MANCHESTER
2022

LILAC: THE INFORMATION LITERACY CONFERENCE

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Chair's Welcome

**INFORMATION
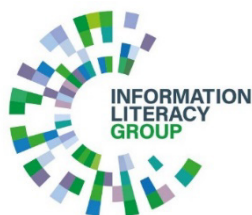LITERACY
GROUP**

Dear Delegate,

Welcome to LILAC 2022 at the Manchester Metropolitan University, which is our 16th conference. It follows an ongoing period of great difficulty and challenges caused by the COVID-19 pandemic. On behalf of the CILIP Information Literacy Group and the LILAC Committee we are really delighted to see so many of you in person at the conference. I know the next few days will be both wonderful and inspiring and perhaps a little anxious and strange, but I hope the rollercoaster of emotions is primarily a positive one. We have so missed you all!

I hope you enjoy these three days of thought-provoking papers, workshops and symposiums, inspiring keynotes and masterclasses. Over the last two years the LILAC Committee have been working as hard as ever and I'm really grateful to all our committees, working groups and members for their hard work and ongoing support. I'm particularly grateful to Claire Packham, the LILAC Chair for her leadership, patience and support during these difficult few years.

LILAC remains 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, as experience of online events has no doubt taught us, LILAC is not just about the programme so there are plenty of opportunities for meeting old and new friends, networking and letting your hair down.

We hope you enjoy Manchester's hospitality, and I would like to thank the local team for all their efforts over the past few years and for finally helping us bring you all together. Enjoy these three days and I hope you are inspired and challenged as we discuss and debate information literacy in all its forms. Stay safe, but most of all enjoy LILAC in all senses and with all your senses!

Thank you to all our sponsors for 2022!

Visit Our Sponsors for 2022 page on the website to find out more about them.

The Information Literacy Award

The CILIP Information Literacy Group and the Information School at the University of Sheffield are proud to offer an award for achievement in the field of information literacy (IL). IL "is the ability to think critically and make balanced judgements about any information we find and use. It empowers us as citizens to reach and express informed views and to engage fully in society".

The Information Literacy Award recognises an outstanding UK-based practitioner or researcher. For 2022 we are running a single award, due to the increase of digital activities in our working lives, which combines criteria from the Digital Award for IL.

This award is judged by:
Dr. Konstantina Martzoukou (Robert Gordon University)
Dr. Pam McKinney (The University of Sheffield)

All the awards will be presented at the Networking Evening. For full details of our awards and nominees see the Award page.

Keynote Speakers

Student Panel - Manchester Metropolitan University

The panel will be made up of students from Manchester Metropolitan University's iSchool:

- Susan Connor
- Ray Smith (he/they)
- Imogen Webb (she/her)
- Rachel Wilding (she/her)

who will be answering questions and giving reflections on their pre-recorded panel discussion, which has been made available to watch before the conference.

Marilyn Clarke

Biography

Marilyn Clarke is Director of Library Services at Goldsmiths, University of London. She's a member of the Goldsmiths HR and Equalities Committee, the Goldsmiths Racial Justice Strategic Board, and, co-Chair of the Race Equality Charter Self-Assessment Team, as well as co-Chair of the Goldsmiths Race Equality Group (BAME staff network).She is a member of the SCONUL Board, and a member of the CILIP BAME Network.

She leads the Liberate our Library Working Group at Goldsmiths; a decolonisation initiative. She's been published in UKSG eNews, Art Libraries Journal (ALJ), and ALISS Quarterly. She's spoken at several sector conferences including: NoWAL, ALISS, BLA, UKSG, CILIP,CILIPS, ILI, and Digifest, as well as at the publisher, Hachette, and to LIS students at UCL. She is a social justice activist, and has written chapters in the forthcoming publications, Critical library pedagogy in practice (Innovative Libraries Press), Nov 2021, and Narrative expansions: interpreting decolonisation in academic libraries (Facet) Nov 2021.

Decolonisation as a means to creating an equitable future

'Decolonisation' is fast becoming something of a buzzword. How do we retain its importance in relation to historical injustices and how these injustices continue to impact students, staff, education systems, and society?

Discussions on 'decolonising the curriculum' have dominated classrooms, committee meetings, and, have even made media headlines.

Can decolonisation initiatives bring meaningful and radical change to curricula and pedagogy? And how do we ensure the voices of students are part of the conversation? The ways in which libraries teach information literacy can and should also be informed by social justice as we move towards more equitable and inclusive systems and structures.

Emily Drabinski

Biography

Emily Drabinski is Critical Pedagogy Librarian at the Graduate Center, City University of New York.

She has published and presented widely on topics related to critical information literacy, queer theory and knowledge organization, and the importance of organized labor and collective struggle.

Drabinski edits Gender and Sexuality in Information Studies, a book series from Library Juice Press/Litwin Books.

Structure and Power: Information Literacy for Liberation

As library workers and teachers, what do we know about information that our students don't? We know that information is organized and that understanding these ordering infrastructures is crucial for retrieval and use. We know that knowledge structures, not just knowledge itself, is power. And these systems are what we know best: who makes them and how, what they describe, their capacities and their limits. Drawing on current research into the development and application of alternative library classification and cataloging schemes, this talk argues that attention to these technical aspects of the library work can transform the classroom.

Parallels Abstracts

Ensure you sign up to parallel sessions ahead of the conference – just login to your [LILAC account](#).

Parallel sessions 1

Breaking out of the library bubble: information literacy and curriculum alignment

Louise Minta, Nicola Gregory, Emma Thompson

In this session we will explore the power of speaking the language of the institution, rather than library jargon, and give practical tips on being relevant to and getting noticed by senior leaders by aligning library activity to institutional strategy. Delegates will be encouraged to identify opportunities to break out of the library bubble and ensure Information Literacy gets noticed outside libraries.

Individual departments have always valued the contribution of Liaison Librarians to learning through their tailored information literacy teaching, as demonstrated in their inclusion in the curriculum development process. The team felt they could make a stronger contribution with an over-arching framework that linked embedded and open programmes and clearly set out what Librarians could offer. A new university curriculum (University of Liverpool, 2019) provided an opportunity to articulate Information Literacy teaching in the context of the university education strategy, align our practice to the university hallmarks and highlight our contribution to the development of graduate attributes. A small task and finish group developed a draft strategy building on good practice from other institutions (Cambridge University Libraries, 2019; Drill Hall Library, 2016; Maynooth University Library, 2016), and consulted with colleagues in the Library, academics and educational developers to refine it and ensure relevance. Collaborating with internal stakeholders ensured the resulting framework was rooted in the institution. The Information and Digital Fluency Framework (University of Liverpool Library, 2019) identifies four strands (discover, evaluate, manage and communicate) and expands on these to link to the curriculum. It does not aim to be prescriptive, but serves to guide Librarians in their teaching, informing lesson plans and learning outcomes. It is being used as a prompt in Liaison Librarian discussions with academic staff, and its adaptability, simplicity and clear alignment with the university curriculum has enabled new conversations with senior leaders, including the PVC Education who has suggested that other areas of the university could use this approach.

Liaison Librarians' response to teaching during the pandemic, in conjunction with the

relationships forged with key stakeholders during development of the Framework, ensured a successful pivot to hybrid active learning. The Framework will develop and be informed by future iterations of the Liverpool curriculum and other relevant policy.

Moving forward: co-producing a health literacy schools toolkit, Lynsey Southern

Catherine Jenkins, Veronica Price

This presentation will share learning arising from the co-production of an online Health Literacy Schools Toolkit hosted on the LibGuides platform. The Toolkit was created in collaboration with knowledge and information professionals from education, health and public libraries working together remotely to design and populate cross-curricular resources, lesson plans and relevant research briefings.

The Toolkit is intended to support teachers, nurses, other school staff and parents/carers to embed health literacy in schools. It responds to the recent changes to PSHE in England and to the need to move forward on holistic approaches for developing schools' organisational health literacy (Okan et al., 2021) and children's digital, interactive and critical health literacies in this peri-pandemic era (Bray et al., 2021).

Delegates will gain insight into remote multidisciplinary co-production using LibGuides and receive demonstrations of Toolkit resource highlights.

Librarian consultations - supporting student researchers in the hybrid world

Ruth Jenkins, Christine Love-Rodgers, Marshall Dozie

Many Higher Education students struggle with the experience of researching their literature review and developing a search strategy. Librarians at the University of Edinburgh offer individual consultations to support students' development of their information literacy skills for this purpose. Long established as a research method in the health sciences, the use of systematic review methodology has also been increasing in the social sciences. Literature reviews, and systematic review methods in particular, require many information literacy competencies, including identifying a need for information in the form of a research question, selecting appropriate resources, designing comprehensive, robust searches to find information, appraising and synthesising results, and managing large volumes of literature and data (CILIP information literacy model, 2012, https://infolit.org.uk/definitions-models/). Librarians offer tailored systematic review support to students and staff in one to one consultations. However, post COVID-19, librarians have not been available in library

buildings to offer face to face research consultations. Research (Stapleton, 2020) also identifies lack of awareness of the availability and scope of library consultation services and the range of librarian expertise as a barrier for students accessing this support. In 2021, Academic Support Librarians (ASLs) relaunched their librarian consultation services to offer a combination of timetabled and flexible online appointments.

Adapting methodology developed by Dalton (2019), ASLs have carried out an evaluation of the impact of librarian consultations on student research and students' information literacy skills in using digital library resources by systematically surveying student attendees. In this talk we will share the students' experience of using librarian consultations to support their library research. We will present an analysis of the feedback and discuss it in the context of the hybrid learning experience. We will also outline lessons learned from managing provision of librarian consultation appointments.

Increasing inclusivity: developing a HEA accredited teaching course for librarians

Kirstie Preest, Claire Sewell

Despite teaching being a core professional responsibility for librarians, training in the theory and practices of pedagogy are still largely absent from library school programmes (Gammons et al., 2018). Librarians often learn teaching skills on the job (Carroll & Klipfel, 2019) and/or via PGCert programmes designed for university academics. Whilst librarians are able to attend the University's PGCert on Teaching and Learning, and gain pedagogical knowledge, the examples used and discussed are related to formal academic teaching. This underlying assumption means that library staff find it difficult to relate the concepts to their everyday practice. Spurred by the development of the Cambridge Information Literacy Network (CILN) in 2017 and building on a popular existing 3-day teaching course for librarians at Cambridge on offer since 2013, we designed a bespoke teacher training course addressing the needs of library staff.

The course launched in 2019 and is currently welcoming the third cohort. The course aims to build a community of confident teacher-librarians who a) have a personal philosophy of teaching; b) understand pedagogical practices; c) can translate IL-frameworks into effective educational support and d) encourages a greater use of inclusive practice in their teaching. The latest version of the course included an increased emphasis on online teaching in response to changing methods of teaching with COVID.

As with other programs, 2020 saw the course pivot to full online delivery and opportunities were taken to streamline the content resulting in an improved course with positive feedback from learners. In this short presentation, we will discuss the development and delivery of the course before, during and after COVID.

We believe this course is the first of its kind in the UK and plan to seek accreditation via Advance HE. This course could serve as a model for other institutions wishing to address similar problems.

Mutual interest: driving forward the health information literacy agenda

Alison Hicks

Health literacy and information literacy both emerged in the early 1970s, as the United States' literacy agenda started to grow (Simonds, 1974; Zurkowski, 1974). However, despite these shared origins, the two fields of study have since diverged considerably, with information literacy being positioned as one of several components of health literacy within health literature (HEE, 2021), and health literacy being positioned as a contextualised example of information literacy in Library and Information Science (Lloyd, Bonner & Dawson Rose, 2014, p.208). There is additionally little overlap between research literature in each field, which has been critiqued for relying on narrow citation networks (Massey et al., 2017). These oversights constitute a missed opportunity, particularly given each field's sociocultural turn (e.g., Tuominen et al., 2005; Samerski, 2019).

This paper draws upon findings from a narrative literature review to present several key areas where information literacy research and practice could extend health literacy, and vice versa. Carried out as part of a series of projects examining the relationships between each field (Hicks, Inskip, Lloyd, Mckinney & Walton, in progress; Lloyd & Hicks, 2021), the review focuses on empirical and theoretical research that was identified through extensive searching of medical, social science and educational databases, as well as reference chaining and expert consultation. The goal of the paper is to suggest a research agenda that places health and information literacy in dialogue rather than in isolation from each other. This is particularly important given the renewed focus on social context within models and definitions of information literacy (Hicks & Lloyd, 2021). Findings from this study will be of interest to researchers and practitioners interested in sociocultural approaches to practice as well as information literacy within health and everyday contexts.

