MD: Rowman & Littlefield Education.

The joy of reading at work, study or play: bibliotherapy in action

Julie Walker

If you would like to learn a bit more about bibliotherapy and how it works, as well as help to restore any spirits which may be flagging during the day, then the Introduction to Bibliotherapy and Bookchats is the workshop for you! Bibliotherapy is the use of fiction and poetry to support and increase positive

outcomes for people whether they are studying or just living busy and stressful lives.

Julie Walker has been working as a bibliotherapist for over 16 years. She is a former psychiatric community nurse, a qualified adult education tutor and was reader-in-residence at Wakefield high security prison for 18 months. After leaving Kirklees Libraries, where she worked for 8 years as a full time bibliotherapist in a variety of settings such as acute psychiatric admission wards, rehabilitation units for people with mental health issues, day care centres, care homes, dementia cafes and, of course, libraries, Julie has set up her own not-for-profit organisation called Words For Wellbeing.

Words For Wellbeing offers training in how to deliver simple bibliotherapy-style Bookchat sessions, as well as accredited training in becoming a bibliotherapist to enable you to work in more challenging settings, such as acute psychiatric admission wards.

In this workshop you will gain an understanding of how bibliotherapy works, its relevance to your work, and experience a short Bookchat session which will, hopefully, be a ray of light and possibly laughter to relieve any information overload you may be experiencing. You can also hear about how a UK university is using Bookchats with students to heighten wellbeing.

Teaching the next generation of IL educators: reflection for learning

Pam McKinney and Sheila Webber

This presentation reports on the use of reflective tasks and assessed reflective writing in two "Information Literacy" (IL) modules (core to library and information Masters

programmes), which support development both of the students' own IL and their approach to teaching IL. Reflection is an important aspect of professional development and practice (Corrall, 2017; Schon, 1983), and of informed learning for Information literacy (Bruce, 2008).

The IL modules are delivered to face-to-face and distance learning students at the University of Sheffield. The development of the modules' learning activities has been informed by an action research project that uses Entwistle et al's (2004) model of the Teaching and Learning Environment, as a framework for reflection and research. This model prompts educators to reflect on the constructive alignment in the learning design, with systematic alignment between teaching and learning activities and assessment tasks (Biggs & Tang, 2011).

The two module assessments require students to write critical reflections: in assignment 1 about their own IL development, and in assignment 2 about their experience of teaching and their development as teachers of IL. This presentation will also outline a selection of the smaller activities that support the development of students' ability to engage in reflective practice throughout the modules. These activities include reflecting on their information behaviour (information searching, encountering information etc.) in specific contexts, reflecting on their definitions and conceptions of IL, and reflecting on their approaches to teaching and learning using recognised instruments such as the Revised Approaches to Studying Inventory (RASI) (Hawk & Shah, 2007). This presentation will offer ideas for engaging non-LIS students in reflective activities for IL development, and will offer support for IL educators in reflectively developing their teaching practice.

Biggs, J., & Tang, C. (2011). Teaching for quality learning at university (4th ed.). Maidenhead: Open University Press.

Bruce, C. S. (2008). Informed Learning. Chicago: Association of College and Research Libraries.

Corrall, S. (2017). Crossing the threshold: reflective practice in information literacy development. *Journal of Information Literacy*, 11(1), 23. <https://doi.org/10.11645/11.1.2241>

Entwistle, N., Nisbet, J., & Bromage, A. (2004). Teaching-learning environments and student learning in electronic engineering: paper presented at Third Workshop of the European Network on Powerful Learning Environments, in Brugge, September 30 – October 2, 2004. Brugge. Retrieved from https://www.academia.edu/3426418/Teaching_learning_environments_and_student_learning_in_electronic_engineering

Hawk, T. F., & Shah, A. J. (2007). to Enhance Student Learning. *Decision Sciences Journal of Innovative Education*, 5(1), 1–19.

Schon, D. (1983). The reflective practitioner : How professionals think in action. Basic Books.

Scholarly communications: the other side of information literacy?

Cath Dishman and Katherine Stephan

The appearance of an increased number of scholarly communications librarian roles in recent years demonstrates that this is a growth area. Yet, what do we mean by scholarly communications and how does it relate to and have an impact on information

literacy? In SCONUL's 7 pillars of information literacy it states researchers should be able to "select appropriate publications and dissemination outlets in which to publish research". This is potentially a new set of information skills for researchers, which falls under the scholarly communications umbrella.

We ask the question: should information professionals address the link with scholarly communications and information literacy more directly? For researchers, information literacy should not be confined to just research finding. So how do we best link these two areas?

In this session, we will talk about how we aim to include scholarly communications as a part of information literacy, the challenges this raises and who we need to work with to make this happen. We will focus on the small steps we've already taken which include the development of sessions to support scholarly communication and working with subject librarians to broaden the portfolio of information literacy we offer as a library service.

By attending this session, you will:

- Gain an understanding of how to develop scholarly communications sessions to contribute to researchers' information literacy skills
- How working together with other colleagues can join the dots between scholarly communication and information literacy
- Become aware of some of the pitfalls you can't avoid and why that's OK
- See how small steps can lead to positive results

We believe that by linking scholarly communications more directly to the information literacy agenda within library services, we can more fully be a part of the

research lifecycle and landscape and help to educate researchers more effectively.

SCONUL (2011) The SCONUL Seven Pillars of Information Literacy [online] Available at: <http://www.sconul.ac.uk/sites/default/files/documents/coremodel.pdf> [Accessed: 8 November 2017]

From consumer to producer: empowering students to be information creators

Elizabeth Brookbank

This short paper discusses a credit-bearing course in which two librarians at Western Oregon University (WOU) taught the concepts and framework of information literacy by turning traditional information literacy instruction in its head. Instead of teaching students by focusing on how they should go about finding and using information created by other people, we guided them through the process of creating information themselves. Namely through planning, writing, editing, styling, formatting, and publishing a book based on what they learned in class. In this way, the learning process for information literacy skills was more urgent and authentic, since students needed them to complete the culminating project of the class, and resulted in encouraging outcomes and glowing student reviews.

As laid out in the ACRL's Framework for Information Literacy, students in this class learned about the significance of the choices made as part of the information creation process and how these "choices impact the purposes for which the information product will be used and the message it conveys" (ACRL, 2015). Through the process of creating and publishing their book, students

also confronted the vagaries surrounding the format, style, and authority of information. And they certainly learned that information has value as they held the product of their blood, sweat, and tears – or "skills, time, and effort" as ACRL puts it – in their hands for the first time at the end of the term (ACRL, 2015).

Specifics of the class and project and lessons learned will be discussed, but this paper will also address how the overall structure of the class – geared as it was toward allowing students to create a substantive information product – could be replicated, both in standard library instruction sessions and similar credit-bearing classes.

Association of College and Research Libraries. (2015). Framework for Information Literacy for Higher Education. Available at: <http://www.ala.org/acrl/standards/ilframework>

Ace in the hole: employing active learning techniques to revitalize information literacy instruction and improve student engagement

Alexandra Hamlett

Instructional librarians often grapple with the constraints of effective teaching methods during common one-shot library sessions. The very nature of these sessions, often 60-75 minute, one-time sessions where library faculty may be expected to cover extensive skills poses continuous challenges. More and more, instructional librarians are driven to reconsider how to utilize various pedagogical methods to improve student engagement that allows for productive learning as students develop their information literacy (IL) skills. Extensive research (Freeman, et. al., 2014; Michael, 2006), shows that student centered

pedagogy improves student engagement. It makes learning more interesting and effective, and helps students develop critical thinking skills, become creative thinkers, and life-long learners. Utilizing these learning strategies offers librarians the opportunity to enliven IL teaching and captivate students in more collaborative and creative ways. It gives students ownership of the material that they are learning, increases the motivation that they need to become successful students, and fosters a community through peer teaching and learning.

It can be challenging to introduce active learning activities in one-shot sessions, yet creating innovative instructional design and thoughtful lesson planning with more participatory learning activities can benefit teaching and help students attain the essential IL learning outcomes that benefit student learning (Kaplowitz, 2012; Maybee, Doan, & Flierl, 2016).

This short paper will discuss how active learning has influenced instructional design for one-shot information literacy instruction at an urban community college. It will discuss applications of student centered pedagogy for librarians from a practical lens and focus on strategies to infuse active learning into instruction sessions. The paper will include examples of peer teaching and collaboration techniques, provide examples of innovative lesson plans, and present methods to assess the effectiveness of teaching. Practitioners will learn to identify ways to critically evaluate non-traditional pedagogies that they can apply at their own institutions and discover opportunities to infuse their own teaching sessions with student centered learning.

Teaching referencing to students new to Higher Education

Aur lie Gandour

In this masterclass, I will share the class plan, materials, and active learning tasks (Eastwood et al., 2009; Walsh and Inala, 2010; Walsh, 2017) I have developed to teach citing and referencing to students who are new to Higher Education, using Harvard style (Pears and Shields, 2016).

In the context of Higher Education, correct citation and referencing demonstrates the depth and breadth of information on which students are basing their writing, along with how well they have understood and critically engaged with their selected texts (Vardi, 2012).

As demonstrated by Jiao and Onwuegbuzie (1996), students who are new to Higher Education are among those user groups most prone to library anxiety. However, I have found the biggest obstacle to be some of the students' self-defeating belief that learning how to reference is too complicated and that it's a skill they will never be able to acquire.

To help them overcome this challenge, it's helpful to examine teaching style (Johnson and Barrett, 2017). For this type of session, I use several strategies: dividing the task into tiny steps, making sure students get to experience "small wins" early on, and making sure they engage with the materials throughout the whole session.

Using the principles of active learning also seems particularly successful: students get to manipulate difficult concepts in a simple manner while allowing the tutor to evaluate how well they've understood the materials and where they are still struggling.

Seeing these students finally understand a complex topic is extremely rewarding and I receive great feedback from these sessions. As one student expressed: "I wasn't looking forward to this session, I assumed it would be quite boring. But you made it so interactive – it was the best class I've taken in years."

Eastwood, L., Coates, J., Dixon, L., Harvey, J., Ormondroyd, C. and Williamson, S. (2009) *A Toolkit for Creative Teaching in Post-Compulsory Education*. Maidenhead: Open University Press.

Jiao, Q. G. and Onwuegbuzie, A. J. (1996) 'Library Anxiety: Characteristics of "At-Risk" College Students', in Annual conference of the Mid-South Educational Research Association, Biloxi, MS, November 9, 1995. Biloxi, p. 11.

Johnson, H. A. and Barrett, L. C. (2017) 'Your teaching strategy matters: how engagement impacts application in health information literacy instruction', *Journal of the Medical Library Association*, 105(1), pp. 44–49. doi: 10.5195/JMLA.2017.8.

Pears, R. and Shields, G. (2016) *Cite them right: The essential referencing guide*. 10th edn. London: Palgrave (Palgrave study skills).

Vardi, I. (2012) 'Developing students' referencing skills: A matter of plagiarism, punishment and morality or of learning to write critically?', *Higher Education Research and Development*, 31(6), pp. 921–930. doi: 10.1080/07294360.2012.673120.

Walsh, A. (2017) *The Mini Book of Teaching Tips for Librarians*. Huddersfield: Innovative Libraries.

Walsh, A. and Inala, P. (2010) *Active Learning Techniques for Librarians: Practical Examples*. Oxford: Chandos Publishing (Chandos Information Professional Series).

Space to reflect on your learning

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

ABSTRACTS

Thursday 4th April

Parallel sessions (Group 6)

Tackling challenges with a challenge: a 30 day online staff training module to enhance library support for research-related information literacy skills

Angela Young

Library support for researchers has increased in complexity with requirements for new and developing library-related research skills. A gap in library staff knowledge and skills was a driver for staff training across UCL's (University College London) 18 libraries, which serve UCL and associated NHS Trusts. Geographic spread and varying staff working patterns create challenges for staff training. Themed online-only training had been utilised previously but with poor completion rates. The online 30 Day Research Support Challenge was developed with staff engagement encouraged through gamification. The project achieved 3rd place in the Sally Hernando Innovation Award 2017, a national innovation award scheme for NHS libraries.

The challenge was inspired by current trends for 30 day fitness challenges and an online children's mathematics course (Vorderman, 2015) and took place over 30 working days. Each day a movie and quiz, lasting around 10 minutes, were made available via Moodle, which facilitated activity tracking and restricted access to new content until the previous content was completed. To accommodate varying working patterns, participants were

not required to complete activities daily, but needed to complete them all within the 30 day timeframe to complete the challenge. After the 30 days the whole module became accessible to library staff at any time, providing an ongoing resource for staff training.

Participants could earn digital badges and 31% were awarded a virtual trophy for completing the challenge within the 30 days, more than double the completion rate for any previous online modules. Junior to very senior staff members, including evening staff, took part. Consistently high quiz scores and participant feedback demonstrated understanding and showed staff felt better able to provide support to researchers. Future potential plans include developing a sharable model for other library services, broadening the areas of information literacy covered and similar modules aimed at library users.

Vorderman, C. (2015). TheMathsFactor: Carol Vorderman's 30 Day Maths Challenge. Pearson Education.
<https://www.themathsfactor.com/the-30-day-challenge/>. [Accessed 10 November 2017]

Developing and delivering a learning and teaching support offer

David Bedford

Despite evidence that information literacy teaching is beneficial, it's not easy for librarians to get in to HE programmes to teach in an "embedded" way. This paper presents a case study of how one library developed a way of becoming more integrated with academic programmes.

Medway's Drill Hall Library has had varied degrees of success working in partnership with academic departments. Responding to

this, a "Learning and Teaching Support Offer" was developed for academic staff, laying out how librarians can support student learning. It is presented as an offer of help, encompassing embedded and on-demand support. Due to the Drill Hall's shared context, supporting three institutions, the offer necessarily takes a generic approach. However, the document emphasises the offer's flexibility.

Following consultation with the Drill Hall's partner libraries to ensure that this would not compromise services on other campuses, the offer was launched in summer 2016 through presentation to faculty/department-level meetings, affording opportunities to outline the role of the library, particularly the importance of information literacy. It was then discussed with interested staff such as library reps, allowing the generic support offer to be translated into specific disciplinary contexts.

Following the offer's launch, the library has continued to promote it – e.g. making reference to it in meetings and giving copies to new staff. This has led to the document, and the library's support, becoming established on campus, to the extent that academic staff will quote from it when requesting librarian input to programmes. One year on, having this offer has led to a step-change in the amount and quality of support that the library has been able to provide. This paper will reflect on the successes and challenges that developing and delivering on such an offer created, and hopefully inspire others to take a similar approach within their context.

Information literacy services: planning and development in the midst of change

Kirsty Morrison, Sarah Kennedy and Sophie Gibbs

The Current Awareness Team produce surgical specialty Updates of high level clinical evidence, using evaluative and critical appraisal skills that save Members' valuable time. We also support Members' literature search requests. The Royal College of Surgeons of England is currently going through a period of major organisational change, including the demolition of the existing building, and off site removal of the library's collections.

To make this period of change into as much of a positive for the library as possible, the team have planned and developed ways to address the widely varying information literacy skills of the now remote and globally dispersed user base. Key to this was:

- translating training materials into more accessible and digestible formats such as videos
- relating the information literacy skills we use in our current awareness and literature search work into short blogs, supported by more in-depth help materials to boost Members' confidence and promote the online services
- embedding blogs and other support materials into the Current Awareness Updates for maximum impact, as we know these are widely read by the Membership
- supporting Members to feel more confident in their own academic skills by providing systematic review guidance and advice, including: identifying researcher needs and level, tips on useful sources, and developing a search plan with researchers.

We will run a 30-minute masterclass covering how to foster information literacy skills

remotely. This will include: how we assessed our role in the changes to the organisation, how we identified opportunities to translate the skills we use day-to-day into a range of appropriate information literacy training resources for our Members, the online planning tools we used to support the management of this project, and a quick tutorial on using free video software to create more digestible support materials.

Let it be (a wiki): speaking words of wisdom about Wikipedia assignments in university courses

Marcela Isuster and Emily Kingsland

Professors often caution students against citing Wikipedia, stating that Wikipedia cannot be trusted because its authors are unknown. But what happens when students are the creators of Wikipedia articles themselves?

Two librarians at a large research institution approached the Faculty of Education to propose collaborating on the creation of Wikipedia assignments. In lieu of a traditional research paper, students would instead edit or create Wikipedia articles.

The Faculty of Education was selected as an ideal partner for this project. Students in Education must learn how to explain complex terms in accessible language and a neutral tone – skills fundamental to Wikipedia. In addition, the proposed assignment also encourages students to think about information access and privilege, and helps democratize information.

Two faculty members teaching undergraduate and graduate courses were intrigued by the proposal and, with the help of the librarians,

included Wikipedia assignments in their curricula.

While there have been previous LILAC conference presentations on the topic of Wikipedia, they have focused on edit-a-thons, article evaluation, and standalone workshops. This particular presentation will explore different models of Wikipedia assignment application within university courses according to the students' level and area of study. It will also identify Wikipedia assignment best practices for librarians, from obtaining faculty buy-in to the published articles themselves. The presenters will discuss benefits, challenges, and lessons learned from these experiences, as well as how their practice changed over time.

If librarians are thinking of introducing Wikipedia in the classroom, this presentation will make them say "Let it be!"

Gray, A. & Graham, N. (2014). Wikipedia: it's not the evil elephant in the library reading room. Paper presented at LILAC.

Kelly, B. & Graham, N. (2014). Getting to grips with Wikipedia. Paper presented at LILAC.

Todorinova, L. (2015). Wikipedia as a vehicle for information literacy instruction. Paper presented at LILAC.

A rose by any other name would smell as sweet: integrating learning development with information literacy

**Emma Thompson and Casey
Beaumont**

Have librarians cherry-picked the comfortable, familiar aspects of information literacy and avoided those that are less traditionally "Library"? Have learning developers, and other professionals who support student learning, focussed on the traditional academic skills of reading, thinking and writing, without considering information literacy? Two services, led by a Librarian and a Learning Developer respectively, but both within their university libraries, combine information literacy with academic skills in their open programmes. By sharing experience and expertise both have benefitted from collaboration across campus and professional boundaries.

ANCIL and SCONUL Seven Pillars of IL (Secker and Coonan, 2012; Bent and Stubbings, 2011) include presenting and communicating knowledge, in other words academic writing, as part of information literacy. Despite inclusion in these key UK frameworks for information literacy, in practice, writing support is often supported separately from librarian-led information literacy support. Our services bundle academic skills with information literacy, because students do not see a clear boundary between learning how to find and cite sources and learning how to write an effective essay. By combining services, it has been easier to gain buy-in from senior university management, and engage students who need a broad range of skills.

Using the language of the UK Teaching Excellence Framework and university contexts and strategies to gain traction, service, space and staffing developments that benefit students have been moved up both university agendas. Writing centres, skills services, and combined programmes of information literacy and learning development are becoming common in academic libraries. By embracing the fuzzy boundaries between the professions, and working together within campuses and across institutions, we will deepen our knowledge and develop a shared culture; benefitting our university communities and ensuring sustainability. In this session we will share our experience of a student centred model, and encourage delegates to contribute their own experiences.

Bent, M. and Stubbings, R. (2011), *Seven Pillars of Information Literacy: Core Model for Higher Education*, SCONUL, London, available at:
<https://www.sconul.ac.uk/sites/default/files/documents/coremodel.pdf>
Elmborg, J. (2003) "Information literacy and Writing across the Curriculum: sharing the vision", *Reference Services Review*, Vol. 31 Issue: 1, pp.68-80, <https://doi.org/10.1108/00907320310460933>

Howard, H. (2012). Looking to the future: Developing an academic skills strategy to ensure information literacy thrives in a changing higher education world. *Journal Of Information Literacy*, 6(1), 71-81.

Secker, J., & Coonan, E. (Eds.). (2012). *Rethinking information literacy: a practical framework for supporting learning*. Facet Publishing.

Making the case: partnering with academics to embed information literacy competencies in a law module

Susan McGlamery

Academic Performance (AP) is a foundation-level module in the School of Law and Criminology (SLC) at the University of West London. AP focuses on the acquisition of academic skills; library involvement previously consisted of two lectures by the SLC Academic Support Librarian (ASL) on finding resources in the Library and referencing. To increase student engagement, the structure of the module was changed from an emphasis on skills acquisition to the exploration of a single case, with IL components embedded throughout. This talk will discuss the role of ASL in the design and delivery of this module.

UWL Library envisions IL as a collaboration between librarians and academic staff to ensure IL is tailored for student needs; the new AP illustrates a partnership between the SLC academic and the ASL in the design and delivery of this module. The ASL chose the case, delivered half of the lectures, and added IL components to illustrate various aspects of the case, embedded throughout the module. Several of the assessments test IL skills.

The module is designed to foster critical thinking. Basing the module on a reported case fosters an understanding of legal processes and arguments, a primary advantage of the case method (Stolker, 2014). Supplemental materials and exercises related to the social context of the case addresses a disadvantage of the case method (Stolker, 2014), and increases the relevance for criminology and sociology students. Incorporating video, online quizzes and discussion during class tests students' ability

to synthesize legal principles and increases engagement (Cooper, 2016).

The redesigned module illustrates deeper collaboration between academics and ASLs, with IL training underpinning course content. Students are motivated to engage with research skills when the mastery of these skills demonstrably leads to better marks. Both students and academics see the ASL as an important partner in teaching and learning. The success of this collaboration will hopefully lead to expanded opportunities within SCL and other schools at UWL.

Cooper, J.M. (2016) 'Smarter Law Learning: Using Cognitive Science to Maximize Law Learning', *Capital University Law Review*, 44, pp. 551-590. Available at: <http://digitalcommons.law.seattleu.edu/faculty/761> (Accessed: 13 November 2017).

Stolker, C. (2014) *Rethinking the law school: education, outreach and governance*. Cambridge: Cambridge University Press.

UWL Library (2017) *Information Literacy Policy*. Available at: http://www.uwl.ac.uk/sites/default/files/Departments/Library/information_literacy_policy.docx (Accessed: 13 November 2017)

Hidden gems: making use of library assistants to bridge the gap in information literacy training

Debbie Phillips, Amy O'Donohoe and Rachel White

The importance of teaching and having information literacy skills is known across the information profession. While there has been a significant focus on information literacy training for students, there is an arguable gap

in the training and skills set given to frontline library assistants who hold an influential position which is often overlooked.

Due to the visibility of their role and the fact that engagement is led almost entirely by users, library assistants are well placed to offer information literacy training at the point of need (Hauxwell, 2008). Royal Holloway University Library identified the extended opportunities that library assistants have, and began a programme of information literacy training attempting to make better use of these members of staff.

Part of the impetus for change came from the move to a new Library building. This meant a move from being a team spread across two libraries - with desks staffed by members of several teams - to a single building with a dedicated Customer Services team. The establishment of the new team created an expectation that they would handle more complex enquiries on the desk at the point of need, rather than consulting Liaison colleagues immediately as had previously been the case. An additional challenge was the team would need to provide support outside of core hours, without support from other teams in the Library.