Introducing information literacy at the House of Commons

Anne-Lise Harding

The House of Commons performs the key role of holding the UK Government to account through scrutiny.

This role is carried out through various means; one of the most central being Select Committees. Select Committees examine "the work of government departments and continue working throughout a whole parliament" (UK Parliament, 2020).

In 2019, the Senior Liaison Librarian role was created to encourage the sharing of good practice between Select Committees and the House of Commons Library principally through the development of targeted Information Literacy skills training.

The presenter will share the development of an Information Literacy framework aimed at highly skilled researchers through an Equality, Diversity and Inclusion (EDI) lens.

EDI "ensures fair treatment and opportunity for all. It aims to eradicate prejudice and discrimination on the basis of […] protected characteristics" (University of Edinburgh, 2021). Within institutions and workplaces, EDI is generally addressed centrally, through policies and training. By putting EDI at the heart of Information Literacy; a holistic approach is achieved.

This short presentation will cover key aspects of the project including:

- Parliamentary scrutiny, the role and nature of Parliamentary research
- Modules of the Information Literacy EDI programme
- Buy-in, development through a peer-review and peer-engagement scheme
- Applicability beyond Parliament.

In this short presentation, participants can expect to learn more about the research functions of Parliament and taken through the steps of developing an Information Literacy program relevant to the core purpose of a workplace. Practical advice will be given on how to set up a peer-review scheme and include EDI in Information Literacy training in other sectors.

Parallel sessions 2

Inclusive teaching practices to improve the learning experience for neurodivergent learners: practical strategies from the perspective of a neurodivergent librarian

Maria King

Higher Education teaching has always held some challenges for disabled students, particularly neurodivergent students (Clouder et al., 2020). Neurodivergent is used in this context to represent any person whose brain is considered to be different to the assumed societal norm or majority (Cambridge Dictionary, n.d.), particularly in terms of how the brain learns, processes information, and allocates attention differently (Spaeth & Pearson 2021). Neurodivergence is an umbrella term that refers to people who have either a formal or self-diagnosis of a neurodevelopmental difference including, but not limited to, Autism, ADHD, Dyslexia, Dyspraxia, Dyscalculia, and Tourette's (Genius Within, 2021).

During the pandemic most teaching moved online which had a lot of benefits for neurodivergent learners (Brown & Melcher, 2021), as well as some extra/different challenges. Now that we are moving forward a lot of teaching practices are reverting back to the way they were before the pandemic, removing a lot of the benefits neurodivergent learners have experienced.

When we design learning from a student-focused perspective we often have an imagined or implied student in mind, based on our own experiences and frames of reference. Neurodivergent learners are likely to learn in different ways to a neurotypical learner, and so this workshop presented by a neurodivergent librarian, will give you an overview of some of the potential learning challenges of neurodivergent learners, as well as some of the potential strengths of neurodivergent people and how these can be best used to someone's advantage in a learning environment.

The workshop will use case studies from neurodivergent students and lived experience of the presenter, to generate discussion around changes you could make to your teaching practice in order to improve the learning environment for neurodivergent learners.

The workshop will provide some examples of teaching and other learning support

practices that are inclusive of neurodivergent learners, from the perspective of information literacy and other learning development related topic contexts. The workshop will also ask participants to consider which elements of their practice they may want to change or retain in order to improve the learning environment for neurodivergent learners.

JIL: Getting your writing groove back
Meg Westbury, Alison Hicks

The pandemic was, and continues to be, difficult for many people, often leaving little energy or desire for professional development. However, the pandemic was also a time when many people (re)connected with values important to them, such as social justice activism and efforts to strengthen community. Looking ahead as we emerge from -- and continue to cope with -- the pandemic, how can we as a professional community work creatively with both our exhaustion and inspiration to further information literacy research and practice?

In this workshop, the Editor in Chief and Manager Editor of the Journal of Information Literacy present and lead gentle and compassionate activities for sparking your writing and moving forward with writing projects (Buckley et al., 2021; Murray, 2014). We hope to dispel certain toxic myths about writing and encourage you to see 'writer's block' as opportunities for writing. You will have a chance to discuss concerns you have about writing and time to practice the suggested techniques. Along the way, we will encourage you to reflect on your priorities and passions about information literacy (and beyond) and how you can weave those into your writing.

Please bring a device or paper/pen to write with for this workshop.

Objectives:

- To understand that writing is thinking and that quality writing comes through revising and editing
- To understand the benefits of serial writing to help establish a cadence of writing (and not writing)
- To become familiar with techniques for freeing up your writing and confident with ones you already have
- To reconnect with and/or discover topics you are passionate about in the field of information literacy

Moving forward as one University: the impact of reshaping information and digital literacy to integrate with refreshed graduate attributes

Amy Haworth, Vicky Grant, Steve McIndoe, Rosa Sadler, Deborah Taylor

This presentation will disseminate the reflective evaluation and impact from a project to integrate the University of Sheffield's information and digital literacy (IDL) vision, strategy and offer, with a one university approach. We will report on how this project has enabled us to incorporate IDL within the university's new student skills reflective portfolio, 'mySkills'. We will also report on the impact of aligning IDL with language recognised and understood by students and on the challenges and successes of moving forward with an institutional collaboration against the backdrop of challenges posed by the global pandemic.

Our success in this area has consolidated learning from a participatory action research project which worked alongside students to identify and implement best practice in embedding IDL. This research remains in action and our presentation will reflect on the latest progress of a curriculum mapping project, designed using action research methodology, to embed library content and reading lists alongside the IDL offer. The aim of this work is to enable programme leads in the university to easily integrate library learning into their teaching design. Attendees will learn about the importance of having a well conceptualised information and digital literacy offer ready to integrate within the institution and how a collaborative and flexible approach is at the heart of succeeding with maximum impact.

Factors that impact the relevance of information literacy to college students: the kaleidoscope effect

Karen Kaufmann

Using relevance theory to investigate information literacy, this doctoral study investigated college students' relevance perceptions of information literacy. Using the lens of sociocognitive relevance, the study identifies what makes information literacy useful and meaningful to students when they apply information literacy competencies to complete an academic assignment. Certain factors were identified that make information literacy relevant to college students. These user-relevance factors of information literacy provide enhanced understandings of the metacognitive pathways which students experience as they journey toward crossing information literacy threshold concepts. The factors that impact the relevance of information literacy for college students fall into three categories: Uber, Key and Dimensional. There is one overarching "Uber" factor, nine Key factors and eleven Dimensional factors that are

perceived by college students to impact the relevance of information literacy to their academic work. This metacognitive mix of relevance factors perceived by college students and experienced in the application of information literacy competencies to complete assignments may be described as a kaleidoscope effect or experience. The student perceptions of how these factors of relevance impact their information literacy application to their work is identified as a metacognitive, intertwined and diffused relationship among all the factors- like a kaleidoscope. This relationship between the factors as a metacognitive kaleidoscope experience, both reflective and intertwined, will be discussed in this session.

The mixed-method study encompassed a pragmatic epistemological and methodological approach. Those attending this session will be introduced to both the methodology and the findings from the study. Although relevance is acknowledged as a fundamental cornerstone in the field of Information Science, at the same time, relevance seems to be a topic that continues to escape common understanding and agreement among Information Science researchers. Systems relevance is a more common researched topic however, user relevance is not so common for research studies in Information Science. The findings presented in this session can be used to improve pedagogy to impact student success and assess instruction efficacy, while also supporting higher education goals such as retention and completion. In addition, the findings may assist in pedagogical practices, assist in new approaches for the application of information literacy competencies in learning theories across disciplines, and informing higher education institutions for integration of information literacy competencies into curriculum to positively impact retention and graduation rates.

The kaleidoscope of factors that make information literacy relevant to college students provides new data surrounding user relevance of information literacy, both within and across academic disciplines, to the "Real World" information experiences of college students.

Changing signature pedagogies for information literacy
Andrew Walsh

This paper looks at the idea of Signature Pedagogies (Shulman, 2005) in respect to how librarians approach their teaching and their support of information literacy development. Signature pedagogies are normally seen as the characteristics of how professionals teach, which normally evolve during their initial professional education. In this case, however, we point towards conceptions of librarianship and information literacy as having a more direct and significant influence on library professionals than the pedagogies that were prevalent in their library schools.

We argue that models of librarianship and information literacy tended to produce pedagogies grounded within models (e.g. PKSB in the UK – CILIP, N.D.) that stress information organisation and management over and above any ideas of contextual information literacy development. This may influence librarians towards a positivist approach that envisages "correct" ways of organising and searching for information, together with encouraging mental models of information literacy development as being measurable and absolute. This contrasts with more recent models of information literacy (ACRL, 2016; CILIP, 2018) which have a more contextual, flexible approach to becoming information literate. The newer definitions could be shifting librarians towards a newer signature pedagogy grounded in the values and beliefs embedded in these definitions, which in turn influences the teaching approaches that may be taken.

This short paper discusses signature pedagogies, the beliefs and values that emerge from models of librarianship and information literacy, and how a new signature pedagogy may be emerging. This new signature pedagogy is influenced by some of the recent re-definitions of information literacy, a concept that librarians try to support through their teaching. It also uses an example of a recently developed "framework for teaching" within a university library, showing an approach to embedding shared values in order to help team members move towards such a pedagogy.

Looking for information literacy in the English National Curriculum and exam syllabi

Sarah Pavey

We know the addage that the more time you practice a skill the better you will become at it. Ericsson and Pool (2016) place more emphasis on "deliberate practice" in their book honing the skills you need into a discrete set of attainable practices. But how much opportunity do school students in England have for deliberate practice of the skills of information and digital literacy within the confines of their National Curriculum and the exam pathways they choose to take? What impact does this then have on transition to higher education and the workplace?

This paper presents the findings of an initial analysis of the content of the National Curriculum for England, the GCSE and A Level boards, the International Baccalaureate Diploma and the Scottish Advanced Highers by subject to see where opportunities for independent learning exist. It will show how the differences between these pathways impact on learning outcomes. The implications of these findings for transition to higher education will be discussed.

The content will be of interest to anyone working in a school environment or with

new undergraduates. The paper will highlight reasons why some students struggle to meet the expectations of the university curricula and how we, as librarians, might help to bridge the transition gap. For school librarians the paper will be useful to pinpoint opportunities for greater involvement in disemminating information literacy concepts within their community to both staff and students.

Although this paper will be based on the English National Curriculum it would be interesting to see if the situation is different elsewhere in the world and there will be an opportunity for discussion at the end where anyone working internationally would be very welcome to add input and give a different perspective.

The content of this talk also forms the basis of a chapter in a forthcoming book edited by Barbara Schultz-Jones and Diane Oberg due to be published in June 2022 by De Gruyter Saur called "Global Action on School Libraries: Models of Inquiry".

Reuse, recycle, repurpose - moving from a plagiarism guide to a sustainable good academic practice toolkit
Clare Trowell, Lynne Meehan

During the pandemic, 2020-21 the Cambridge Information Literacy Network (CILN) launched the online resource, the Good Academic Practice Toolkit.

We know that student plagiarism occurs for a variety of reasons, some examples are included in Doro's 2014 article such as, "finding the easy way out of an assignment, being under pressure to get good grades, facing time constraints, and receiving too demanding tasks". Working with the CILN framework we wanted to create a resource that would support learners with "Understanding the scholarly practices within their discipline, learners engage with relevant information, related workflows and develop strategies for handling information in all formats" CILN 2021. At the University of Cambridge there was an institutional shift towards good academic practice and we identified a need to provide a resource in this area. Through iterative design we moved our information literacy support around plagiarism awareness to the production of a toolkit that encourages good academic practice.

The paper will outline our innovative approach for Cambridge of creating a generic toolkit that can be applied in individual subject contexts and different levels of study, using summative, as well as formative assessment. This toolkit was the first of its kind at Cambridge and has since been followed with other generic resources that can be adapted for different contexts across the university. We reused, recycled and repurposed existing materials to create the new supportive online Good Academic Practice toolkit. Working through stages of review, implementation and testing, we

were able to make small but significant changes, to create a toolkit that emphasised good academic practice, included active learning elements, and could be used in successfully in subject-focused contexts.