Following an exploration of the type of queries that library assistants received, and those they would now be expected to answer, skills gaps were identified and a training programme was developed. The Liaison Team examined how best to go about teaching their colleagues. Frontline staff often have an idea of what the library can offer, but may not be confident in their skills to find it themselves; the intention of the sessions was to impart information literacy skills that would increase the confidence and ability of Customer Services staff, and give them the tools to answer enquiries from students.

The approach taken was to create flexible sessions, based on information literacy

sessions for students. Having a small group of staff and keeping the style informal (and interactive where possible) meant that the sessions could be tailored to those attending, taking account of pre-existing knowledge. The programme ran for six weeks, and covered topics from general information literacy skills, to how to find and use specific resources. The training programme yielded immediate results which expanded past the initial expectations of the project. Feedback collated suggests that training library assistants in information literacy improved their ability to answer queries, enabled basic information literacy training to take place during enquiries, and improved overall job satisfaction for the Customer Services team. These key developments have enabled an increase in the impact of paraprofessionals, and in information literacy training.

The results of this project show the genuine and far reaching benefits in including paraprofessionals in information literacy training, marking a potential shift in the traditional approaches to engaging users in information literacy.

Hauxwell, H. (2008) Information literacy at the Service Desk: the role of circulations staff in promoting information literacy. *Journal of Information Literacy*, 2(2), <http://jil.lboro.ac.uk/ojs/index.php/JIL/article/view/ART-V2-I2-2008-2>

Using what academics really think to develop our teaching

offer: mapping the learner journey at the University of Worcester

Sarah Pittaway

Developing students' academic skills is central to the higher education experience, but what assumptions do course teams make about the skills students have at the start of their course? What expectations do they have about how these skills should develop throughout the degree programme, and how are these articulated to students?

These were just some of the questions we posed to academic staff at the University of Worcester as part of a pedagogic research project to refresh our teaching offer. Our initial aim had been to develop a menu of options that helped staff understand what we could deliver and how it might fit into their curricula. It quickly became apparent that such a tool needed to be underpinned by academic understanding of students' skills and development, in a much broader sense than "just" information literacy. Thus the learner journey project was born.

Academic Liaison Librarians were tasked with conducting informal interviews with staff, often over a coffee, with a few prompt questions to ask where needed. Consciously avoiding the term "information literacy", they questioned staff about the broad skill base that students bring with them and develop at university, mapping their view of the student learner journey from pre-entry to graduation.

Although starting out as a small-scale project, it soon piqued the interest of senior management at the university, and grew into a much larger piece of work. Through focusing on broader skills' development, we have developed a body of evidence and data that has wide interest and application for both

academic Institutes and other professional services (e.g. Disability & Dyslexia). Alongside highlighting themes, the data has demonstrated inconsistencies across the university and even within departments, with disparate staff attitudes towards such topics as progression, student confidence, and learner independence. These results have been shared widely across the university, for course teams to discuss, all of which has served to raise Library Services' teaching and pedagogic profile.

This session will:

- Share data from the project, and overarching themes, as well as some of the internal inconsistencies revealed. These are surely not unique to Worcester and delegates may find this useful evidence to inform conversation in their institutions.
- Showcase our refreshed teaching offer and supporting action plan, encouraging delegates to think about how teaching is promoted and organised in their institutions.
- Demonstrate the additional benefits of undertaking this kind of work, from empowering library staff, to tapping into institutional narratives, inspiring delegates to undertake their own research projects or consider new ways to interact with faculty and senior management.

Briggs, A.R.J., Clark, J., & Hall, I. (2012) 'Building bridges: understanding student transition to university', *Quality in Higher Education*, 18(1), pp. 3-21. Available at: DOI: 10.1080/13538322.2011.614468 (Accessed 4 January 2018)

Cheng, M. (2015) *Transition Skills and Strategies: Key Transition Skills at the Different Transition Points*. Available at: <http://www.enhancementthemes.ac.uk/docs/publications/transition-skills-and-strategies---key-transition-skills-at-the-different-transition-points.pdf?sfvrsn=8> (Accessed 4 January 2018)

Pittaway, S. (2017) 'Student information and study skills; a learner journey from pre-entry to level 6 – what can we expect and how do we support students in completing the journey to independence? Realising teaching excellence at the University of Worcester, 30th October. Available at: <https://rteworcester.wordpress.com/2017/10/30/student-information-and-study-skills-a-learner-journey-from-pre-entry-to-level-6-what-can-we-expect-and-how-do-we-support-students-in-completing-the-journey-to-independence/> (Accessed 4 January 2018)

Prowse, A. (2015) Student Induction and Transition: Reciprocal Journeys. Subscriber Research Series 2015-16. Available at: http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=3049#.WNF_i03nn4g (Accessed 4 January 2018)

QAA (2008) The Framework for Higher Education Qualifications in England, Wales and Northern Ireland. Available at: <http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf> (Accessed 4 January 2018)

Wingate, U. (2006) 'Doing away with 'study skills''. Teaching in Higher Education, 11(4), pp. 457-469.

Teaching tension: how exploring the tension between objectivity and social

construction can enhance information literacy

Dom Taylor

The goals of this paper are for participants to leave with a better understanding of how to:

- Use the concepts of truth and accuracy in a non-reductive manner within the context of the ACRL Framework for information literacy instruction.
- Provide students with an information heuristic that, unlike other models, explicitly draws on students' strengths to evaluate contextual factors that impact information quality without losing sight of notions of accuracy and truth.

Within information literacy (IL), post-truth has become a widely-discussed issue (Lenker, 2016; Pun, 2017; Rinne, 2017; Wilkinson, 2015, 2016). In recent years, a specific theory and practice of IL, Critical Information Literacy (CIL) has come to prominence (ACRL, 2017)— this has coincided with the release of the ACRL's (2015) Framework for Information Literacy for Higher Education (Framework). CIL and the Framework have been criticized as ideologically parallel (Rinne, 2017; Wilkinson 2016). Namely, Wilkinson (2016) notes that CIL and the Framework embrace ideas of social constructionism. Broadly, a number of proponents of CIL claim that truth and knowledge are roughly social constructions, to varying degrees, while also criticizing and resisting systemic injustices, power structures, and hegemony (e.g., Downey, 2016; Drabinski, 2014, 2017; Elmborg, 2006, 2012; Kapitzke, 2003; Luke & Kapitzke, 1999; Simmons, 2005; Tewell, 2015). However, this is a difficult move, because, as Wilkinson argues (2015), it nullifies important resources that are used for

the critique of power: truth, accuracy, and some idea of objectivity (however defined). It should be acknowledged, however, that social constructionism also creates a number of useful tools for critique: destabilizing concepts, awareness of contingency, awareness of historicity, and various contextualist ideas.

This raises two important questions:

1. Is this latter set of tools (e.g., contingency) worth the loss of the former (e.g., objectivity)?
2. Are these two sets of tools mutually exclusive?

My answer to both questions is, "No."

My presentation will explore how clarifying our approaches to truth and knowledge can enhance information literacy. Relying on the Framework as a reference, I will demonstrate that exploring the tension between objectivity and constructionism in truth and knowledge can help students critically analyze and evaluate information in both academic and everyday circumstances.

Rather than be resolved, I argue the tension between objectivity and constructionism ought to be explored to generate critical and iterative thinking in our students. While a type of pedagogical iterativeness has been put forward by proponents of CIL (e.g., Drabinski, 2014), my approach disrupts the dichotomy of objectivity/constructionism, in a manner that reflects practice. The two toolkits can and ought to be used in tandem.

Association of College and Research Libraries [ACRL]. (2016). Framework for Information Literacy for Higher Education. Retrieved from <http://www.ala.org/acrl/standards/ilframework>
ACRL Instruction Section Research & Scholarship Committee [ACRL]. (2017). Five Things You Should Read About Critical Librarianship.

Downey, A. (2016). Critical information literacy: Foundations, inspiration, and ideas. Sacramento, CA: Library Juice Press.

Drabinski, E. (2014). Towards a kairos of library instruction. *The Journal of Academic Librarianship*, 40(5), 480-485. doi: 10.1016/j.acalib.2014.06.002

Elmborg, J. (2006). Critical information literacy: Implications for instructional practice. *The Journal of Academic Librarianship*, 32(2), 192-199. doi: 10.1016/j.acalib.2005.12.004

Elmborg, J. (2012). Critical information literacy: Definitions and challenges . In C.W. Wilkinson & C. Bruch (Eds.) *Transforming Information Literacy Programs : Intersecting Frontiers of Self, Library Culture, and Campus Community*. Chicago, IL: Association of College and Research Libraries.

Kapitzke, C. (2003). Information Literacy: A Positivist Epistemology and a Politics of Outformation. *Educational Theory*, 53(1), 37–53. <https://doi.org/10.1111/j.1741-5446.2003.00037.x>

Lenker, M. (2016). Motivated Reasoning, Political Information, and Information Literacy Education. *Portal: Libraries and the Academy*, 16(3), 511–528. <https://doi.org/10.1353/pla.2016.0030>

Luke, A., & Kapitzke, C. (1999). Literacies and libraries: Archives and cybraries. *Pedagogy, Culture & Society*, 7(3), 467. doi:10.1080/14681369900200066

Pun, R. (2017). Hacking the Research Library: Wikipedia, Trump, and Information Literacy in the Escape Room at Fresno State. *The Library Quarterly*, 87(4), 330–336. <https://doi.org/10.1086/693489>

Rinne, N. A. (2017). The new Framework: A truth-less construction just waiting to be scrapped? *Reference Services Review*, 45(1), 54–66. doi: 10.1108/RSR-06-2016-0039

Simmons, M. H. (2005). Librarians as Disciplinary Discourse Mediators: Using Genre Theory to Move Toward Critical Information Literacy. *Portal: Libraries and the Academy*, 5(3), 297–311.

Tewell, E. (2015). A decade of critical information literacy. *Communications In Information Literacy*, 9(1), 24-43.

Wilkinson, L. (2015). "Theories of knowledge in library and information science." In H. Jagman & T. Swanson (Eds.) *Not just where to click: Teaching students how to think about information* (pp.13-36). Chicago, IL: Association of College and Research Libraries.

Wilkinson, L. (2016). Post-truth and Information Literacy. *Sense and Reference* [blog]. Retrieved from <https://senseandreference.wordpress.com/2016/12/01/post-truth-and-information-literacy/>

Closing the loop: using direct and indirect assessment of student learning to inform library instruction

Lyda McCartin, Brianne Markowski and Stephanie Evers

How do students actually apply the information literacy skills we teach? We sought to answer this question through a combination of direct and indirect assessments of student learning collected over several semesters using rubrics and surveys. While library literature explores the

use of rubrics and surveys for assessment (Schilling & Applegate, 2012), few have combined both these methods or discussed how the data is used to close the assessment loop by making curricular changes. This project aims to fill a gap in the literature by discussing the implementation of assessment as well as how the data was used to improve teaching and learning in our library.

During the 2015 academic year, our three-person research team looked at research papers written by first-year students who attended a library session with their University 101 class, a course designed to help with the transition from high school to college. We applied a rubric developed from the AAC&U VALUE rubrics for Written Communication, Critical Thinking, and Information Literacy (Rhodes, 2009) to 124 randomly selected student research papers in order to determine how well students were finding, incorporating and citing appropriate sources. Our results showed that first-year students were able to find relevant and appropriate sources for their research papers. However, students were not incorporating and citing those sources at the level we hoped to see in first-year students. This assessment informed a number of curricular changes to the library session. Most significant was the development of an activity that provided hands-on experience with reading and interpreting a research study to help students support their own arguments. We implemented the new curriculum in fall 2016; to measure changes, we applied the rubric to a smaller sample of 30 randomly selected papers.