We will share case studies of how the Good Academic Practice Toolkit was used in a range of disciplines and circumstances. We will demonstrate that innovation can be iterative and how we will continue with this iterative approach as we continue to grow and develop our own understanding of information literacy and critical pedagogy.

Through this presentation we will encourage attendees to reflect on their own resources, identifying opportunities for change and engaging with an iterative, reflective approach to the creation of new resources.

Turning a challenge into an opportunity: health literacy training for NHS knowledge and library staff
Catherine Mclaren, Joanne Naughton

In England, 43% adults struggle with words-based healthcare information and 61% struggle when numbers are added (Rowlands et al 2015). As part of Health Education England's Knowledge for Healthcare strategy, its national Health Literacy and Patient Information Workstream focuses on the development of health and digital literacy skills among NHS staff, learners, patients, and the public. By cascading training, the national team enables local NHS knowledge and library services to share techniques for better healthcare conversations.

In early 2020, Health Education England (HEE) were planning a national Health Literacy Awareness Day to launch a suite of learning materials ranging from a 15-minute induction to a one-day workshop and a one-hour health literacy session accredited by the Royal Society for Public Health, all designed for face-to-face delivery.

By March 2020, it became apparent that a national in person meeting was not feasible and we pivoted to run the event virtually. Consequently, we delivered our first virtual awareness session to around 100 people and learned some valuable lessons which we have since applied in our fully virtual training programme.

We will be sharing with you stories from the last 2 years of virtual health literacy training. We will look at what has gone well, what happens when things don't go to plan and what happens when it all goes wrong, how we managed these issues and overcame the challenges. We will share our lessons learnt and how we have developed these sessions in response to these experiences.

Finally, we will look at how HEE plans to move forward with health literacy training for knowledge and library staff. This will include how we plan to increase training capacity to meet current and future demands arising from the healthcare system and from partnerships developed through the National Health and Digital Literacy Partnership.

Teaching data visualization as a one-credit course

Tatiana Usova

The presentation will demonstrate how librarians can extend their current practice of teaching information literacy to the context of digital literacy and why it is important.

Computer advances have enabled visual data to become a powerful way of shaping how we see the world. It is therefore essential to empower students with the knowledge of how to use data visualization to highlight their research and to recognize when others manipulate data to promote their causes. Both information and digital literacy are essential to thrive in a digital society, and librarians can play a critical role in helping students gain these skills for their future success.

In 2019 two librarians from Georgetown University in Qatar developed a one-credit course: Introduction to Data Literacy and Data Visualization. The course aims to empower students with new skills: data retrieval, organization, and analysis as well as creating meaningful visualizations based on the nature of the data. In the presentation, we will examine the course's place within the larger framework of information literacy and explain the reasons of the library engagement with it. We will also discuss how we approached the development of the one-credit course, its structure, assignments, and the evaluation of its impact and results.

The session is appropriate for librarians interested in teaching beyond the Information Literacy framework. Participants will understand the value of data analysis and data visualization skills and see them as complementary to the information literacy competencies. We will also empower attendees with strategies to adapt the program at their own institutions.

Parallel sessions 3

Critical sustainability research workshop

Julia Flood, Billie Coxhead

Over the last year, Billie Coxhead, Materials and Products Co-ordinator, Julia Flood, and Beth Thompson subject librarians at University of the Arts London (UAL), have been developing a workshop for students and staff that focuses on researching objects and materials with sustainability as a central focus. We hope to share this with the wider information literacy community at LILAC, through a 60-minute workshop.

This workshop intends to demonstrate alternative perspectives in delivering information literacy instruction in an Arts educational environment. By encouraging observation, experience and reflection, all integral components of experiential learning (Smith, 2010), this workshop aims to demonstrate an approach to delivering information literacy training that approximates participants to a studio-based learning style (Appleton et al, 2017: 6.)

We will introduce object-based learning as an aspect of information literacy that allows participants to explore themes around sustainability, material narratives and histories through objects (as primary sources, Raynes & Heiser, 2019) brought to LILAC from UAL's Materials and Products Collection.

Our workshop will have three stages:

Introduction (15 minutes)
A brief introduction to our work in information literacy training and sustainability, contextualizing this in the Arts. We will talk about the pedagogical theories central to our workshop, such as transformative and experiential learning (Burns, 2013:166), fostering criticality (Freire, 1970) as well as compassion and inclusivity in learning (hooks, 1994). We will explain how through these pedagogies we are proposing new ways of learning about sustainability through object narratives (handling), discussion and collaboration.

Workshop (30 minutes)
We will ask participants to collaboratively engage in co-creating a sustainability-focused information 'landscape' (Appleton et al., 2017:7) by sharing critical narratives around objects and materials. The UN's "3 pillars" conceptual framework will provide the backdrop to a set of critical questions that will aid participants in their search for

print and digital resources (Brundtland, 1987).

In conjunction with the methods described above, we will use object-based learning techniques to examine the stories of objects from the Materials and Products Collections at UAL, actively using information literacy techniques such as keyword and query building to discuss and challenge our pre-conceived ideas about material narratives.

Learning outcomes

Thinking critically and building knowledge of sustainability by engaging with objects and materials.

Building a research vocabulary through object narratives; understanding the value of this vocabulary in relation to information seeking.

Discussion and reflection (15 minutes)

Finally, we will ask participants for feedback on the session. Comments and discussions that arise will inform our 'Critical Sustainability Literacy Toolkit'. This is a pedagogical aid we are creating for colleagues who wish to build sustainability into their information skills classes and tutorials. The Toolkit is the central focus of an academic project by Julia Flood, which hopes to gather a portfolio of pedagogical examples and interventions focusing on sustainability research that is accessible to Librarians at UAL and beyond and accompanied by session recordings and qualitative feedback from students.

Learning outcomes

Engage in collaborative discussion about pedagogical approaches.

Critical Sustainability literacy toolkit to share with information professionals and educators to use in teaching.

Maker literacy: connecting IL within the maker movement
Jessica Long, Jennifer Hicks

The concept of making is not a new one. Crafting, tinkering, inventing, and creating are all part of the human imagination and can be connected to both great advancements in the world as well as failed experiments. But failure is not a negative thing. It is part of the learning process, as are all elements of making. The question is, how do we connect the learning process of making with traditional information literacy?

According to the American Library Association, information literacy is "a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (ALA). But literacy doesn't just cover words. For over 7 years our library has been developing a makerspace as a place for students, faculty, and staff to flex their creative and making skills, learning how to use a wide variety of equipment and materials to make gifts for friends and family, connect with a community project or need, or build something for class. The first two elements of that list are often easier to relate to the existence of makerspaces in libraries, while the third can be a bigger challenge.

Initially, our makerspace consisted of a couple 3D printers that would be utilized for small novelty projects and the occasional class assignment within our geology and engineering technology departments. While small in number, these sessions provided us with a first look at maker literacy. As we interacted with students we found that the skills involved with 3D printing included knowing where to look for designs or what programs to use for creating objects. When an issue arose with the design or the item failed to print correctly, students took it upon themselves to help troubleshoot the software and the printer technology, once again, using information literacy connected skills for locating and evaluating needed information.

When discussing information, technology, or maker literacy, it all includes understanding how things work and how to use them. As our makerspace expanded from 3D printers to include a vinyl cutter, sewing machine, VR equipment, laser cutter, and more, we also expanded our outreach to faculty to see how we could connect the library and making to their course assignments. This naturally connected to our regular outreach for IL instruction sessions, providing us with a small but diverse group of faculty that were happy to pilot maker projects within their course.

This presentation will cover how to begin building connections with faculty, students, and staff between the library and making. We will discuss the evolution of our outreach and the successes and failures we had along the way. Attendees will learn how to develop maker programming and how to connect information, technology, and maker literacy to support the learning needs of students. The presenters will speak about the connection between making, failure, and information literacy, and show how they can give users the opportunity to learn from their mistakes and move forward to success.

Using theories of change to evaluate information literacy initiatives

Pamela Mckinney, Sheila Webber

Theory of Change (ToC) is a participative approach to evaluating the impact of projects, programmes and initiatives. Librarians and information professionals engaged in change processes, development projects and research studies can use ToC to generate evaluation data and articulate the impact of their activities, working closely with stakeholders such as students, academic staff, teachers and other professionals. The ToC process generates new understandings of how and why project successes have been achieved, and can form the basis of justifications for current and future funding. ToC has been widely used to evaluate the success and impact of projects in a variety of sectors (often community and public sector initiatives), and in educational development (Hart, Dierks-O'Brien & Powell, 2009) including Information Literacy initiatives (McKinney, 2014; McKinney, Jones & Turkington, 2011).

McKinney was part of the core team facilitating ToC evaluation of projects in the multi-million pound Centre for Inquiry Based Learning in the Arts and Social Sciences (CILASS) project (McKinney, 2014) and Webber was a stakeholder involved in two projects and a CILASS Academic Fellow. In the version of the ToC process used in CILASS projects, stakeholders are asked to identify the drivers for change in the current situation; the longer term impact they envisage the project will have; the intermediate outcomes that the project is expected to achieve; activities that would need to be undertaken to achieve outcomes and enabling factors and resources required to support the project (Hart, Dierks-O'Brien & Powell, 2009). Stakeholders collaboratively design a Theory of Change poster that defines key project indicators and develops a causal narrative between project activities and outcomes. A plan and evaluation framework is then developed from these indicators, and stakeholders design data collection instruments. Connell & Kubisch (1998) have identified that a good ToC should be plausible, doable and testable.

McKinney and Webber will bring their extensive experience of facilitating workshops, including previous workshops on ToC .

Objectives and outcomes for the Workshop
Objectives will be: (1) To explain ToC, its value and application (2) To enable participants to plan how they could use ToC to improve practice and impact.

By the end of the workshop participants will (1) understand what ToC involves; (2) have learnt the key steps in facilitating a ToC approach; and (3) will have identified

how ToC could be used in their own workplace

Workshop outline

There will be five portions: (1) A presentation describing ToC, identifying why it is useful, giving examples and outlining the steps in the ToC process. (2) Participants will, individually, identify a project, intervention, activity or class where ToC could be used. (3) Participants will form small groups, briefly explain each of their projects (etc.) and choose one per group to focus on. (4) The groups will use prompt questions to start drawing up a ToC poster for their chosen project. (5) Sharing of ideas, and questions.

The target audience is anyone who wishes to evaluate projects, programmes, curricula or other initiatives. This is an adaptation of a workshop first delivered at ECIL conference 2021, tailored for a LILAC audience who wish to pursue research and evaluation in their job roles.

Equipment should include presentation facilities, flipchart paper and pens.

Tailoring information literacy instruction using the information discernment diagnostic questionnaire
Geoff Walton

The underlying research presented here shows that using the Information Discernment Questionnaire as a diagnostic assessment will enable information literacy teachers identify the level of information discernment that learners present in class before embarking on their learning and teaching event. In so doing this will allow teachers and librarians to set varying levels of task for students rather than a one size fits all approach. Targeting those learners with low levels of information discernment with more tailored information literacy tasks will help avoid negative emotional responses in the classroom.

The theory of information discernment – how people make judgements about information - is based a range of studies e.g., Campbell et al (1960) Hepworth (2004), Bandura (2006), Walton & Hepworth (2013), Walton (2017), Trevors et al (2017), Walton et al (2018). Results from an ILG sponsored study (Walton et al 2021) confirmed that a person's level of information discernment reveals how they deal with information cognitively and respond to mis-information physiologically:

1. High information discerners are more curious, use multiple sources to verify information, are more likely to be sceptical about information on search engines such

as Google, do not regard the first results page as the most trustworthy information and recognise the importance of authority. Conversely, low information discerners are statistically significantly less likely to be aware of these issues and are generally dismissive of content put in front of them.

2. We also found that when presented with mis-information, higher levels of information discernment resulted in more positive heart, emotional, and concentration in responses, which all contribute to healthier stress responses.

These experimental observations, ie those exhibiting high levels of information discernment experience healthier physical and psychological responses, demonstrate that information discernment is a critical capability for all individuals to possess, especially when encountering mis-information.

Workshop

The workshop will be highly interactive with the majority of the time devoted to discussion and debate. In the workshop delegates will be given copies of the Information Discernment Diagnostic Questionnaire and the scoring framework.