During fall 2016, we also conducted both post-session and post-paper surveys with students to understand how they perceived the session and how they applied what they learned while writing the paper. Overall students perceived the session as helpful for writing their University 101 paper and also reported using their new skills in other

courses. Students also noted that they would have liked more one-on-one time with a librarian to discuss their specific topics.

We believe the library session is now better meeting the students' needs. During this presentation, we will explain our process for rubric development, including norming and inter-coder reliability, and share our findings, including examples from student papers. Additionally, we will describe both the fall 2016 and fall 2017 student survey results. In order to discuss closing the loop in the assessment process, we will share our lesson plans and assignments so that attendees can see how we used the data to inform curricular changes. This discussion is important for librarians doing assessment, especially if they find it difficult to use the data to improve information literacy instruction.

Rhodes, T. "Assessing Outcomes and Improving Achievement: Tips and Tools for Using the Rubrics." Association of American Colleges and Universities, 2009, <https://www.aacu.org/value-rubrics>.

Schilling, K., and R. Applegate. "Best Methods for Evaluating Educational Impact: A Comparison of the Efficacy of Commonly used Measures of Library Instruction." *Journal of the Medical Library Association*, vol. 100, no. 4, 2012, pp. 258-269.

“Your research should serve to improve the conditions of people’s lives”: academic

information literacy practices in international students’ own words

Alison Hicks, Betsaida Reyes and Bronwen Maxson

Exploring the information activities of post-graduate international and multilingual students, this research will be of interest to world language librarians, as well as to librarians who work with multilingual, multicultural or international populations. With the ongoing push towards the internationalisation of campus (ACE, 2015), the number of international students continues to rise and in 2014/5, the US welcomed nearly 100,000 students from Latin America and Spain (IIE, 2015). As Latin American and Spanish librarians who work with students such as these throughout their Masters and PhD education, the authors of this presentation recognise the need to design learning experiences that build upon students' prior knowledge and understanding. However, although the international student literature has become increasingly developed within Library and Information Science (LIS) research (e.g. Bordonaro, 2013; Jackson & Sullivan, 2011; Witt, Kutner & Cooper, 2015), most information literacy (IL) studies to date have tended to focus on measuring student proficiency against a series of standard competencies rather than on recognising and exploring the knowledge that multilingual learners bring with them (Hicks, 2016; Hicks & Lloyd, 2016). This means that studies often fail to account for cultural and linguistic differences as well as, rather counterproductively, the educational methods that have worked for these students in the past (Conteh-Morgan, 2003). Studies also neglect to consider the broader sociocultural realities that affect learning, including the ongoing identity work as these students

transition towards becoming scholars as well as living as an ethnic or linguistic minority in a majority culture. Accordingly, in focusing on what students do rather than "what they do not do when compared to a dominant group" (Larson & Marsh, 2014), this presentation aims to contribute to the design of IL teaching that respects and builds upon students' activities and understandings.

Defining a graduate student as an individual who is currently engaged in post-baccalaureate education, this presentation examines how a multilingual student's transition within these new academic and sociocultural contexts is mediated through the enactment of both standard and unrecognised IL practices. After defining the research problem and providing a brief overview of literature that explores the IL practices of post-graduate international student IL practices, the paper will use findings from three focus groups to explore how Spanish-speaking students who are enrolled in a graduate programme at the University of Kansas, US, understand and enact academic information literacy (IL) practices within their new cultural contexts. Demonstrating that graduate student information activities are mediated through a variety of interwoven scholarly and sociocultural pressures, findings from this paper broaden understandings of IL within today's diverse information environments while also highlighting the need for librarians to engage with the complexity of graduate student experiences. Recognising the importance of designing educational opportunities that draw upon students' prior knowledge and experiences, the authors will then provide takeaway recommendations for how librarians can use these findings in the classroom and beyond.

ACE (American Council on Education) (2015). Internationalizing US Higher Education: Current Policies, Future Directions. Retrieved from

<http://www.acenet.edu/news-room/Documents/Current-Policies-Future-Directions-Part-2-US.pdf>

Bordonaro, K. (2013). Internationalization and the North American University Library. Lanham, MD: Scarecrow Press.

Conteh-Morgan, M. (2013). Journey with New Maps : Adjusting Mental Models and Rethinking Instruction to Language Minority Students. In ACRL Eleventh National Conference.

Hicks, A. (2016). Reframing Librarian Approaches to International Student Information Literacy through the Lens of New Literacy Studies." In S. McNicol (Ed.), *Critical Literacy for Information Professionals* (pp.43–56). London: Facet Publishing.

Hicks, A. & Lloyd, A. (2016). It Takes a Community to Build a Framework: Information Literacy within Intercultural Settings. *Journal of Information Science* 42(3), 334–43. doi:10.1177/0165551516630219.

IIE (Institute of International Education) (2015). Open Doors Data: International Students: All Places of Origin. Retrieved from <https://www.iie.org/Research-and-Insights/Open-Doors/Data/International-Students/All-Places-of-Origin>.

Jackson, P. & Sullivan, P. (2011). *International Students and Academic Libraries: Initiatives for Success*. Chicago: Association of College and Research Libraries.

Larson, J. & Marsh, J. (2014). *Making Literacy Real: Theories and Practices for Learning and Teaching*. London: Sage.

Witt, S., Kutner, L., & Cooper, L. (2015). Mapping Academic Library Contributions to Campus Internationalization. *College & Research Libraries* 76(5), 587–608.

Space to reflect on your learning

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

ABSTRACTS

Friday 6th April

Parallel sessions (Group 7)

The process is the outcome: a framework for student 'research as praxis'

Kyle Feenstra

Examining the role of academic librarians in "a Freireian vision of critical literacy" instruction (Elmborg, 2006; Jacobs, 2008) continues to be vital for our profession. While there has been some excellent work on the importance of praxis in librarianship (Budd, 2003; Doherty, 2014) there has been little discussion as to how librarians can provide students with space to engage in their own reflective practice. This symposium aims to do just that. Building on Freire's concept of a humanizing pedagogy (2000; 1998), the writings of Giroux (1997), Kincheloe (2003, 2005) and Couldry's discussion of "voice as process" (2010), we propose a framework for student "research as praxis" (Lather, 1986; 2018).

The framework was developed in response to a collaborative pilot project at the University of Manitoba where a team of librarians, academic support instructors, and peer-tutors taught a series of information literacy sessions in a first year History course. Our assessment of the project, based on polls, questionnaires, and evaluations of student achievement, indicated that the pilot was very successful. However, upon reflection it became clear that we failed to engage the students in any meaningful discussion of the learning process or their own interpretations of success. Realizing this, we decided to rethink our

approach to information literacy instruction with the intent to create space for student reflection and autonomous learning experiences.

Freire's concept of humanization implies the rejection of positivist traditions in information literacy education. Our framework for student "research as praxis" brings together four related pedagogies that create opportunity for authentic transformative learning. These include a Freirian (1987) view of critical literacy, Lather's (2018) call to reflexivity and reciprocity, Kincheloe's (2005) critical ontology, and Couldry's (2010) representation of voice as an embodied social process. In this approach praxis is more than an intellectual synthesis of theory and practice. Space is made for students to begin to develop an awareness of how their particular role as learners and researchers has been constructed, as well as an understanding of how information, knowledge, meaning, and inquiry are historically and culturally situated. Student voice is no longer alienated from the learning process. Instead it is given legitimacy to create and exchange counter narratives.

Those attending this symposium are invited to participate in a discussion on the framework and its implications for information literacy instruction. Further discussion will focus on how our concept of student "research as praxis" may be applied to diverse library programs and settings.

Bryson, C. (2014). Understanding and developing student engagement. Milton Park, Abingdon, Oxon ; New York, NY: Routledge.

Budd, J. M. (2003). The Library, Praxis, and Symbolic Power. *The Library Quarterly: Information, Community, Policy*, 73(1), 19–32.

Couldry, N. (2010). *Why voice matters: culture and politics after neoliberalism*. London: SAGE.

del Carmen Salazar, M. (2013). A Humanizing Pedagogy: Reinventing the Principles and Practice of Education as a Journey Toward Liberation. *Review of Research in Education*, 37, 121–148.

Doherty, J. (2014). Towards Self Reflection in Librarianship: What is Praxis? In A. Lewis (Ed.), *Questioning Library Neutrality*. Duluth: Library Juice Press.

Elmborg, J. (2006). Critical Information Literacy: Implications for Instructional Practice. *The Journal of Academic Librarianship*, 32(2), 192–199.

Freire, P. (1987). *Literacy: reading the word & the world*. South Hadley, Mass.: Bergin & Garvey Publishers.

Freire, P. (1989). *Learning to question: a pedagogy of liberation*. New York: Continuum.

Freire, P. (1998). *Pedagogy of freedom: ethics, democracy, and civic courage*. Lanham, Md.: Rowman & Littlefield Publishers.

Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed.). New York: Continuum.

Giroux, H. A. (1997). *Pedagogy and the politics of hope: theory, culture, and schooling : a critical reader*. Boulder, Colo.: WestviewPress.

Jacobs, H. L. M. (2008). Information Literacy and Reflective Pedagogical Praxis. *The Journal of Academic Librarianship*, 34(3), 256–262.

Kincheloe, J. L. (2003). *Teachers As Researchers: Qualitative Inquiry As a Path to Empowerment* (2nd ed.). London: RoutledgeFalmer.

Kincheloe, J. L. (2005). *Critical constructivism*. New York: Peter Lang.

Lather, P. (1986). Research as Praxis. *Harvard Educational Review*, 56(3), 257–278.

Lather, P. (2018). Thirty years after: From Research as praxis to praxis in the ruins. In H. J. Malone, S. Rincón-Gallardo, & K. Kew (Eds.), *Future directions of educational change: social justice, professional capital, and systems change*. New York, NY: Routledge.

Advancing information literacy in higher education: four questions for debate

Sheila Corral, Charlie Inskip, Alexis Mackin, Ethan Pullman and Sheila Webber

2017 produced a rich mix of information literacy scholarship from around the world, including ACRL's Global Perspectives white paper, JIL's tenth anniversary issue, perspectives on IL and social justice, and Grassian's global overview of teaching and learning alternatives. Every field has unresolved core, foundational or "burning" questions. Our symposium addresses four pressing, interrelated questions with implications for research, teaching and service to society. We shall launch each question with a 5-10 minute introduction by one member of our international panel of academics and practitioners before opening discussion to audience participation.

Which model(s) should we use? – How should we define and/or frame our educational interventions, in terms of theoretical lens or orientation, conceptual framework, process model, professional standards or guidelines?

One striking feature of the IL landscape is continuing proliferation of alternative guidelines, models, standards, frameworks, concepts, etc., as scholars seek to redefine IL to better reflect contemporary information and communication theories and practices. Updates and replacements for popular tools such as ACRL's Competency Standards and SCONUL's Seven Pillars are competing for attention with new entrants such as critical IL, informed learning, data IL, metaliteracy, ANCIL, InFlow, radical IL, and data informed learning. Rescinding the ACRL standards in 2016 proved controversial and immediately provoked calls for reinstatement because of their central role in library instruction and assessment. Just as the IL movement seems to be gaining global momentum and cohesion, are we now intent on going our various separate ways, or at least regrouping on a basis other than national communities of practice?

What should our purpose be? – to improve academic performance, prepare graduates for employment, or help people interact with information for lifewide and lifelong learning, and informed citizenship?

Recent initiatives such as IFLA's Guidelines on Information Literacy for Lifelong Learning, Unesco's Global Media and Information Literacy Week, and Project Information Literacy's investigations of student information behavior in course-related, everyday life and workplace research are encouraging more holistic views of goals for IL in higher education; yet, many frameworks used in academic settings focus narrowly on scholarly information, not on "navigating information literacy through multiple life perspectives" (Ruleman et al., 2017). Are we falling short in our professional mission if we continue perpetuating the silo mentality represented by disciplined-based instruction at the expense of preparing people for informed participation

and decision making in their personal and political lives?

How should we position IL? – as a transferable, measurable skillset; a higher-order, knowledge-based meta-competence; or a soft applied discipline, with its own distinct identity. Webber and Johnston have long argued for disciplinary status and their JIL paper reinforces the case with new evidence informed by contemporary interpretations of disciplinarity and a lifecourse perspective.

How should we assess IL? – The prevalent culture of assessment requires practitioners demonstrate the value and impact of their work, but the struggle to conduct meaningful impact evaluation continues. Current scholarship emphasizes mixed methods and moving beyond post-event reactionnaires to more authentic assessment based on real-world assignments and learner change in an educational or work setting over the long term.

ACRL (2017). Global perspectives on information literacy: Fostering a dialogue for international understanding. Chicago: Association of College & Research Libraries. Retrieved from http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/whitepapers/GlobalPerspectives_InfoLit.pdf.

Bruce, C. (2008). Informed learning. Chicago: Association of College & Research Libraries.

Carlson, J., & Johnston, L. (Eds.) (2015). Data information literacy: Librarians, data, and the education of a new generation of researchers. West Lafayette, IN: Purdue University Press.

Elmborg, J. (2006). Critical information literacy: Implications for instructional practice. *Journal of Academic Librarianship*, 32(2), 192-199. doi:10.1016/j.acalib.2005.12.004.

Gregory, L., & Higgins, S. (2017). Reorienting an information literacy program toward social justice: Mapping the core values of librarianship to the ACRL Framework. *Communications in Information Literacy*, 11(1), 42–54.
<https://doi.org/10.7548/cil.v11i1.463>

Mackey, T. P., & Jacobson, T. E. (2014). *Metaliteracy: Reinventing information literacy to empower learners*. Chicago: Neal-Schuman.

Markless, S., & Streatfield, D. (2017). How can you tell if it's working? Recent developments in impact evaluation and their implications for information literacy practice. *Journal of Information Literacy*, 11(1), 106–119. doi:10.11645/11.1.2201. Retrieved from <https://ojs.lboro.ac.uk/JIL/article/view/PRA-V11-I1-6/2483>.

Ruleman, A. B., Horne-Popp, L., & Hallis, R. (2017, March). Show me the learning: Navigating information literacy through multiple life perspectives. Paper presented at ACRL 2017, Baltimore, MD (pp. 627-636). Retrieved from <http://www.ala.org/acrl/conferences/acrl2017/papers>.

Saunders, L. (2017). Connecting information literacy and social justice: Why and how. *Communications in Information Literacy*, 11(1), 55–75.
<https://doi.org/10.7548/cil.v11i1.459>

Secker, J., & Coonan, E. (Eds.) (2013). *Rethinking information literacy: A practical framework for supporting learning*. London: Facet.

Webber, S., & Johnston, B. (2017) Information literacy: Conceptions, context and the formation of a discipline. *Journal of Information Literacy*, 11(1), 156-183. doi:10.11645/11.1.2205. Retrieved from

<https://ojs.lboro.ac.uk/JIL/article/view/PRA-V11-I1-9/2486>.

Whitworth, A. (2014). *Radical information literacy: Reclaiming the political heart of the IL movement*. Oxford: Chandos Publishing.

Teach them why: using information literacy threshold concepts to help undergraduates research better

Shelley Harper

Students want to know why. Why do they need to know how to research? Why are library databases frustrating to use?

This workshop will use discussion and a classroom immersion segment to demonstrate a way to teach students about "why."

Harnessing students' curiosity can help them engage in research instruction. Catch their curiosity, and their attention is caught as well. Students can discover how to research while they learn about why to research. Said differently, students can use core concepts to learn about new things (Booth, 2011, p. 56; Mikkelsen & McMunn-Tetangco, 2016, p. 10). Show them why databases run on controlled vocabularies, and they can use that larger concept like a playground within which to learn about subject headings, keywords, and search strings.

Many academic librarians have a single session in which to teach a particular class. Additionally, professors ask librarians to include assignment-specific research methods in their one-shot session. Often, librarians cope with these constraints by limiting their instruction to database and catalog demonstrations. Unfortunately,

demonstrations do not show students the process of doing research. Highlighting only the use of search tools can lead students to believe that research consists of picking the right tool (Mikkelsen & McMunn-Tetangco, 2016, p. 4). Small wonder then that students often choose the tool they already know: Google.

Librarians can make room for teaching core concepts in one-shots by using ideas from current information literacy pedagogy (such as in Ragains & Wood, 2016; Swanson & Jagman, 2015; and Bravender, et. al., 2015). Furthermore, the Association of College and Research Libraries (ACRL) recently reworked their standards for information literacy. The new Framework for Information Literacy for Higher Education "is based on a cluster of interconnected core concepts, with flexible options for implementation. . . . [The] conceptual understandings . . . organize many other concepts and ideas about information, research, and scholarship into a coherent whole." (Emphasis added; American Library Association, 2015.) These resources can help librarians find ways to teach both higher-level concepts and tool demonstrations.

Six core ideas form the heart of the Framework. Called "threshold concepts" they are the "foundational and transformative" ideas of a discipline (Bravender, McClure, & Schaub, 2015, Editors' Preface, vii). Until students "get it" about these concepts, they cannot move forward in that discipline. The Framework presents six threshold concepts for information literacy, and this workshop will incorporate one of them: "Searching as Strategic Exploration." (Find all six threshold concepts in American Library Association, 2015.)

During the classroom immersion part of the workshop, delegates will take on the student role. They will encounter teaching organized around the core idea that searches are

strategic explorations. Following the immersion section, the group will discuss the classroom experience and will situate it within pedagogical and information literacy concepts. By the end of the workshop delegates can decide for themselves how well teaching students "why" complements teaching them "how."

Association of College and Research Libraries. 2015. Framework for Information Literacy for Higher Education. Chicago: American Library Association.

Booth, Char. 2011. Reflective Teaching, Effective Learning: Instructional Literacy for Library Educators. Chicago: American Library Association.

Bravender, Patricia, Hazel Dean McClure, and Gayle Schaub, eds. 2015. Teaching Information Literacy Threshold Concepts: Lesson Plans for Librarians. Chicago: American Library Association.

Mikkelsen, Susan and Elizabeth McMunn-Tetangco. 2016. "Think Like a Researcher: Integrating the Research Process into Introductory Composition Curriculum." In *New Information Literacy Instruction: Best Practices*, edited by Patrick Ragains and Sandra M. Wood. New York: Rowman & Littlefield.

Ragains, Patrick and Sandra M. Wood, eds. 2016. *New Information Literacy Instruction: Best Practices*. New York: Rowman & Littlefield.

Swanson, Troy A. and Heather Jagman, eds. 2016. *Not just Where to Click: Teaching Students how to Think about Information*. Publications in Librarianship 68. Chicago: American Library Association.

Developing a framework to improve information literacy in an entry to practice paramedicine program

Nigel Barr

Background:

In Australia, university enrolments are increasing within an environment of increasing student diversity and differing levels of preparedness for tertiary education.¹ Additionally, Australian research has identified a lack of information literacy skills (ILS) among commencing university students and poor acquisition of these skills during their program of study.² This issue is problematic for health disciplines because ILS are a critical component of evidence based practice.³ As such, the needs of students with differing capabilities requires consideration when designing strategies for information literacy education (ILE). However, there is a paucity of research regarding how to embed ILE within entry-to-practice paramedicine programs. This presentation describes a research project which explored improving the information literacy abilities of paramedic students enrolled in an entry-to-practice program, and the tools developed from the findings.

Methods:

In 2016, a modified Delphi process with three iterative rounds were conducted online using Opinio®. Paramedic academics were surveyed to explore their perceptions regarding ILE and to validate learning outcomes based on the Australian and New Zealand Information Literacy Framework (ANZIL).⁴ Participants were all members of Paramedics Australasia's Network of Australian Paramedic Academics. Consensus on statements was reached when 80% of

participant responses were in agreement regarding survey items.

In 2017, a custom designed, online survey was conducted with University of the Sunshine Coast (USC) paramedic students to determine their understanding of scientific communication and information literacy skills. The survey was based on two validated surveys, a literature review, and discussion with researchers and a reference group. The survey was piloted with a small convenience sample of four academic staff and fourteen students from non-paramedic undergraduate science programs. Data collection was conducted using Opinio®. All participants were invited by email and an announcement on their learning management system. The survey was open for one month with weekly email reminders sent by email to potential participants. Participation was anonymous and voluntary.

Ethical clearance was granted by the USC Human Research and Ethics Committee (A/15/662 and A/17/922).

Results:

The Delphi participants (n=29) perceived ILS as important to include in entry-to-practice paramedic curriculum. However, in defining information literacy, Delphi participant responses more frequently included the lower order skills of find and select than higher order skills of evaluate and synthesise. The Delphi participants reached consensus on 38 learning outcomes to include in paramedic undergraduate curriculum that were aligned to the ANZIL standards.

The survey participants (n=107; male=30, female=47, unknown=30) perceived that P values, confidence intervals, odds ratios, limitations of studies and levels of evidence, were important to consider when judging the quality of scientific information. However, most students from all year-levels did not understand the basic statistical concepts that

underpin evidence based decision making nor levels of scientific evidence. No statistically significant differences were found between responses and gender.

Conclusion: There is a necessity to facilitate both vertical and horizontal integration ILE across an undergraduate paramedic curriculum. This study has informed the development of a framework to assist mapping and scaffolding of intended outcomes, teaching activities and assessment within the USC paramedic program.

1. Whiteford G, Shah M, Nair CS. Equity and excellence are not mutually exclusive: A discussion of academic standards in an era of widening participation. *Quality Assurance in Education*. 2013;21(3):299-310.
2. Salisbury F, Sheridan L. Mapping the journey: Developing an information literacy strategy as part of curriculum reform. *Journal of Librarianship and Information Science*. 2011;43:185-93.
3. Jacobs SK, Rosenfeld P, Haber J. Information literacy as the foundation for evidence-based practice in graduate nursing education: a curriculum-integrated approach *J Prof Nurs*. 2003;19(5):320-8.
4. Bundy A. Australian and New Zealand information literacy framework. Principles, standards and practice (2nd ed). Adelaide: Australian and New Zealand Institute for Information Literacy; 2004.

Code in the IL classroom: moving towards a trans-discipline information literacy

Kathleen Langan

The frequent reports by popular news media outlets on the prevalence of fake news caught my attention, and most likely yours as well. I have also been monitoring a parallel news item, that of the role of algorithms and other aspects of computer code that are written specifically to manipulate, for better or for worse, the process of searching for information. Since, I have been in the throes of developing IL lessons for a university-level classroom that address these topics. With some trial and error, I had come to realize that I had been taking the wrong approach and had been emphasizing the source of information, with a tangential nod to algorithms and code. What I came to realize was that I needed to explicitly address algorithms and code as the vehicles that lead to source, whether trustworthy or fake. Further refinement of my IL lesson plans led me to embracing pedagogies from other disciplines, namely Critical Race Theory, Critical Code Studies, and epistemology. From these pedagogies, I have been able to create a pedagogy for the IL classroom that embraces a trans-literacy approach because understanding the linguistics and semantics of computer languages is to understand the power that they hold in the research process. It became clear to me that I also needed to help my students become aware of their own personal biases so that they can become more resilient against the hidden power grab in computer code.