Workshop learning outcomes

By the end of the session delegates will be able to:

- Describe information discernment
- Use the Questionnaire to determine learners' information discernment levels
- Use the questionnaire to inform their teaching practice

Community building in complex settings: exploration based on Swiss multi-library initiatives for gamifiers

Mathilde Panes, Laure Mellifluo

The small country of Switzerland doesn't lack of complexity: its cultural and language differences (German, French and Italian) can cause hardships in the process of community building among professionals.

The aim of our contribution is to explore the topic of community building, based on the example of two specific initiatives targeted at library professionals regarding the gamification of information literacy training.

These initiatives were conducted by AGIK (the "Working group on information literacy

in Swiss higher education institutions" association). First, in 2020, AGIK organized a workshop about learning through play and its applications to information literacy. The next year, the association facilitated a game jam around the new Swiss common discovery tool "swisscovery". About fifty librarians took part in these activities, which resulted in the production of a directory of examples of games from and for higher education libraries, a checklist of best practices for sharing games in Open Access, and three game prototypes that will be presented briefly.

This example will serve as a contextualization for the main part of the workshop, where participants will explore four topics that we experienced to be key in regard to building communities in complex settings, especially for communities dedicated to innovative information literacy practices. These topics are:

- Fostering creativity and innovation in information literacy training
- Ensuring the existence of a safe space where differences are treasured
- Enhancing collaboration to produce common tools and resources across librarians and libraries
- Planning for long term sustainability of communities and resources they created

Participants will dig into their own experiences to share their input. At the end of the workshop, the results of the discussions will be gathered and briefly presented. We will share the compiled output after the conference with anyone who is interested.

COVID and the copyright literacy community of practice

Chris Morrison, Jane Secker, Amanda Wakaruk, Celine Gareau-Brennan

During the COVID-19 pandemic, copyright and licensing issues were brought to the forefront in academic libraries around the world. Challenges included: how to provide remote access to printed collections, e-book licensing issues and concerns over using film and images in online teaching under copyright exceptions. One hope was that senior managers might recognise the need to address copyright issues at a more strategic level (Morrison and Secker 2020). Similarly, legal commentators suggested that the problems might highlight the opportunities and challenges offered by copyright exceptions alongside the move toward more open educational practices (Hudson and Wragg, 2020; Craig and Tarantino, 2020).

This workshop brings together copyright specialists from the UK and Canada to consider the future role of copyright in information literacy programmes.

The workshop will start with a discussion of the approaches taken to support the library and education community during the pandemic when addressing copyright issues. In the UK this involved a regular webinar series (Copyright and Online Learning in a Time of Uncertainty: https://copyrightliteracy.org/upcoming-events/webinars-copyright-and-online-learning/), creating a new special interest group (ALT, 2021) and providing training and support to the sector. An evaluation of the webinars that suggested they played an important role in building confidence in dealing with copyright queries amongst UK library colleagues. They helped some libraries launch new services for users and better understand the nature of risk in relation to copyright.

However, copyright anxiety or 'chill' (Wakaruk et al, 2021) remains a documented and real problem in the library and cultural heritage sector. We consider what more the community needs to develop copyright literacy amongst our profession and to support our users. Copyright has long been perceived as a barrier to teaching and learning, and treated as a niche subject as part of information literacy programmes.

We will reflect on our experiences of developing the copyright community of practice during the pandemic. We suggest much has been done to accelerate a broader interpretation of copyright exceptions in higher education. We also consider the lessons learnt during this time and what this means for the place of copyright in information literacy teaching in the future. However, the workshop will be an opportunity to collect feedback from the wider information literacy community about how to engage library colleagues with copyright issues, how to tackle 'copyright anxiety' and strategies for the future.

Information literacy and the transition to university education. Reflections and initial findings from Lancaster University

Paul Newnham

This presentation will reflect upon initial findings drawn from an empirical research project focusing on information literacy and young people's transition to University education. The research project explores students' experience of transition to University in relation to: (a) their understanding of what constitutes information literacy and critical thinking; and (b) their experience of learning about and using information literacy skills. The project examines these themes in two stages. First, it analyses them in relation to students in a sixth form college in the North West of England who are planning to go to university and, second, it explores them in relation to first year undergraduate students at a University, also in the North West region. Data is being collected through focus groups with both cohorts of students, and also through interviews with sixth form college tutors and university lecturers who have

responsibility for teaching those students.

This dual approach offers insights into the process of educational transition, providing a snapshot of both sixth form students' experience and first year University students' experience, and of staff perspectives on teaching students to engage with information critically. There has been significant academic and policy interest in young people's experience of transition to University (Shannon, Reilly and Bates, 2019; Wagg and McKinney, 2020) and in identifying gaps in students' understanding and skills. The period of transition to university can be unsettling, and students who are not adequately supported in academic, as well as other pastoral, terms may struggle, lose confidence or drop out (and these outcomes are strongly associated with social background such as class and ethnicity). This project adds to this literature by focusing specifically on information literacy and its relationship to critical thinking. It provides a grounding from which Libraries may consider what innovative forms of teaching and engagement they can offer in supporting students' transition to University.

Teaching how to structure literature reviews via 1990s movies

Kirsty Thomson

Librarians regularly teach students how to locate academic journal articles, but what do the students do next? How does a student turn a collection of journal articles into a well-structured cohesive literature review? Conversations with students showed that they were unclear and anxious about this important part of their assignments, so a fun interactive activity was developed, using popular movies as a tool for thinking about how to structure academic literature reviews.

This workshop will demonstrate an activity using 1990s movies as a metaphor for journal articles. Instead of assigning journal articles to read before class, movies that are often on TV and have widely known plots are used in a discussion of themes and summaries. Experience has shown that films from the 1990s such as Jurassic Park tend to be part of popular culture and most groups contain students who are happy to describe the plots of these older films. Using movies instead of assigned reading also avoids the difficulties of having to teach students who have not done the required class preparation.

Workshop participants will work in small groups, summarising films and identifying themes. This work will then be used in a discussion, where we look at how to use themes to structure a literature review. Parallels will be drawn between comments about the films and academic publishing. Some examples from students' work will

be shared, and we will discuss creating a positive light-hearted atmosphere in class while still meeting the learning outcomes.

The 'structuring literature reviews' activity takes around 20-25 minutes, and is usually embedded within a longer one-shot session that covers finding journal articles and using reference management software. With student groups, we also discuss how writing their own summaries creates a solid base for a literature review and can help reduce feelings of being overwhelmed by a large amount of material. It is hoped that these activities will encourage students to read and reflect during their literature search, and assist with incorporating reading into their assignments.

Student learning outcomes:

- Awareness that spending time reflecting on reading (by identifying themes and writing summaries) makes it easier to write literature reviews.
- Understanding that literature reviews should be structured around themes, rather than being a list of articles read.
- New techniques for outlining their literature reviews.

Sharing information literacy concepts through sound: sounding the radical catalog

Amanda Belantara, Emily Drabinski

An aural investigation of the socio-historic construction of library practices, Sounding the Radical Catalog amplifies the oft-invisible work of catalogers and archivists. As these workers order the bibliographic universe piece by piece, they implement--or resist--dominant ways of understanding the world. Sounding the Radical Catalog captures the complexities of cataloging; sharing the voices of activist librarians, who through their practice challenge the narrow articulation of gender, sex, identity, class and the colonialist visions embedded in library classification schemes. In hearing the inner dialogue and working processes of catalogers, listeners contemplate the power and authority that catalogers and other librarians have: to choose what gets collected, how it will be described, what merits detailed description and what doesn't and the impact this has on how we come to find and understand the information libraries present. In recording with catalogers at work, we investigate the power and constraints within cataloging, the tensions and sticky issues in thinking through how to make the world's knowledge accessible for generations to come while facing limitations of language, time, staff and budget.

Information literacy instruction offers a particularly fertile context for sharing this sound piece. Part of our role as critical teachers is to introduce students to the production, dissemination, preservation, and facilitated access to information

that library workers make possible. For students familiar with retrieving answers to queries in Google and other search engines, this introduction to knowledge as organized according to the particular perspectives represented in cataloging decisions made by real people is a potentially transformative one. When we understand that ideological and political viewpoints structure what is possible to retrieve from information systems, we can think in new ways about the knowledge we ourselves seek to make in the world.

Teaching this critical concept is difficult, especially with students whose way of seeing the world is well represented by dominant cataloging and classification structures. Didactic approaches are insufficient--simply telling people that knowledge is organized through ideology is complicated to understand, and the stakes can be difficult to explain. This audio piece serves as a kind of primary source for our students, introducing an important information literacy concept in an engaging way that makes clear in a short few minutes that decisions about order and description determine the information worlds our students navigate.

The development of students as information literate individuals: results from an 86% complete PhD in information literacy

Ellen Nierenberg, Tove I Dahl

Students change in transformative ways, also in how they search for, evaluate, and use information – core skills of information literacy (IL). How can we capture students' development as information literate individuals?

IL can be assessed in many ways, including with tests to measure knowledge (know), tasks to measure skills (do), and surveys or interviews to measure attitudes (feel). However, few studies capture the complex interactions among what students know, do, and feel. With our newly designed tools, we examine IL change in a more holistic way. Our research consists of four studies that were informed by theories of IL, interest, transformative learning, and identity:

Study 1 (Nierenberg et al., 2021) addressed the need for more freely available, valid, and reliable tools to assess IL (Hollis, 2018). We developed the Tromsø Information Literacy Test (TILT) to measure knowledge and two assignment-based tasks to measure students' evaluation and use of sources in practice. The tools exhibited evidence of validity and reliability, including temporal consistency, interrater reliability, and construct validity. We then examined correlations between knowing and doing.

Study 2 (Dahl & Nierenberg, 2021) yielded a valid and reliable interest measure, with 7 subscales, enabling us to validate Hidi and Renninger's (2006) Four-Phase Model of Interest Development and provide insight into students' identity as information literate individuals. The tools developed in studies 1 and 2 comprise the Tromsø Information Literacy Suite (TROILS). It is freely available for others to use, including IL practitioners wishing to assess student learning with pre- and post-tests or assignments.

Study 3 (Nierenberg & Dahl, 2021) used these tools to assess students' estimations of their IL levels and their actual scores on the IL test. In line with previous research (Mahmood, 2016), we found that low-performing students over-estimated, and high-performing students underestimated, their IL abilities.

Study 4 examined students' developmental trajectories as information literate individuals, based on the above measures and interviews to deepen our understanding from studies 1-3. Key questions were: How may IL learning develop over time, and is it associated with interest? How might identity as an information literate person change during higher education? Does transformative learning – a perspective transformation after critically assessing one's previous assumptions (Hooper & Scharf, 2017) – occur? We've learned that students' identities of themselves as information literate individuals does increase, sometimes in transformative ways that they see as having value beyond their student lives. More data is being collected and new findings will be shared. We expect that those who are interested in being or becoming information literate will show greater IL growth in what they know and do, and, in interviews, describe those changes in more sophisticated (transformative) ways.

A longitudinal study, following a cohort of psychology students over their 3-year bachelor study, is also in progress. By developing an understanding of the how what students know, do, and feel interrelate, we may better design more strategic IL learning tools to support their growth in a timely manner during their 3 years of undergraduate studies.

Parallels session 4

Critical global citizenship in and out of the classroom: incorporating community-based global learning and cross-cultural information literacy in an undergraduate course

Michael Courtney

Community-Based Global Learning (CBGL) as defined by Hartman, Kiely, Boettcher, and Friedrichs, is "a community-driven learning and/or service experience that employs structured, critically reflective practice to better understand global citizenship, positionality, power, structure, and social responsibility in global context."* This presentation will explore a collaborative effort between an academic librarian and teaching faculty member at a large research university to incorporate CBGL and cross-cultural information literacy within a service learning-based course – connecting pedagogical theory and practice by enjoining the core service learning components of reciprocity, civic education, and reflection in meaningful assignments and learning experiences – to reimagine and reenergize the course's disciplinary components and assignments.

We define cross-cultural information literacy using an anthropological frame: enabling students to connect and transcend cultures in both study and action by developing a cross-cultural perspective – that is, the ability to see people, problems, issues, and solutions from various cultural orientations, as well as respect for the human rights and ways of life of individuals and groups, and the ability to interact meaningfully with people of diverse cultures. Through information literacy integration methods, we have developed a reimagined and revised curriculum that reinforces the significance of becoming aware of and taking into account one's own cultural expectations, perspectives, and interaction patterns.

EDUC-L295/L296 (Literacy and Leadership in Rwanda) is an existing course that prepares students for an international summer service-learning trip to work with an English summer literacy camp at a rural primary school in Kinigi, Rwanda. L295 examines the history of service and service ethics; Rwandan history, culture, and politics; cross-cultural language literacy; and, pedagogical theory and praxis training for camp instructors. It also serves, more broadly, as an introduction to Rwandan culture. Successful completion of L295 is followed by a month-long service trip (L296) that takes place during the summer term.

Our efforts to realign this course with the ACRL Framework for Information Literacy

for Higher Education have strengthened its overall impact on student learning and directly align with core campus priorities. By developing meaningful assignments, activities, and course readings that enable a cross-cultural perspective – allowing students to see people, problems, issues, and solutions from various cultural orientations, as well as respect for the human rights and ways of life of individuals and groups, and the ability to interact meaningfully with people of diverse cultures – we have developed a revised curriculum that reinforces the significance of becoming cross-culturally literate as well as ethically engaged.

Serving and supporting students as whole people: leisure reading for information literacy, lifelong learning, and mental and emotional well-being

Elizabeth Brookbank

This presentation will share the results of a qualitative research study in which nearly 100 university students in the US and UK were interviewed about their leisure reading habits. The academic and information literacy benefits of self-directed, voluntary reading (i.e. leisure reading) are well established—including a positive impact on critical thinking and, of course, reading and writing skills, in addition to academic achievement and student success overall (Gallik, 1999; Kelly et al., 2009; Krashen, 2004; MacAdam, 1995). More recently, leisure reading has also been shown to reduce stress and aid in the emotional and mental well-being of students through the fostering of creativity, which in turns leads to a tendency to re-frame negative thoughts (Brookbank, Davis, Harlan, 2018; Gelade, 2002; Hurst, 2017; Kelly, 2005; Wycoff, 2003). These mental and emotional benefits are more important now than ever before. Even before the COVID-19 pandemic, research showed that university students have higher rates of psychological distress than the general population—a phenomenon that has been exacerbated by the stresses of a global pandemic and the pressures of adapting to the rapid switch to remote learning and resulting increased isolation (Eskin et al., 2016; Stallman, 2010; Ward-Griffin et al., 2018). Not to mention the sometimes-haphazard return to in-person learning in 2021 with the pandemic still ongoing.

At the same time, many in the media and academia suggest that university students, especially traditionally-aged young adult students, just aren't reading for leisure anymore—whether because of digital distractions, lack of interest, or lack of time— and are thus missing out on all these benefits. But is this true? The data from this study shows that a majority of university students do in fact read for pleasure, and some also link their leisure reading to their mental well-being, ability to cope with stress, and even their ability to handle mental and social challenges such as ADHD, Autism, depression, loneliness, and bullying.

Leisure reading is an integral component of the theory and practice of information literacy when defined under the holistic model of critical librarianship. This model asserts information literacy is more than simply teaching students to conduct research for university assignments, but rather that it is about creating lifelong learners and preparing students to be curious, responsible, informed citizens outside of the narrow academic experience (Critten and Stanfield, 2016). To achieve this goal, academic libraries must support students as whole people—not solely as learners.

Given this, how can libraries best support and encourage interest in leisure reading and all the attending benefits to information literacy skills, academic achievement, and personal well-being that it offers? Is it enough to create a leisure collection in your university library and hope interested students find it? (Spoiler alert: No!)

The results of this study suggest there is much more that libraries can and should do to serve students' leisure reading needs and encourage their development as lifelong, information literate learners and well-balanced people. These results will be shared, along with insight into what students read for leisure, why reading is important to them, how they decide what to read for leisure, and what they want from their university library when it comes to promoting and encouraging their leisure reading habits.

Catapulted by COVID: hitting new information literacy targets at the University of Edinburgh

Christine Love-Rodgers, Sarah Louise McDonald

The University of Edinburgh is a large and complex organisation where the teaching of academic, digital and information literacy skills is undertaken by several stakeholders including academic units, the Institute for Academic Development, the Student Induction Team, Digital Skills Team and the Library. COVID-19 created a key change in strategic priorities and a new opportunity to develop co-ordinated support for student transition into a hybrid learning environment.

As part of a new suite of short online transition courses, the Academic Support Librarian team developed an online information literacy course, LibSmart, at speed between May and September 2020. The aim was to ensure that every student would be digitally capable in using online library resources for their study and research, written for SCQF level 8. Our choice of learning technologies, including a reflective journal and discussion boards, supported our approach to student engagement, using the principles outlined by Howson (2014). Our choice of content was based on the development of an Information Literacy Framework, which aligned to the Digital

Skills Framework used by the University, and was refined by using a 'Library' lens which focused on our key library systems. The course was designed for any student regardless of discipline in order to ensure equity of access, but to overcome the lack of appeal that generic skills courses can have for students we designed in options for exploring a student's own subject pathway.

COVID-19 created a new imperative for our students to engage with online library resources and for our academic staff to support skills development for that engagement. Building on the success of the initial LibSmart course, we were then able to propose a second, higher level, information literacy course, which we developed between February and September 2021 and has been welcomed in the context of wider curriculum reform within the University. This modular and interdisciplinary course allows students to select from a portfolio of courses including health, legal, data and Special Collections literacies to earn digital badges in their choice of information literacy topics. Early successes in the promotion of this second iteration of the course has gathered support from staff across the University and has already led to discussions of a third, credit bearing version which will build on the positive engagement of the first two stages.

This presentation will cover how we planned and built the online course, lessons learned along the way, and evaluation of usage of LibSmart over the period since its launch. We'll also share what the impact has been on our synchronous information literacy teaching and how this has affected our interactions with students and staff across the institution. The paper will be of interest to those reflecting on the pivot to online learning post COVID in a large HE institution, and on strategies for levering academic engagement with academic skills courses.

The power of collaging in unlocking research topics

James Soderman

Join this interactive and hands-on workshop centring on an innovative collaging exercise, which I offer to PHD students. I will share the methodology behind the exercise, my experience facilitating the sessions both online and in person, and share feedback from the students. You will also have an opportunity to trial the exercise yourself.

The collaging exercise encourages participants to identify the main concepts within the individual research topics through the selection and examination of a series of diverse images made available through popular printed media. It helps participants to carefully consider the images they have selected; realising the personal significance of selected images with regard to their research topics. Enabling and increasing participants' focus and understanding of individual research topics and interests,

for themselves and when communicating with others about their research topics. The exercise aims to refresh participants' personal interest in their research topics through engaging with this process.

The collaging exercise saw its inception in a brainstorming session at Queen Mary. It is a corner stone of a longer session: "Visualise it!". I developed "Visualise it!" after being inspired by the work of De Montford University(1). The session covers skills and methods stretching beyond the traditional scope of information literacy (finding, using and evaluating information), and give the participants tools to visually explore their topics through four distinct exercises (two borrowed from De Montford).

Find out why our students wrote: "We get a better understanding of our research via the visualised way proposed during the session" and "The collage was a very welcome exercise to remember why the subject is of interest in the first place and right for you. To think AROUND the topic."

A wolf in sheep's clothing: genre blurring and Fake News
Kathleen Phillps, Joel Burkholder

Many approaches to fake news identification follow the flawed CRAAP paradigm of source evaluation, asking students to identify formal features (e.g., ALL CAPS, questionable URLs, anonymous bylines, etc.) that supposedly signal a story's falsehoods. But they often fail to explore fully the motivations for why fake news appropriates the conventions and epistemic authority of real news genres to overcome barriers to credulity. The genres of real news still carry with them an expectation of authority and accuracy, despite distrust in the mainstream media.

Fake news uses bias as a rhetorical device, a persuasive technique, to take advantage of an audience's preexisting beliefs. They must convince an audience-- if only briefly--that their false claims are true. Blurring boundaries between genres helps them achieve that goal. To explore the intentionality inherent in the construction of these acts, this presentation will analyze the phenomenon from a rhetorical perspective. For fake news, the standards and ethics of journalism are liabilities. Conventions, therefore, are borrowed for their appearance rather than their function. Persuading through emotions rather than reasoned arguments, these kinds of sources use bias as a rhetorical device, or a persuasive technique, to take advantage of an audience's preexisting beliefs. Fake news, however, is just one element in a polluted information ecosystem.

This kind of masquerade occurs in many other types of disinformation, such as junk science, conspiracy theories, hoaxes, and propaganda. It confuses the process of

not only identifying and evaluating sources that are designed to deceive but also the process of selecting reliable evidence that supports claims. Students need a framework to understand how all these acts construct false claims in an effort to persuade audiences to perpetuate false narratives.

Complicating the evaluation process, are the heuristics people use to judge the credibility and believability of information. Derived from acculturation and previous experience, heuristics are the habitual mental shortcuts that aid people in making decisions in a complex world. Heuristics can be useful but can also lead to errors in judgment, such as when disinformation hijacks those heuristics by borrowing the conventions of news.

IF I APPLY, a source evaluation tool that identifies implicit and explicit biases, is useful in reflecting upon these problematic heuristics. Used in instruction where confirmation biases can heavily skew the selection, evaluation, and use of information, this method provides a framework to guide users through a potentially uncomfortable process.

Through interactive exercises, participants in this workshop will learn how fake news uses bias in constructing false claims to persuade audiences. They will also identify heuristics that influence the way individuals in general, and themselves in particular, make decisions. And, using the IF I APPLY method, they will examine how heuristics impact the process of selecting reliable evidence. All of this will help participants reflect on their own understanding and approaches to confirmation bias and incorporate it into their instruction.

What is digital literacy? Analysing the changing perceptions amongst Primary School Teachers in North-East England in an international crisis

Sophie Middleton

We are living in a society which is becoming increasingly reliant on technology and the internet; the world has become digital (Deady, 2017). As the digital world evolves, teachers 'require a complex range of skills, knowledge and understanding' (Facer, 2009) to be considered 'digitally literate.' This has become more significant during the 2020 coronavirus lockdown (Tzifopoulos, M. 2020).' The issue with this expectation is that there is currently no agreed definition for the phrase 'digital literacy' and this study has shown that teachers are uncertain about the meaning of the phrase. As a result, teachers do not know what it is to be digitally literate. Hague and Payton (2010) suggest that to be digitally literate, teachers must be trained in the eight components of digital literacy: functional skills, e-safety, creativity, critical thinking and evaluation, cultural and social understanding, collaboration, the ability

to find and select information and effective communication, but these aren't identified in the Teachers' Standards. This qualitative study aims to find out about teachers' understanding of digital literacy, their own digital literacy skills and their access to and use of digital devices in the workplace. It also explores how these skills have changed in response to coronavirus. A sample selection of thirty Primary School teachers in North-East England, of different genders, ages, teaching experience and teaching age groups were interviewed to give an overview of the perceptions of digital literacy. The sample's diversity showed that the practicing of digital literacy skills was extremely varied across the North-East of England and remained so even after the requirement of these skills during the pandemic. Experiences with digital literacy depended on the `accessibility of devices, training and confidence in using these skills. This study shows how perceptions and the practice of digital literacy have changed as a result of coronavirus.

Self service or checkout confusion? Exploring independent information literacy learning methods and their effectiveness

Cathryn Peppard, Sibylla Parkhill, Alan Chalkley

'Self-service' or independent learning resources are a core part of most library services' information literacy (IL) offer. Theoretically they enable learners to access support at point of need and are intended to supplement, if not replace, taught IL sessions. Vygotsky's (1978) theory, the 'zone of proximal development', suggests that an individual's ability to achieve a certain task is based on already acquired learning. However, this is not a reflection of their capacity to learn, which can be enhanced through 'expert guidance' that prompts and elicits new understanding, forming learning (Vygotsky, 1978). With a third of our users accessing our services at times where staff are unavailable, we wanted to interrogate our assumptions about the role of self-service IL resources as a replacement for mediated or 'expert guidance'.

In this session we will present the findings from our recent user experience (UX) research, which examined the usefulness of self-service support in overcoming IL learning gaps when mediated support is unavailable. We will share how our findings have developed our understanding around the benefits and limitations of independent IL learning resources, as well as their effectiveness in developing IL skills in learners. Attendees will have the opportunity to actively reflect on their own perceptions and experiences of independent learning resources and consider how these experiences can relate to developing their own practices.