The focus of this presentation is twofold. I discuss my theoretical journey and starts with an introduction to Critical Race Theory and Critical Code Studies and also include practical, applied learning outcomes for an IL

classroom. Critical race theory (CRT) serves as the foundation for the new trans-literacies and address the cyclical power constructs and challenge the socio-political status quo that emerge from those constructs. From there, we turn to Critical Code Studies which addresses the inherent socio-political bias that is found in computer code and the relationship between the metadata and algorithms used to find information. I argue that the success of a new trans-literacy hinges on the role of the librarian, to be the appropriate agent to teach computer code as the appropriate method to fight fake news and its ilk. This approach moves beyond critical librarianship and its subdivision of critical information literacy, and is a new lens by which we can analyze socioeconomic constructs of privilege and power in online information. A critical trans-media literacy acknowledges the hierarchy of power at play in the information literacy classroom, the elevated role of the librarian as an agent of change who combat systemic acquiescence and secure the role of the library as a space free from threat, and focuses on student bias in the research process while emphasizing code and algorithms in that process.

Bair, S., & Carlson, S. (2008). Where keywords fail: Using metadata to facilitate digital humanities scholarship. *Journal of Library Metadata*, 8(3), 249–262. doi: 10.1080/19386380802398503

Cooke, N. A., Sweeney, M. E., Noble, S.U. (2016). Social justice as topic and tool: An attempt to transform an LIS curriculum and culture. *The Library Quarterly*, 86(1), 107-124.

Delgado, R., Stefancic, J., & Liendo, E. (2012). *Critical Race Theory: An Introduction*, Second Edition. New York: NYU Press.

Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other

people's children. *Harvard Educational Review*, 58(3), 280-299.

Elmborg, J. (2006). Critical information literacy: Implications for instructional practice. *The Journal of Academic Librarianship*, 32(2), 192-199. doi: 10.1016/j.acalib.2005.12.004

Manoff, M. (2015). Human and machine entanglement in the digital archive: Academic libraries and socio-technical change. *portal: Libraries and the Academy*, 15(3), 513–530. doi: 10.1353/pla.2015.0033

Manovich, L. (2013). Algorithm of our lives. *The Chronicle of Higher Education*, 60(16).

Marino, M. (2006). Critical Code Studies. electronic book review. <http://www.electronicbookreview.com/>

Noble, S. U. (2012). Missed connections: What search engines are saying about women. *Bitch*, 554, 37–41.

Pawley, C. (2006). Unequal Legacies: Race and Multiculturalism in the LIS Curriculum. *The Library Quarterly*. 1(2), 149-168. doi: 0024-2519/2006/7602-0007\$10.00

Ramsay, S. (2009). Critical Code Studies. Retrieved from <http://scholar.aci.info/view/1531b4735a000120002/15329b4cc5500014c45>

Shor, I. (1999). What is critical literacy. *Journal for Pedagogy, Pluralism & Practice*, 4(1), 1-26.

Steele, C. (2003). Stereotype threat and African-American student achievement (pp. 109-130). In Young, gifted, and black. (Perry, T., Steele, C., & Hilliard, A., eds.) Boston: Beacon Press.

Striphas, T. (2015). Algorithmic culture. *European Journal of Cultural Studies*, 18(4–

5), 395–412. doi.:
10.1177/1367549415577392

Swanson, T. (2004a). A radical step: Implementing a critical information literacy model. *portal: Libraries and the Academy*, 4(2), 259-273.

Tewell, E. (2015). A Decade of Critical Information Literacy: A Review of the Literature. *Communications in Information Literacy*, 9(1), 24-43.

Wexelbaum, R. (2016). "The library as safe space." In *The Future of Library Space* (pp. 37-78). Emerald Group Publishing Limited.

ABSTRACTS

Friday 6th April

Parallel sessions (Group 8)

ANCIL and the reflexive practitioner

Emma Coonan and Jane Secker

When we created A New Curriculum for Information Literacy in 2011, one of our aims was to inform future information literacy teaching. By creating a framework which is both practical and research informed, we wanted not only to exemplify what we found forward-looking teachers were already doing but also to offer an accessible model for others. Lack of confidence, pedagogic expertise or institutional support are just some of the factors that can still prevent librarians from fulfilling their potential as partners in teaching and learning, rather than providers and custodians of material (Wheeler, 2016; McCluskey, 2011; Mwesigwa, 2017).

This workshop, led by the creators of ANCIL, will offer the opportunity to focus on your own teaching practice and environment, using ANCIL's 10 strands of own information literacy as a springboard. Some of the questions we will consider are:

- What are you teaching in your sessions? How does it align with one or more of the ANCIL strands?
- What are you not teaching, and why?
- Is it teaching; is it training?
- How are your students learning? Are you telling them what to do? Or are you helping them to think?

We return to some of the underlying principles of ANCIL, where we looked to develop a pedagogy for empowerment, not transmission

of knowledge. We will consider whether your teaching is constructively aligned (Biggs, 1996). Using one of the original resources we developed as part of ANCIL, our lesson plan template, we will give you a chance to consider your own espoused theories versus theories-in-use (Schön, 1987). We will consider the 4 bands or levels in ANCIL that you might wish to reflect in your teaching design: from information skills through discipline-appropriate behaviours and advanced information handling to higher-order thinking and lifelong learning abilities. Where are you investing your energy? How well constructed are your learning outcomes, and how do you know they are being achieved?

We expect the session to appeal across the board to people with greater and less levels of experience in teaching. If you are applying for HEA Fellowship or Senior Fellowship it might be particularly valuable. It's also a chance to spend time focusing on an aspect of your teaching in a quiet, reflective and highly personal way. We will guide you during the session and suggest further reading to support you afterwards.

Biggs, John. "Enhancing teaching through constructive alignment." *Higher Education* 32, no. 3 (1996): 347-364.

McCluskey, Clare J. "Creating information literacy partnerships in Higher Education." *Library and Information Research* 35, no. 111 (2012): 59-72.

Mwesigwa, Andrew, in *ACRL Student Learning and Information Literacy Committee (eds.), Global Perspectives on Information Literacy: Fostering a Dialogue for International Understanding*. ACRL, 2017.

Schön, Donald A. *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. Jossey-Bass, 1987.

McKinney, Pamela A., and Emily Wheeler. "Are librarians teachers? Investigating academic librarians' perceptions of their own teaching skills." *Journal of Information Literacy* 9, no. 2 (2015): 111-128.

Towards a systematic approach to international students

Per Eriksson and Peter Igelström

With the increasing globalization of academia, academic libraries are continuously faced with new user groups and new challenges. A growing number of international students worldwide has long been noted in the literature. The LIS literature offers a wide variety of examples of how academic libraries can engage with international students. Studies have also pointed out a number of challenges involved, e.g. language and cultural barriers.

In 2016, we initiated a project concerning international students participating in library instruction at Linköping University (LiU), Sweden. Since efforts to promote information literacy goes beyond the classroom, our project was expanded to include the complete "international student experience" at LiU and a review of the literature. Trying to learn from examples presented in the LIS literature, we analyzed 35 "how we did" articles related to international students, resulting in a categorization of different types of activities. One of our findings was that library initiatives towards international students have a tendency to result in isolated projects rather than systematic efforts to integrate international aspects on all levels of library practice. This was also something that was in line with our own experiences as teaching librarians at LiU.

How, then, can a more systematic approach be achieved? The dominating perspective on international students as a homogeneous and somewhat problematic group apart no longer seems to be up to date with today's globalized world of higher education, where international students is very much a part of the normal state of affairs. Only by integrating the issue of internationalization into library policies, organization and functions, can academic libraries be adapted to this new reality.

In this paper, we present a model that has been developed to support the next phase of the project, implementing a systematic approach to international students. The model is an attempt to visualize how various parts of library initiatives in this field interconnects, stressing the importance of the "invisible" levels, such as policies, leadership commitment etc, that facilitate coordination and durability of efforts. Our hope is that the model will encourage librarians and library administrators to think holistically about international students and issues pertaining to internationalization in general.

Becoming a digital citizen: designing a massive open online course

Susan Halfpenny and Stephanie Jesper

The "digital citizen" is a person who has developed the skills and knowledge to effectively use the internet and digital technologies, who uses digital technologies and the internet in a responsible and appropriate way in order to engage and participate in society and politics (Isin & Ruppert, 2015).

This three week course investigated and explored the concept of the digital society. It

looked at how personal values and ethical judgments shape our online participation, and how new technologies can be applied to solve some of the problems we might face. The aim of the course was to develop digital capabilities, and awareness of the cultural and ethical implications of using digital technologies, and it sought to establish in its participants the skills required to become an effective and successful digital citizen.

The development of the course was a collaborative endeavour involving academics from across the social sciences and humanities faculties, as well as support staff. This collaboration enabled us to take a research led teaching approach that showcased work undertaken by academics at the University of York. The course presented an opportunity for the Library to lead on the development of academic content that moved beyond the boundaries of information literacy teaching to explore societal issues, and engage beyond our traditional user groups.

This short paper will look at aspects of how a massive open online course such as this can engage participants in social learning, crossing demographic and geographical boundaries. It will present some of the benefits of collaborating across academic and support departments, using research to inform teaching and to facilitate wider engagement.

Isin, E. & Ruppert, E. (2015). Being a Digital Citizen. Rowman & Littlefield: London.

Maximising the impact of your LibGuides: taking the pedagogical approach to guide design

Alex Asman

Time strapped library staff trying to reach a wider audience are increasingly turning to LibGuides as a platform to deliver information literacy content outside of the classroom. At City, University of London librarians have used LibGuides to create an introduction to the Library called Library Essentials, literature searching and employability resources. Content created varies from standalone tutorials for asynchronous learning and guides which "scaffold" face to face workshops. Despite the ever increasing number of organisations using LibGuides for this purpose there are a number of potential issues identified across the literature when it comes to using the platform. Baker (2014) points out the tendency towards the "kitchen sink" approach of adding far too much to a guide which can lead to cognitive overloading for students. Hicks (2015) suggests that often un-holistic design stifles the "twisting, infuriating and (occasionally) joyful process of research and Gessner, Chandler and Wilcox (2015) identify examples of guides where the intentions of the authors seem to be far removed from those of the user.

This 30min Masterclass will demonstrate to attendees how at City we have managed to avoid these pitfalls to create high quality learner centred content. I will focus on how the application of pedagogical theory to LibGuides design can help maximise the impact of LibGuides as tools for teaching and knowledge creation. This masterclass will be packed full of practical examples and reflections from my own experiences leading the LibGuides working group at City and will

be particularly useful to those considering using this technology or re-evaluating their current output.

Baker, R.L. (2014) 'Designing LibGuides as Instructional Tools for Critical Thinking and Effective Online Learning', *Journal of Library & Information Services in Distance Learning*, 8 (3-4), pp.107-117. Available from: <http://0-www.tandfonline.com.wam.city.ac.uk/doi/abs/10.1080/1533290X.2014.944423>

Castro Gessner, G., Chandler, A. and Wilcox, W.S. (2015) 'Are you reaching your audience?: The intersection between LibGuide authors and LibGuide users', *Reference Services Review*, 43 (3), pp.491-508. Available from: <http://0-www.emeraldinsight.com.wam.city.ac.uk/doi/full/10.1108/RSR-02-2015-0010>

Hicks, A. (2015) 'LibGuides: Pedagogy to Oppress?'. Hybrid Pedagogy. Available from: <http://www.digitalpedagogylab.com/hybridped/libguides-pedagogy-to-oppress/>

Space to reflect on your learning

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

More than another LibGuide: taking social justice into the library classroom

Elizabeth Brookbank

For librarians around the world who are committed to social justice, these are trying times. Many have responded by creating research guides about such salient topics as Black Lives Matter and "fake news." But while it is the role of librarians to provide access to information about issues relevant to our patrons' lives, when faced with news of police brutality, white supremacist marches, religious discrimination, etc., this response seems inadequate. Indeed, critical librarianship, an increasingly popular perspective on the philosophy and practice of librarianship based on critical theory, demands we do more (Pagowsky & McElroy, 2016; McElroy, 2017).