Using educational technology to convey complex Information Literacy topics: animating OSCOLA referencing and copyright

Stephen Penton

Videos are increasingly used to help deliver aspects of information literacy. The Information Literacy group from City, University of London has worked with City's Learning Enhancement and Development (LEaD) on two video projects that combine technologies to explain complex and less attractive concepts.

OSCOLA is a specific method of referencing used for legal writing. Law Librarians at City found that teaching this was time consuming due to its complexity. It was felt that a series of interactive video tutorials would help students to engage with the basics as well as reach distance learners.

Powtoon was used to make the video content. Research has shown that students find animation an engaging method of instruction (Poggiali, 2018). Additional technologies were used to host the videos (YouTube); make the interactive quizzes (H5P) and host the final tutorial (LibGuides).

After the tutorials were launched, OSCOLA enquiries became more complex and focused less on the basics, which is a better use of staff time. The videos have been well-received and well used (over 30 000 YouTube views between three tutorials) by City and external students. We therefore decided to build upon this approach to explain another intricate information concept.

We have developed a video tutorial to raise awareness of copyright in a user-friendly way. It demonstrates how to make copyrighted material available to students online and how to find and re-use images correctly. Making the animations ourselves and experimenting with additional functions of H5P has further increased skills within the Information Literacy group. This video is not on YouTube but is available from the Copyright Library Guide and has had 79 views over a year since being made available.

This presentation will show how technology has been used to explain difficult information literacy concepts in a clear and engaging way. The considerations necessary for the production of such videos and how problems encountered were addressed will be explained.

Supersize my session. Reflections on redesigning a small scale workshop for a large scale setting in-person and online

Chris Thorpe, Fiona Paterson

Being approached to design a brand-new embedded information literacy workshop in response to a significant failure rate and perceived skills gap within a cohort, represents an opportune moment for any librarian in a liaison role.

But being asked on the eve of Welcome Week to deliver the same activity again, only this time for quadruple the number of students, over twice the class duration, in just 3 weeks' time? For many, especially novice teachers, this would undoubtedly prove a daunting prospect: and that's before a global pandemic necessitates a sudden switch to remote learning.

This presentation will critically reflect upon efforts to meet such a challenge at City, University of London from October 2019 to today, offering an objective assessment of a teaching intervention's conception and execution in support of students and staff from the School of Health Sciences.

It will consider our approach to adapting a session originally designed for a group of no more than 12 students, to suit the needs of a nascent Foundation Degree cohort of 50+. It will focus on the challenges and risks associated with attempting to employ active learning pedagogies with increased participant numbers (Chalmers; Walsh and Inala), including rapid modification for the virtual classroom environment; plus, the importance of critical reflection in workshop planning and design.

Key themes include:
- The 'one-shot' approach within a pragmatic context (Junisbai, Lowe and Tagge)
- Physical/online learning spaces and their impact on pedagogy
- "Fun" as a precarious concept
- Developing performative confidence
- Utilising knowledge gained through CPD activities (i.e. attending LILAC)
- Relevance of an institutional IL policy and competency framework.

Attendees will be invited to provide feedback/comments in order to improve collective practice, with the ultimate goal of the session being to provide reassurance, hope and (ideally some) inspiration for colleagues by means of learning from our relative and honest (in)experience.

Parallel Sessions 5

Prioritising Inclusion and Equity in Information Literacy Scholarship: A Panel Conversation with the Editors of CIL and JIL

Jacqulyn Williams, Alison Hicks, Andrea Baer, Christopher Hollister, Meg Westbury

As editors for the journals Communications in Information Literacy (CIL) and the Journal of Information Literacy (JIL), the panelists recognise the important role they play in building inclusive and equitable practices in scholarly publishing, specifically in the scholarship on information literacy (IL). Recently, the editorial leadership of both CIL and JIL have committed to taking action to interrogate, reflect, and make public to their stakeholder communities the values that guide the work they do and the goals to which they aspire. The panelists, spanning three continents, acknowledge their roles as editorial leaders in perpetuating the systemic injustices and barriers that silence or exclude under-represented groups and ways of knowing that do not fit traditional models of scholarship. Bringing together two editorial teams to critically examine their editorial practices through the lens of diversity, equity, inclusion, and justice (DEIJ) will enable panelists and participants to expand ongoing conversations about the elision of race, disability, and gender from information literacy research and practice (e.g., Leung & López-McKnight, 2020; Pilerot & Lindberg, 2011; Rapchak, 2019) by interrogating the role that our editorial practices play in perpetuating and/or addressing these structural inequalities. At present, each editorial team is undertaking steps to explore, critically reflect, and assess their systems and structures in the interest of making IL research and practice more diverse, equitable, inclusive, and just. This is an ongoing and iterative process that requires time, care, learning, collective- and self-examination, and the development of trust amongst the members of each team. It also requires an understanding that there are no universal solutions because issues of DEIJ are always context dependent and require ongoing, critical reflection and reexamination.

The panelists will begin with an overview of infrastructural theory (i.e., that infrastructure is never ahistorical or apolitical) and its relevance to scholarly publishing, early steps to support DEIJ that the journals have taken, and ongoing questions that the editors are exploring. Panelists will subsequently invite session participants to engage in introspection and communal dialogue around injustices in scholarship and knowledge production in the field of IL, through discussion around questions each editorial team is asking and assumptions they are exploring, including those relating to labour, participation, people-centred systems, content,

representation, and voice. Attendees will gain a closer view into developments from CIL and JIL editors' DEIJ work; be invited to actively contribute to advancing these conversations as editors continue to push forward their respective DEIJ agendas; and have opportunities to reflect with peers on injustices, assumptions, and aspirations related to building more open and equitable scholarly ecosystems for information literacy research, practice, and scholarship.

Information literacy as activism: standing up to the academic e-book industry

Rachel Bickley

The key role of a librarian is the fostering of information literacy and critical thinking. However, librarians have been struggling to do this in regards to our own collection development practice and advocacy for the best possible access to information for students. This is partly due to funding issues, academic publishing practices, pressure from stake-holders and the urgency of the COVID crisis.

At a time when many libraries and print collections are inaccessible to staff and students, academic librarians trying to source digital content have all too frequently come up against a lack of availability, restrictive licences and prohibitive costs set by publishers. In desperation, we are increasingly signing up to unsustainable models that are not fit for purpose.

In its current state, the academic e-book publishing industry hinders research, accessibility, students' academic independence and lecturers' academic freedom to teach using the best and most appropriate resources. Academic Librarianship and publishers are at an impasse and negotiating actors have failed to achieve any solutions.

In turn, this lack of available resources impacts upon the development of information literacy amongst our student cohorts.

We cannot simply tell our users "it is not available to us" "we can't afford to provide that" The question should always be "and what are we going to do about it" The answer? - Activism.

We successfully used our skills to bring attention, outside of librarianship, to one of the biggest issues facing HE today with the intention of instigating change. We used our knowledge to shine a harsh light on the situation we face, communicating this complex issue to those outside of our sector in a way which allowed them to understand how it was impacting teaching and learning in our institutions. We wrote

an open letter to the Chair of the Education Select Committee calling for an enquiry into the industry. The letter attracted 2500 signatures in October 2020, including students, library staff, lecturers, Heads of Service, SUPC, the NUS and CILIP, highlighting the extent to which this is a problem throughout Higher Education in the UK. We have captured the attention of Times Higher and the BBC.

The aim of our presentation is to bring attention to the campaign, provide an update (lots will have changed by then) and discuss ways forward. We also want to prompt our audience to think about how information literacy and academic freedoms are being curtailed by the current publishing landscape and how our role should go beyond teaching students to evaluate information for assignments, towards communicating to those outside of the librarian community the issues and decision-making behind collection development, critically evaluating our own practice, and fighting for fair access to information to facilitate academic freedoms.

Mainstreaming information literacy: analysing Educational Preventing Violent Extremism programmes (EPVEs)

Geoff Walton

Educational preventing violent extremism (EPVE) programmes have little if any theoretical underpinning. Given their proliferation in anglophone jurisdictions and European countries, such an absence is not unexpected given the political sensitivities attached to them. These programmes remain an emerging policy area around which their legitimacy and efficacy is keenly debated. We argue for adopting theoretical principles drawn from information science research based upon information literacy models (specifically information discernment - ID) to provide a framework for the design and development of such programmes and against which their efficacy can be tested. ID identifies social context, psychology (including emotion), behaviour and information source factors as critical ingredients in a person's information literacy. This paper confirms the importance of considering a person's prior knowledge (a psychological factor) as critical in devising an EPVE programme. This Home Office funded work is the first to apply learning from information literacy to practice in furthering policy goals around countering radicalisation and extremism in the UK and other jurisdictions.

Methodology

The ID framework established by Walton et al (2021) underpinned a thematic secondary analysis of qualitative data (Wong et al., 2021) of the theory of change (TOC) models (Stein and Valters 2012) of a purposive sample of EPVE programmes delivered by UK Civic Society Organisations (CSOs) in England and Wales. In effect,

the framework, provides a checklist of factors for coding and analysis especially around worldview, epistemic beliefs and motivated reasoning. Worldview such as: preconceptions about extremism; confirmation bias, for instance political affiliations; epistemic beliefs such as whether a participant's view of knowledge is fact based and immutable or can be contradictory and subject to change; and motivated reasoning such as to what extent are participants already knowledgeable and how selective they are in using their knowledge.

Anonymised (denoted as A to E) summaries of the delivery models delivered by the five CSOs and one public authority and their target groups will be presented in the session. These programmes were primarily short (one to two hour) one-off interventions for primary and secondary school children, and parents. One-off sessions lasting from a few hours to a full day were developed for teachers, youth workers and social workers. An exception was one multi-session course targeted at Muslim carers of children.

Results

Accounting for what participants bring to the programmes and tailoring them to address this personal context was absent. Identifying and addressing the psychological dimensions of epistemic beliefs and confirmation bias which participants are likely to bring to the programme did not appear in any of the programme models. The motivated reasoning of participants was recognised solely in B and within the same programme the prior knowledge of participants was only weakly represented.

Conclusion

Prior work on ascertaining participants' context is imperative. All aspects of participants' cognition should be acknowledged and explored including recognising prior knowledge. ID could be used to transition EPVE programmes from being simply raising individuals' awareness of extremism and radicalisation to providing participants with the cognitive, behavioural and emotional tools to become empowered citizens.

The value of librarian -led information literacy lessons for higher education students in the further education college environment

Jo Lapham

The study took place over the Summer of 2021 for my dissertation on the University of Sheffield's MA Library and Information Services Management program. It

investigated the potential value of librarian-led information literacy lessons on Higher Education students studying in a Further Education college environment. Particular attention was paid to the students at the Penwith campus of Truro and Penwith College, in a remote, predominantly rural area of West Cornwall with its inherent problems.

The FE college environment differs from that of a university in structure and student population. The literature reveals a trend in the HE student body in these institutes as coming from less academic, more disadvantaged backgrounds than those of the general university population. The research looked at the typical students in this area and the problems of poverty and isolation in West Cornwall leading to lack of academic opportunity. This disadvantage follows them through their academic lives, including lack of support in the form of information literacy lessons they would be able to access in a university.

Library staff at other Plymouth Partnership Colleges were surveyed for comparison with local college practices. Results of the staff survey show that information literacy lessons within the college environment tend to be based around initial inductions with further whole class lessons a rarity, despite the consensus amongst library staff that information literacy is an essential element in the learning process and needs a greater emphasis within the college environment.

Students at Penwith College were surveyed to understand the population and their needs. Interviews with four students were then taken for more depth of understanding. Results of the student survey showed a confidence in information literacy skills along with an agreement that the skills taught at library induction are helpful. However, interviews tended to conflict these results, suggesting a misunderstanding of some of the survey questions. Among the interviewees there was uncertainty in many information literacy skills but help from librarians is regularly cited in helping to overcome these.

It was concluded that librarian-led information literacy lessons would be beneficial to the students as a regular part of the curriculum, helping them build on the skills introduced at the initial library induction. Additionally, a program of inductions for staff, similar to those taken by students at the start of term, would be advantageous in giving lecturers an idea of the resources available and the methods of using them.

This research has informed changes in information literacy offerings at the college, led by the library team. This includes the creation of lessons on referencing software and extra lessons on accessing University resources as refreshers throughout the year. This is something I hope to take further if we can get the support of the college senior management team.

There is a dearth of literature looking at information literacy for Higher Education students within Further Education colleges, so I believe this research is quite unusual and an important topic for discussion.

Educational design patterns: going beyond the classic information literacy concept

Anne Bagger, Lisbeth Ramsgaard, Henrik Tang

At this workshop, we shall try out a rapid design method for creating Educational Design Patterns (EDPs) within a so-called extended and updated information literacy concept.

We will draw on the experiences of the Danish national research and development project: "Students' Academic Digital Competencies" (STAK) in higher education. In the project, which lasted 2 years, five Danish educational libraries across the country and educational researchers from Aarhus University participated.

The aim of the STAK project (2019-2020) was to develop digital competencies among the library staff, to engage in participatory research design processes through desk research and "design collaboratoriums" (Bødker and Buur, 2000), and to create a model for designing EDPS (Goodyear, 2005).

On the basis of desk research (Caviglia, Francesco, et al., 2019; Donovan, Maria O. A, 2019) we connected the more traditional information literacy concept with an updated and extended information literacy concept into four core competency pillars: Digital collaboration literacy, digital information literacy, digital production literacy and digital safety/Responsibility literacy.

One of the important results of STAK was an Open Educational Resource (OER) knowledge-sharing platform consisting of EDPs created during the project. The aim was to support the development of students' academic digital competencies across higher education institutions and educational libraries: https://open-tdm.au.dk/blogs/stak/.

After having completed the project the involved libraries continue to implement both the methods and the developed EDPs in their respective contexts.

The concept of EDP covers a method used to capture best practices from educators and other experts, and disseminate these into concrete educational design patterns

and activities. These concrete EDPs are then systematized and described in such a way that it is possible for others to understand them and reuse them. As a product, EDPs can be described as a "how-to"-formula that you can transfer to your own teaching.

The aim of this workshop is:

- To try out a rapid collaborative and explorative method for the development of educational design patterns based on an EDP template that we modeled and worked with throughout the project.
- To work with EDPs and learning activities within the context of an extended and updated information literacy concept.

The intended learning outcomes are:

- Hands-on experience with educational design patterns as a didactic and participatory method for rapid educational development.
- An understanding of the extended information literacy concept
- New ways for libraries to collaborate on didactic designs that goes beyond the traditional information literacy concept.

Wikipedia, student activism and the Ivory Tower
Ewan McAndrew

Understanding how knowledge is created, curated and disseminated online is critical in supporting information literacy. Further, engaging with how digital technologies are shaping the information that people encounter is crucial to how we move forward.

"You and your students can dramatically affect the most popular and important reference work in the world." – Adrienne Wadewitz.

Reframing Wikipedia as a form of learning technology to engage with, rather than abstain from, has already proven to deliver authentic learning experiences for students at our institution. Now, as discussions on 'curriculum transformation' continue apace, we are trialing new ways to support students through also offering accreditation for the work they do outside the curriculum.

We know that many students are involved in activities alongside their studies such as

volunteering, part-time work, and getting involved in the University community.

To help these activities to stand out from the crowd, our University has worked with its Careers Service to establish an Award for "Digital Volunteering with Wikipedia" - a programme that wraps around these activities and allows students to get official recognition for their involvement and demonstrate their digital capabilities to employers. Fostering a culture where students feel empowered that they can improve awareness of how knowledge gets online locally and understanding of their disciplines globally.

It is a choice, after all. A choice to undertake this work. A choice and a culture we want to support. Wikipedia is the site that anyone can edit but too few do. Universities have privileged access to information and can choose to support and value this work: teaching good digital research habits which are relevant for their studies and a key component for graduate employability. And sharing important stories openly in the process.

This presentation will outline the work done and lessons learned from the Award's first year.

Past LILAC presentations:

- Wikipedia as a Teaching and Learning Environment – 1 hour masterclass at LILAC 2021
- Witchy Wikidata – Lightning talk on the Map of Accused Witches project at LILAC 2021.
- Professor Allison Littlejohn keynote at LILAC 2019 referenced the "Edinburgh editathon".
- Embedding Wikimedia in the Curriculum – long presentation with Academic Support Librarian Donna Watson at LILAC 2019.

Developing a systematic review search strategy through online and peer active review
John Woodcock, Jane Pothecary

This presentation offers a case study into the effective use of online technology to create an asynchronous course utilising peer and active learning at King's College London. Through 2020-21 we delivered four iterations of a six-week fully online course designed to support postgraduate taught and research students undertaking a Systematic Review in building and developing their search strategy. The fifth is

underway.

This is the first time this team has designed and delivered an entire course through the institution's VLE. We developed this course using Garrison's Community of Inquiry model (Bektashi, 2018) as inspiration. We found it well suited to developing complex, asynchronous distance learning.

The course is designed around small-group learning where Learning & Teaching Librarians, alongside Senior Library Assistants, support students working in peer groups. We encourage a social approach to completing a search strategy, where students engage with formative assessments through peer feedback and using published research. We initially recruited 30 students, increasing to 80 in March 2021.

Gather was introduced in the fourth iteration to provide a virtual drop-in space during the reading week. Selected after a review of case studies (Lee, 2020; Hartline & Vijayaraghavan, 2020; McClure & Williams, 2021; Totzke, 2021), it offers a synchronous space to support individual learning needs and community development.

Students were provided with forums with which to communicate with course conveners. Issues raised through this forum led to tangible changes in the course design both in real-time and the development process.

Students were sent an Impact Survey to explore how the learning has impacted their own Search Strategy's creation. They reported direct impact from the course on their immediate ability to develop their search strategies.

This presentation will be of interest to staff designing and delivering learning interventions and search strategy skills development in both HE and NHS contexts.

Leveraging information literacy: mapping the conceptual influence and appropriation of information literacy in other disciplinary landscapes

Charles Inskip, Alison Hicks, Annemaree Lloyd, Pam Mckinney, Geoff Walton

We consider the extent to which information literacy (IL) appears in academic literature outside the discipline of library and information studies (LIS). Members

of the Forum on Information Literacy will each present findings from an ongoing project to show how key IL terminology and concepts have been adopted within other research disciplines. Knowing how information literacy is understood outside LIS is vital in moving forward in our goal to extend IL research and practice beyond academic contexts and supporting inter-disciplinary partners.

While the original use of the term 'information literacy' was in a workplace context (Zurkowski, 1974), it has been adopted by library researchers and practitioners to the extent that it could now be considered a mature field within the discipline. Growing interest means that bibliometric analyses of large datasets of research publications have explored the makeup of information literacy literature in recent years, including analysis of authors, journals, and publications. However, few papers have qualitatively examined how IL "act[ing] as a catalyst for learning about context, its practices and processes" (Lloyd, 2010: 29), has been leveraged across disciplines, even as IL models and definitions have started to encompass a much broader view of contexts in which IL is a key attribute.

We examined five disciplinary landscapes: Higher Education, Management and Business, Public Health, Nursing, and Psychology to identify the presence and character of information literacy within the academic literature. Thorough searches of various databases were made to identify relevant literature, and the content of highly cited publications was analysed for appearances of information literature – in whatever form. This talk will present our findings and demonstrate the adoption and appropriation of information literacy in these landscapes. Deeper understanding of what 'information literacy' is within these disciplines will provide more opportunities for practitioners supporting these disciplines, and for interdisciplinary research. This will ultimately strengthen the discipline as it moves forward and flows across disciplinary boundaries.

Information literacy in Asia: the case at the Singapore Institute of Technology

Debby Wegener

If Asian students take a different approach to learning, should Information Literacy (IL) classes be tailored accordingly? Can the Singapore Institute of Technology (SIT), as a university of applied learning whose approach is rooted in the culture of Confucianism, even begin to teach the concept of critical thinking?

These are questions that were raised during an investigation into student engagement in learning. Not only does there seem to be a lack of consensus on the definition of student engagement, but the concept of Asian students in today's world

has become rather nebulous, especially in the Singapore context. The results of research by Chen and Sidhu (2015) on Engineering students, for example, are far more applicable in Singapore than papers that refer to Asian students as being rote learners. And then there is the concept of Singaporean "kiasuism" (kee-ah-soo-ism). Stemming from the competitiveness of some Asian cultures, this often misunderstood fear of losing out can impact both positively and negatively on learning (Bedford & Chua, 2018).

Students in Singapore are still influenced by the Confucian concept of "Losing Face", with shyness and embarrassment, for example, making them reluctant to speak up in class. From primary school through to polytechnic level, Confucian values drive the pedagogy to take a teacher-centered approach with a great deal of focus on examinations. Add to this mix kiasuism where students focus on themselves and what they can get, and engagement can fall so low that some students do not even attend the "compulsory" IL classes.

So how do the Library Staff approach IL at SIT? By using a basic information literacy framework with an applied learning pedagogy, and a great deal of enthusiasm. Enclothed cognition is taken into account (Adam & Galinsky, 2019), with jeans and the odd tattoo, as well as active, group, and peer learning. The Staff have used with great success, for example, virtual walls to display anonymous feedback, group work where students can present their findings together, and the occasional story of personal life experiences. The Staff have also found that synchronous eLearning seemed to turn everything upside down, moving the emphasis from the trainer to the slides, and from the group to the individual.

This paper will take an in-depth look at what the SIT Library does on the cognitive, emotional, behavioural, and social levels to encourage the students to have fun, get engaged, and absorb as much as they can in their pursuit of life-long learning. Delegates will gain a clearer understanding of how engagement does not only happen in the classroom, and suggestions will be offered on how to approach engagement, both online and off, in a way that fits in with individual teaching styles.

Parallel Sessions 6

Laying the foundation how faculty led IL instruction improves students success

Alexandra Hamlett

Information Literacy, or "research," skills are usually thought to be the purview of librarians, not disciplinary faculty. But a growing body of research (Farrel & Badke, 2015; Badke, 2012) indicates that students learn the research process best when it is taught in the context of a course or a discipline. Most importantly, when students know how knowledge is created and disseminated in their discipline, they are able to truly participate in the "scholarly conversation" as knowledge creators themselves. Unfortunately, faculty rarely address much less teach these skills in their classes. They might request the librarian for a drop-in session on databases. Or, at best, they might collaborate with the librarian on a particular class or assignment. But, in either scenario faculty depend on the librarian to do what should be part of their job. Moreover, they depend on the librarian to impart these skills when they have limited time with students—an impossible task. So, how do librarians push back? What can they do to ensure a campus culture of shared ownership of IL instruction?

During this session, an urban community college librarian will explain how two library colleagues strategically developed a curriculum enhancement project to incentivize and encourage faculty to co-own IL instruction on their campus. For the Spring 2018 semester, they selected four writing faculty to participate in the project, which required them to scaffold IL across the semester and teach these skills themselves, *on their own*. Before the semester started, the librarians reviewed the faculty's syllabi and assignments and made recommendations for better scaffolding of IL. The librarians then trained the faculty on pedagogical methods related to the specific competencies their course and assignments were addressing and also provided faculty with librarian-made, tailored lesson plans and assignments to support their instruction.

This presentation will describe how these strategies can be adapted to create a culture of "shared ownership of IL instruction" at other academic institutions. Namely, it will demonstrate ways to integrate ACRL's threshold concepts to frame conversations with faculty about IL and to create lesson plans that faculty will use. It will include qualitative data analyzed from samples of students' work and faculty feedback about their assignment and teaching experience. Practitioners will learn ways the librarians have adapted these practices to help develop embedded IL curriculum across the programs of study. By demonstrating how this approach has contributed and improved students' learning, the hope is to inspire attendees to

reevaluate their IL programming and consider this shared approach so that their instructional efforts maximize impact on student learning.

Dyslexia, creativity and information seeking: how can academic librarians acknowledge neurodiversity in their information literacy practice?

Lynne Beveridge

The temporary closure of UK university libraries during lockdowns in 2020 and 2021, meant many students had to rely solely on online information platforms to find the information they needed to complete their university work. Around 4% of the undergraduate population (HESA, 2021) in the UK has the cognitive "processing difference" dyslexia (Reid, 2008), with some universities reporting much higher numbers (10% reported in Newman University, 2020). It is arguable that online information-seeking may exacerbate some educational disadvantages for this demographic of student because online information-seeking activities involve many skills that may be problematic for undergraduate students with dyslexia; scan reading pages of results, accurate interpretation of online documents or the evaluation of multiple pieces of information simultaneously as examples.