The desire to both serve the traditional need for information on important and complex issues, and to reach students in a more meaningful way using the concepts of critical librarianship is what motivated the information literacy experiment that is the subject of this short paper. Through a collaboration between a course instructor and Humanities subject librarian, students in a course at Western Oregon University called Communication and Social Change were taught to connect the ideas and theories of social justice that they were learning in their class with the concepts of information literacy.

The components of this instruction included 1) an instruction session co-taught by the faculty members, which introduced students to how to take a critical approach to information (e.g. how authority is created and who is left out of this process, the power and value of information, the bias of search algorithms), and 2) two assignments that brought students into the process of creating information and

displays for the library (ACRL, 2015). The paper will discuss lessons learned and attendees will leave with ideas for how to adapt the concepts and activities used to fit library instruction for various classes, especially those with a social justice or current events component.

Association of College and Research Libraries. (2015). Framework for Information Literacy for Higher Education. Available at: <http://www.ala.org/acrl/standards/ilframework>

McElroy, K. (2017). "But How Do We Do Critical Librarianship?" *OLA Quarterly*, 23(2), 6-8.

Pagowsky, N., & McElroy, K. (2016). *Critical library pedagogy handbook*. Chicago, Illinois: Association of College and Research Libraries, a division of the American Library Association.

The Didactic Diamond – an information literacy model to explain the academic process in Higher Education

Tim Zijlstra

The foundation for the Didactic Diamond was developed with students of the College of Health and Social Care at the University of Derby – in particular the Chesterfield Campus. A significant number of students are so-called atypical learners (ie. returners to education or non-traditional learners) which led to an identified need to provide more robust study skill guidance. Roberts and Ousey (2011) described "finding and using evidence" as the "bane of student life" in relation to student nurses. The Didactic Diamond seeks to ease this problem by introducing students to the process involved with producing good quality

academic work. It is used to explain the process from understanding the question and choosing an appropriate topic; utilising information literacy to find appropriate sources; taking notes on the found evidence to gain critical understanding of the topic; using drafting techniques to improve the academic writing and ensuring that the original question is answered fully and critically by utilising the developed resources diligently. Feedback from students on the Didactic Diamond has been positive, the simple figure acts as a mnemonic and provides students with an introduction to the method with a means to remember which steps to take in their academic process. After utilising the Diamond in one-to-one sessions it has been developed into an Academic Writing session for the University Library's Enhance Your Learning program and has been successfully delivered to a range of students from different cohorts. The Masterclass provides an opportunity to share the Didactic Diamond with a broader audience interested in Information Literacy and embedding Information Literacy in a broader procedural context.

Roberts, D. and Ousey, K. (2011) 'Finding and using evidence in academic assignments: The bane of student life'. *Nurse Education in Practice*, 11 (5), pp. 333 – 340. Doi: [dx.doi.org/10.1016/j.nepr.2011.03.004](https://doi.org/10.1016/j.nepr.2011.03.004).

A collaborative approach to creating information literacy eLearning modules for the healthcare workforce

Sarah Lewis and Tracey Pratchett

This session outlines a national cross-sector project, sponsored by Health Education

England, to create 7 information literacy eLearning modules for the healthcare workforce. It discusses the consultation process and lessons learnt and will be of interest to anyone considering collaborating with partners to develop eLearning. Attendance at face-to-face training is declining in healthcare libraries due to frontline healthcare staffing pressures. However, the introduction of nurse revalidation and a renewed emphasis on healthcare innovation and digital literacy means information literacy skills are more important than ever (Collins, 2015; NHS England, 2017). Offering online training could help but is challenging for small libraries with limited skills and technical support (Childs, 2005). A national eLearning programme could address this gap. An initial survey determining the requirements of librarians and healthcare professionals established project priorities. A range of organisations including Higher Education, Public Health, Royal Societies and National Institute for Health and Care Excellence (NICE) were also consulted throughout the project lifecycle. The project team comprised staff from two NHS Trusts, an independent information consultant and a healthcare professional. The modules differ from similar eLearning modules in several ways. Firstly, they are designed to promote transferable searching skills with a focus on changing search behaviour. Search examples cover clinical scenarios in different healthcare settings and are not tied to specific search interfaces. Finally, the modules are available for all libraries to use as part of their blended training offer and are hosted on a shared platform which does not require a login. A project on this scale with the aim of appealing to a broad audience was not without its challenges. We will describe some of the unforeseen issues and will share our top tips for approaching similar projects. The modules were launched late 2017 and are accessible on the e-Learning for

Healthcare platform. We will outline our future plans for evaluating the impact of the modules.

Childs, S. et al (2005) Effective e-learning for health professionals and students—barriers and their solutions. A systematic review of the literature—findings from the HeXL project. *Health Information and Libraries Journal*: 22: s2, 20-32.

Collins, G et al (2015) Using reflection on reading for revalidation. *Nursing Times*; 111: 23/24, 14-16 .

NHS England (2017) Next steps on the NHS Five Year Forward View.

Waite, M and Bingham, H. (2008) Best practice guidance for blended learning approaches to CPD education for NHS staff.

Nobody said it would be easy: innovative ideas for teaching information literacy as part of an academic skills programme

Rachel Myers and Simon Robinson

As information literacy teachers at the University of Leeds, we are increasingly faced with the challenges of delivering sessions to larger and more diverse cohorts of students — different levels, different courses, different needs. This session explores ideas for teaching information literacy in the context of a wider academic skills programme. It is based on our experience of creating a "Finding and Evaluating Information" workshop in response to student demand for this topic to be covered in our open workshop programme. We will look at both the challenges and the opportunities presented by "going back to basics" with information

literacy, and the need to adopt a creative approach to facilitate learning amongst a mixed cohort of up to eighty students, undifferentiated by level or course. Much of our inspiration came from using a new interactive lecture theatre to encourage and enable peer learning, and to create an expectation of a high degree of student participation. We also used a balance of both high-tech and low-tech activities to help maximise student engagement. By dismantling our traditional format of training students in the use of subject-specific resources, we have been able to shift our focus to teaching the principles behind searching, encouraging students to consider questions such as "What are you looking for?" and "What are the limits of your research?". This approach has also helped us to address the challenges presented by substantial cuts to the Library's learning resources budget over recent years, and the resultant loss of many of our databases. Student attendees consider strategies for finding and evaluating information that would be effective with whatever search tools are available to them. We continue to refine this session in response to student feedback, and there will be opportunity in this Masterclass for participants to share their own ideas and experiences.

The Info Lit Journey: improving information literacy engagement through student-led immersive collaborative non-hierarchical learning activities

Raewyn Riach

Encouraging students to engage with library services as a core and integrated component

of their learning journeys is fundamental to the development of effective education environments (Salisbury & Sheridan, 2011; Dawes, 2017). This short paper will demonstrate how the Scottish Library and Information Council (SLIC) funded project, The Info Lit Journey, improved the relationship between the students and the library services of the University of the West of Scotland through the processes and outputs of a collaborative creative venture. At the core of The Info Lit Journey project was the notion of challenging traditional educational hierarchies by empowering students as self-directed learners in this relationship building process (Hains & Smith, 2012; Bialka & Havlik, 2016). Accordingly, between June and September 2017, The Info Lit Journey project invited our students to create a short film (learning object) for our students that explained how our library services can empower learning journeys through information literacy (Koltay, 2011). In doing so, the production and development processes of the project functioned as student-led learning events that encouraged partnership between students, the library, and academic staff, supporting the notion that learning journeys are ongoing collaborations involving all university users (Haber-Curran & Tillapaugh, 2014). So successful was the student ownership of this process, that while the original brief called for the production of one film, the students decided that two films should be created, each with a different aesthetic and tone, in order to reach as wide an audience as possible. The resultant films (Info-Lit Journey 1 & Info-Lit Journey 2) have now been disseminated via social media, the library website and public display screens throughout the learning environment of the institution, serving as a safe entry point into our library services. The legacy of The Info Lit Journey project has inspired the library services here at the University of the West of Scotland to promote, develop and nurture information literacy through enquiry based

means (McKinney, 2014), moving away from traditional didactic forms of instruction, to develop new and bespoke collaborative learning events that empower students as self-directed information literacy relationship builders. As such, this paper will share with delegates the processes, practices, successes and pitfalls of The Info Lit Journey project, which have led us to believe that 1) to improve information literacy students should be placed at the heart of information literacy, and 2) immersive collaborative non-hierarchical learning activities are the gateway to achieving this engagement.

Bialka, C. S., & Havlik, S. A. (2016). Partners in Learning: Exploring Two Transformative University and High School Service-Learning Partnerships. *Journal of Experiential Education*, 39(3), 220-237.

Dawes, L. (2017). Faculty perceptions of teaching information literacy to first-year students: A phenomenographic study. *Journal of Librarianship and Information Science*, 1-16. doi:10.1177/0961000617726129.

Haber-Curran, P., & Tillapaugh, D. W. (2014). Student-Centered Transformative Learning in Leadership Education: An Examination of the Teaching and Learning Process. *Journal of Transformative Education*, 13(1), 65-84.

Hains, B. J., & Smith, B. (2012). Student-Centered Course Design: Empowering Students to Become Self-Directed Learners. *Journal of Experiential Education*, 35(2), 357-374.

Koltay, T. (2011). The media and the literacies: media literacy, information literacy, digital literacy. *Media, Culture & Society*, 33(2), 211-221.

McKinney, P. (2014). Information literacy and inquiry-based learning: Evaluation of a five-year programme of curriculum development.

Journal of Librarianship and Information Science, 46(2), 148-166.

Salisbury, F., & Sheridan, L. (2011). Mapping the journey: Developing an information literacy strategy as part of curriculum reform. *Journal of Librarianship and Information Science*, 43(3), 185-193.

A NOOC in a MOOC world: On Course for your Masters

Elizabeth Newall

The University of Nottingham made the strategic decision to go "massive" with its information literacy provision for postgraduate taught students (PGTs) based on two factors. The first was an anticipated expansion in distance learning Masters-level programmes with the announcement of Nottingham Global Online, an institutional initiative to grow its share of the Continuing Professional Development market. The second was the challenge of how to provide a similar suite of information literacy interventions for PGTs as those intended for undergraduates in a physical learning environment. Given that the majority of PGTs are on course for one year not three, the need for a concentration of support in the initial stages of study seemed probable, which would present a resourcing issue for the Teaching and Learning Support Team if also delivered face-to-face.

On Course for Your Masters is a Nottingham Open Online Course (NOOC) for all Masters-level students, delivered in the University's VLE and designed to support transition to postgraduate study, particularly engagement with the scholarly resources needed to succeed, and preparation for what comes next whether it be employment or postgraduate research. Its eight units are: Stepping Up a Level, Introducing Resource Discovery,

Resources: Theme and Variations, Mechanics of Search, Language of Search, Critical Appraisal, Referencing, and Stepping Out. The interactive and facilitated environment of the NOOC enables peer to peer learning from across the University's wide range of disciplines and campuses in the UK, China and Malaysia, as well as those studying at a distance from all around the world: Azerbaijan to Australia, the UAE to the USA.

Now in its third year, the NOOC welcomes in the region of 1,400 M-level student enrolments annually, and has witnessed a growing number of academic colleagues across the University blending course content with module assignments including those from Biosciences, Education, Engineering, Epidemiology and Public Health, Pharmacy, Psychiatry and Applied Psychology. The next phase of development focuses on creating opportunities to embed the provision in programmes across all faculties, with progress already underway. In 2018/19, the NOOC will form part of two new, compulsory modules for all MA students in the Faculty of Arts and on which module credit will be given. On Course for Your Masters contributed to a special commendation in the last QAA (The Quality Assurance Agency for Higher Education) Review, but the question now is to what extent might the NOOC impact the much anticipated taught postgraduate Teaching Excellence Framework?

This paper will present the strategic and collaborative approach taken to ensure institutional endorsement of the NOOC. Analysis of participant demographics, engagement and feedback will be shared along with an overview of the course itself.

From conference to collaboration: a university's journey from inspiration to implementation

Zoe Collyer

Achieving classroom time for delivering Information Literacy (IL) instruction to students across all study levels and subject areas can be challenging. For the Learning Resources team at Wrexham Glyndŵr University this issue, in conjunction with a reliance on library-centric teaching methods, required a review of how the team worked with academic staff to promote the importance of IL, as well as a reassessment of pedagogy in relation to IL delivery.

Initial meetings with academic staff from selected Schools highlighted the absence of students' critical engagement with information in their research and writing, and the need for these to be incorporated into taught sessions. Working in partnership with colleagues series of workshops were developed entitled Critical Research Skills. Incorporating elements and activities from A New Curriculum for Information Literacy (ANCIL) these focused on finding, using and evaluating information as well as academic literacies and conventions.

This presentation outlines the project undertaken by the Learning Resources team from conception to delivery. Drawing on ideas from attending the LILAC Conference 2017, alongside additional research, the team identified IL teaching initiatives and areas of best practice. The presentation will explore how the sessions were developed to incorporate a variety of learning activities delivered across the series of workshops, from online quizzes to group activities. It will detail the collaborative approach adopted in

working with academic staff across a range of subjects to develop session content and ensure subject relevance, as well as the strategies utilised by Learning Resources to promote the IL sessions across the Institution to encourage wider adoption. Finally, the presentation will summarise the process of monitoring, review and development alongside the project outcomes.

Let's chat: the art of delivering information literacy instruction in a virtual reference setting

Nikki Tummon and Sandy Hervieux

With the increasing complexity of searching for, accessing, evaluating, and using information, libraries are not only concerned with equitable access to information but also equitable access to qualified information professionals, willing and able to guide users regardless of which channel they use to make inquiries at the library. Virtual reference services are ubiquitous in academic and public library settings, serving local and distant populations. Online reference services are one of the great equalizers when it comes to accessing help from the library. At one large academic library, following a record year of virtual reference activity and a perceived increase of in-depth research questions, we saw an opportunity to respond to this demand by offering more developed information literacy instruction within the virtual reference services environment. Due to this demand, along with a recent mandate to incorporate more instruction into live chat interactions pertaining to library and online research, and limiting short answers and simple link provision, we endeavoured to evaluate the instances of virtual information literacy instruction within our chat system and to analyze the best practices and lessons learned present in the literature. Gaining

insight into when and how reference librarians teach research skills during live chat interactions has the potential to improve virtual reference services, affording all users the chance to benefit from information literacy instruction whether on campus or off. This session will report the results of a qualitative assessment of our live chat transcripts and explore information literacy instruction opportunities in virtual reference settings, including how we can align our virtual instruction practices with the ACRL Frame, "Research as Inquiry"; namely the knowledge practices around question formulation, breaking down complex questions, and using various research methods. Attendees interested in reflecting on their own virtual reference activities and identifying strategies for teaching research and information literacy skills during live chat interactions will benefit from attending this session.

Play as transformative information literacy education

Andy Walsh

Public play is a political act (Koh, 2014; De Koven, 2014, p. 160). It demonstrates to anyone watching an attitude towards life, towards education, towards society. An attitude that tends towards experimentation, challenge, social fairness, and an embracing of the power of fun. Any public demonstration and signalling of play invites others to play (Goffman, 1974; Glenn & Knapp, 1987), whether directly in the act itself, or through other activities that echo that play. It gives others implicit permission to play in their turn, and "permission", publicly given or given by the player to themselves, is a critical factor in enabling play.

This talk will outline how encouraging playfulness in the Information Literacy

classroom can enable socially constructed meaning (Berger & Luckmann, 1966) of the information landscape to emerge in students (Walsh, 2015). This approach particularly matches the teaching of skills to improve information literacy, as information literacy itself is a socially constructed concept (Lloyd, 2005, Elmborg, 2006). Playful Information Literacy teaching can help critical interactions with information in a way that encourages and enables action from your learners, within and without your classroom, in a "safe" and creative environment (Francis, 2009; Gauntlett, 2011). It encourages a playful approach to formal and informal learning, important for critical social engagement with political issues (Koh, 2014) as well as increased creativity (Chang, Hsu & Chen, 2011). This session will also cover how play can give permission for your learners to challenge their understanding of a topic and gain deeper understanding, helping to create a transformative learning environment as opposed to one that concentrates on the echoing of facts and basic skills.

This talk will be a mixture of theory, practical examples, and paper aeroplanes. Attendees will learn some basic theories of play including the "magic circle" and key attributes of play (Huizinga, 1955; Brown & Vaughan, 2010). They will also learn some examples of playful training techniques that they could apply in their own practice. This session will include play and will expect a willingness to (gently) play from attendees. It may also contain bubbles.

Berger, P. L. and T. Luckmann (1966). *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. Garden City, NY: Anchor Books.

Brown, S. L., & Vaughan, C. C. (2010). *Play: how it shapes the brain, opens the imagination, and invigorates the soul*. New York: Avery

Chang, C., Hsu, C., & Chen, I. (2013). The relationship between the playfulness climate in the classroom and student creativity. *Quality & Quantity*, 47(3), 1493-1510

De Koven, B (2014). *A playful path*. Halifax, Canada: ETC Press.

Elmborg, J. (2006). Critical Information Literacy: Implications for Instructional Practice. *The Journal of Academic Librarianship*, 32 (2), pp. 192-199.

Francis, P. (2009). *Inspiring writing in art and design: taking a line for a write*. Bristol, UK: Intellect.

Glenn, P. Knapp, M. (1987). The interactive framing of play in adult conversations. *Communication Quarterly*, 35 (1), pp. 48-66.

Gauntlett, D. (2011). *Making is connecting: the social meaning of creativity, from DIY and knitting to YouTube and Web 2.0*. Cambridge: Polity.

Goffman, E. (1974). *Frame analysis: An essay on the organization of experience*. New York: Harper & Row.

Huizinga, J. (1955). *Homo Ludens: A study of the play element in culture*. Boston: Beacon Press.

Koh, A (2014). The political power of play. *Hybrid Pedagogy*. Retrieved from: <http://www.digitalpedagogylab.com/hybridped/political-power-of-play/>

Lloyd, A. (2005). Information literacy: Different contexts, different concepts, different truths? *Journal of Librarianship and Information Science*. 37 (2), pp. 82-88.

Walsh, Andrew (2015). *Playful Information Literacy: Play and information Literacy in Higher Education*. Nordic Journal of

Information Literacy in Higher Education, 7
(1). pp. 80-94.

INDEX OF PRESENTERS

Alfredsson, Veronica	4	Gschwandtner, Manfred	8
Asman, Alex	87	Halfpenny, Susan	20, 86
Aston, Sam	3, 17	Hamlett, Alexandra	60
Baker, Neal	39	Harper, Shelley	79
Band, Barbara	1	Haworth, Amy	6
Barker, Jamie	40	Hervieux, Sandy	94
Barnard, Katie	21	Hicks, Alison	5, 73
Barr, Nigel	81	Hill, Adam	29
Beaumont, Casey	66	Hirst, Dave	54
Bedford, David	63	Hollis, Helena	48
Benny, Carolyn	14	Houlihan, Meggan	7
Bjur, Louise	4	Houtman, Eveline	43
Blanchett, Helen	52	Hubenova, Elka	6
Bond, Michelle	3, 25	Igelström, Peter	86
Bower, Kirsty	38	Inskip, Charlie	5, 77
Brookbank, Elizabeth	60, 88	Isuster, Marcela	18, 65
Brown, Samantha	26	Jesper, Stephanie	20, 86
Burke, Russell	45	Jones, Aimee	30
Child, Emma	27	Kaye, Alison	30
Chisnell, Jill	17	Kennedy, Sarah	64
Coles, Kim	45	Kingsland, Emily	65
Collyer, Zoe	93	Kitchin, Suzie	19
Coonan, Emma	17, 85	Koltay, Tibor	22
Corrall, Sheila	51, 77	Langan, Kathleen	82
Crookall, Donna	24	Lavanie David, Rebecca	46
Daniel Lindsay, Beth	7	Lawrence, Anne	31
Deutsch, Anne	55	Lawrence, Helen	19
Dishman, Cath	59	Lenart, Bart	56
Divall, Pip	27	Lester, Mark	30
Emary, Leah	19	Lewis, Sarah	90
Eriksson, Per	86	Lloyd-Brown, Giles	5
Evers, Stephanie	72	MacGregor, Teresa	17
Fealey, Jackie	24	Mackin, Alexis	77
Feenstra, Kyle	76	Markowski, Brianne	72
Field, Peter	28	Maxson, Bronwen	73
Folk, Amanda	36, 51	McCartin, Lyda	72
Forster, Marc	9	McGlamery, Susan	67
Gandour, Aurélie	61	McKinney, Pam	8, 58
Gibbs, Sophie	64	Millson, Chris	54
Goldstein, Stéphane	9	Morgan, Nigel	32
Grant, Vicky	6	Morris, Laurence	38
Green, Emma	48	Morrison, Chris	18

Morrison, Kirsty.....	64	Stephan, Katherine.....	59
Myers, Rachel.....	90	Szőke-Milinte, Enikő.....	22
Nephin, Erin.....	13	Taylor, Dom.....	70
Newall, Elizabeth.....	92	Taylor, Nathalie.....	24
Newton, Angela.....	16	Taylor, Suzanne.....	5
O'Donohoe, Amy.....	67	Theis, Anna.....	3
Pang Soo Ling, Caroline.....	47	Thompson, Emma.....	66
Park, Alison.....	13	Tummon, Nikki.....	94
Pavey, Sarah.....	13	Turner, Martin.....	40
Petrie, Michelle.....	10	Walker, Julie.....	57
Phillips, Debbie.....	67	Wallnutt, Claire.....	23
Pilerot, Ola.....	1	Walsh, Andy.....	94
Pittaway, Sarah.....	69	Walton, Geoff.....	17, 40
Pointon, Matt.....	40	Weaver, Kari.....	10
Posaner, Rachel.....	48	Webber, Sheila.....	58, 77
Pratchett, Tracey.....	90	Webster, Elizabeth.....	33
Pullman, Ethan.....	77	West, Brandon.....	55
Reyes, Betsaida.....	73	White, David.....	2
Riach, Raewyn.....	91	White, Rachel.....	68
Robinson, Simon.....	90	Wilkinson, Andy.....	40
Sakarya, Barbara.....	32	Wilson, Tony.....	20
Sancomb-Moran, Mary Beth.....	44	Woods, Laura.....	15
Secker, Jane.....	18, 85	Wyn-Davies, Elen.....	5
Sewell, Claire.....	52	Young, Angela.....	63
Smith Macklin, Alexis.....	41	Young, Leanne.....	15
Smith, Lauren.....	35	Zijlstra, Tim.....	89
Smith, Pauline.....	14, 24		