The presenter's PhD project is investigating how dyslexia impacts upon the information-seeking behaviour of undergraduate students in the context of assignment preparation. Results reported thus far from the project (Cole, MacFarlane and Buchanan, 2016; Cole, MacFarlane and Makri, 2020) suggest that undergraduate students with dyslexia are facing barriers to their online information-seeking and that they are using creative ways to try and work around these barriers, albeit with inconsistent success. A framework of barriers and associated workarounds is currently under development and it is this framework that will form the basis for reflection on attendees current information literacy teaching content and approaches in the workshop.

Information literacy: elements of a maturing discipline

Clarence Maybee, Karen Kaufmann

This presentation will outline the efforts of an international group exploring the disciplinary nature of information literacy. This investigation builds on the work of information literacy researchers Webber and Johnston, who first identified information literacy as an emerging soft applied discipline in 1999. Since that time, information literacy has matured in information ecologies.

This presentation will outline the efforts of an international group exploring the

disciplinary nature of information literacy. This investigation builds on the work of information literacy researchers Webber and Johnston, who first identified information literacy as an emerging soft applied discipline in 1999. Since that time, information literacy has matured in the information ecosystem (Webber & Jonston, 2017). Drawing from the literature on disciplinarity (Biglan, 1973; O'Keefe, 1970) the research group is mapping activities of the information literacy community to elements associated with disciplinarity (ACRL, 2017; Chen, Wang, Tu & Lin, 2021; Faulkner & Ford-Baxter, 2021; Lloyd, 2012). Elements such as a Community of Scholars are identified by professional organizations, and conferences where scholars, teachers, researchers, faculty academic librarians, and others interested in information literacy meet, converse, and present research findings and methods. Another element is that of substantiating a Tradition of Inquiry, which explicates a timeline of maturation and history of literature, research, and related content. The element of demonstrating Standards & Frameworks codified by the Community of Scholars and the Tradition of Inquiry supports the maturation of the discipline. Standards and Frameworks have been adopted by professional organizations such as SCONUL, UNESCO, ACRL, IFLA, and others across the globe. The element of Pedagogies and Theories used in the discipline includes informed learning, active learning, and asset-based pedagogy, and theories of influence such as critical information literacy, threshold concepts, variation theory, relevance theory, and others that support worldwide information literacy communities of practice. The element of Modes of Inquiry - or the methodologies identified in the literature such as phenomenography, phenomenology, mixed methods, qualitative and quantitative methods verify the diverse ways that information literacy has been researched over the last twenty years. Acknowledging the Epistemological approaches - or ways of knowing - used when examining information literacy and published in the literature such as consciousness and the information experience also support the notion that information literacy is a discipline. (Bruce, 2000; Budd,2020). The disciplinary element and recognition of a Communications Network among scholars, researchers, and practitioners of information literacy at the International, national, regional organizations, sections, special interest groups, blogs, online communities, with iSchools, and other academic and information professional ethos. The Code of ethics that has also emerged in the last twenty years identifies related contexts such as social justice that addresses antiracism, social equity; the democratization of information which is a key component of the LIS tenets that are vital to information ethos and flow; Information use that addresses privacy, equitable access, sharing, and many legal ethical questions addressed both nationally and internationally and finally the notion of accessibility which has wide-ranging implications and related contextual, collegial and professional association.

The benefit of thinking about Information Literacy as a discipline draws together and organizes descriptions of scholarly activities of the information literacy community illuminating information literacy has matured as a soft applied discipline as a

global and inclusive by nature. This argument that information literacy has matured as a discipline, is supported by the elements outlined above. These elements of disciplinarity identify the ways in which information literacy as a discipline is situated across the globe and is recognized in other disciplines as a meta, intra, or transdisciplinary influence that supports and connects information literacy disciplinary elements independently and to other disciplines. The establishment of key characteristics of a discipline that have been recognized in scholarly and academic circles since the 1980s underpins answering the question, "How do the activities of the information literacy community fulfill the characteristics of a discipline? This question will be further explored and the elements proposed that support information literacy as a discipline will be discussed.

Presenters will engage attendees in a discussion of how recognizing information literacy as a discipline may change the nature of our work as librarians?

Designing information literacy materials using student voice - building self directed blended learning programme for lifelong learning students Institute of Technology Carlow

Breda Connell

The inspiration for this library / Teaching and Learning Centre collaboration came from the questions that off campus students asked in the face-to-face classroom during information literacy sessions with a librarian at the Institute of Technology Carlow during the 2019 – 2020 academic year. Students wanted to learn not only how to find the information that they needed for assignments and learning but also, they wanted to discover the deeper questions relating to information literacy, such as how to evaluate the research that they find and how to develop their own thoughts on a topic through reading the research of others.

Embedding the student voice in educational initiatives is a key factor in student success at higher education level (National Forum, 2019). Listening and responding to the student voice through the lived experiences of individual students as they used the online library resources was central to the success of this project. The design of the modules and the writing of the content were designed to try to answer the questions being raised by students.

This teaching and learning initiative involved the design and implementation of a self-directed blended learning information literacy programme aimed at students transitioning to higher education. This can be one of the most difficult times for a

student, as they experience numerous issues which might influence their decision to withdraw from their studies (Terenzini et al., 1994; Yorke, 1999; Tinto, 2002), it is therefore imperative that institutions do all they can to support students.

Funding for the development of the programme came from the National Forum for the enhancement of Teaching and Learning in Higher Education, Ireland.

The resultant programme has given students the opportunity to develop their literacy and information skills and empower them to improve their critical reading, writing and referencing skills from the beginning of their journey in higher education. Because all students learn at different paces, the programme is designed to be self-paced and self-directed. However, adopting a blended approach, it will also offer face-to-face and virtual sessions with students for those who may wish to attend a more formal learning session. The programme is available to all learners and on all campuses across the Institute and it can be embedded on course modules in the VLE. This open availability allows a flexible approach in terms of its dissemination and use. Additionally, the entire suite of modules is an Open Educational Resource and can be used by anyone anywhere. It is envisaged that, in the future, the programme could be tailored to suit other HEIs.

The original focus of the project was a very specific cohort of students, namely the off campus Lifelong Learning students. During the mid-stage of the design process, however, with all teaching and learning taking place off campus and online due to Covid restrictions, it was deemed necessary to broaden the scope of the project to encompass all students using the library and online library. The development of the modules was seen as being a key provision for all 2021 – 2022 Institute of Technology Carlow students. All content had to be designed with undergraduate and lifelong learning students in mind. The result is a comprehensive programme for all new students which provides supports for finding, evaluating and using academic information.

Several factors greatly influenced the delivery and the success of the project and central to these was the strength of the collaboration between the library and the Teaching and Learning Centre, the guidance and support provided by the National Forum, and those students who were at the centre of the initiative.

The evaluation of the project, through qualitative analysis of focus groups, is currently taking place and will be reported through the final reporting mechanism of the National Forum.

Evaluating the impact of LILAC through long term reflections and inspiration mapping, a workshop to generate ideas
Jess Haigh

Looking for ways of measuring or mapping impact of conference attendance on professional practice. This workshop will aim to come up with methods inspired by UX, creative pedagogy and reflective practice to record how events at conferences (from attendance at presentations to conversations and creations of communities of practice) practically influence and inspire practitioners.

The methods explored in this workshop will then go on to be developed as part of a long term research project, to map the information literacy community's inspiration(s) over the next 2-5 years. The goal of this work will be to create conferences that are truly valuable to the development of practice, that have both formal and informal learning moments, and that directly benefits their delegates and their workplaces/stakeholders.

Parallel Sessions 7

Students, academic reading and information literacy in a time of COVID
Jane Secker, Elizabeth Tilley, Diane Mizrachi, Genny Grim

Since the outbreak of the COVID-19 pandemic there has been a huge focus on ebooks in higher education and a high profile campaign was launched to highlight the ebook licensing problems with e-books. However this panel will explore the student perspective in using ebooks for their studies. The panel, composed of academic librarians, a lecturer and a student in higher education will discuss the user experience of reading and studying online since the pandemic.

Diane Mizrachi will present international data from the ARFIS study which started in 2015 collecting data on student attitudes to academic readings from over 21,000 students in 33 countries. (Mizrachi & Salaz, 2021). This research serves as background and context to the present topic.

Jane Secker will talk about the changes she has made to her own teaching in light of the pandemic, specifically around the expectations for students reading material online, and the impact on reading list recommendations.

Genny Grim will present findings of the Cambridge College Libraries Forum (CCLF) survey undertaken in July 2021 (Gleeson et al., 2021) on students' attitudes towards ebooks, which collected over 750 responses from University of Cambridge students. Students were asked about their general reading preferences, their use of ebooks in 2020-21 and asked to anticipate their reading choices in the future.

A student representative will outline their experiences of using ebooks.

Elizabeth Tilley will talk about the implications for Information Literacy and for library staff teaching Information Literacy sessions. With ebook provision providing increased flexibility in the learning process, and greater accessibility to content for students, how are library staff translating that into their teaching provision? In addition, the transition to independent research after the relative ease of access to ebooks provided in reading lists may be a potential issue affecting student resource discovery and critical evaluation IL skills at later stages..

The panel will invite questions and contributions from the audience and are keen to discuss:

The implications of the ARFIS research for academics creating reading lists and expectations around how students engage with primarily online readings
The implications for academic librarians teaching information literacy sessions to students

The student perspective on using ebooks for their studies including the advantages and disadvantages and any additional support they might need.

With this in mind the panel will encourage delegates to share their experiences of students' academic reading practices from their own institutions.

Please note:
Ideally we would like to run the panel as a hybrid panel with some presenters attending the LILAC conference and others joining the session remotely.

We intend to recruit a student to present at the panel, name yet to be confirmed.

What if no-one had information literacy skills?

Sarah Pavey

We live in the age of access to information like never before. Information Literacy is a difficult term for people to understand and it is mistakenly thought of anything to do with a library or even computer skills. The ILG redefined the term in 2018 and developed a definition which shows the importance to being a global citizen. Here we can see how IL impacts on every area of our existence and why there is now a push to extend IL into the community as well. But what would happen to society if these skills are not developed? This workshop will provide a discussion platform to delve into the 5 strands in depth and explore the long term implications. It will highlight why each part of this definition needs serious attention.

As an introduction the presenters will consider the UNESCO inclusion of information literacy as a human right. They will also look at predictions for future information growth and question how this will impact on society.

The workshop will provide opportunities for group discussion around the 5 strands looking at the necessity for these skills in depth and asking what the consequences for society would be if they were not attained.

Prompt cards will be given with the key points of the ILG 2018 definition for the strand and including prompts for discussion eg for Citizenship the prompts would be Social exclusion, Making uninformed assumptions,

Participation in democracy, Ethical journalism

Following group feedback scenarios will be offered for further discussion which consider statistics from the current situation within the strands. The workshop will end with a final plenary discussion.

The workshop will appeal to librarians from all sectors and through participation they may decide to run a similar workshop in their own institutions to initiate a discussion about the importance of information literacy.

The learning outcomes of this workshop will be:
- Understanding the long term impact of acquiring information literacy skills
- Knowledge of the skills gap we need to address for each strand of the definition
- Practical awareness of how this workshop could be used to generate deeper discussion around IL issues in your own institution.

Is hybrid here to stay? Developing flexible instruction that support community, inquiry and active learning

Lorna Dawes, Toni Anaya

It is important that you bring a laptop or a tablet to get the most from this session.

The Nebraska College Preparatory Academy (NCPA) is a four-year recruitment program at the University of Nebraska-Lincoln which begins during the first year of high school and aims to prepare first-generation and low-income students for college. UNL Librarians provide information literacy instruction and research support to the final year students from four high schools, through a three-day Intensive Research boot camp in the final summer and a series of research sessions and support during their senior year. The sessions lead the scholars through a research process and culminate in a capstone paper and presentation to teachers, friends and family.

This instruction is a unique integration of the university's Learning Management System, Canvas, the self-publishing software, Pressbook, Zoom, and Facebook. The Pressbook NCPA Research Guide (Anaya, Dawes & Simon, 2020) is divided into four information literacy modules with several embedded activities that are both integrative and standalone. This innovative approach allows the modules to be used in the synchronous zoom instruction sessions and in asynchronous self-paced learning. Each of the research guide lessons are embedded into a Canvas module and Canvas is used to communicate the class norms and assignment expectations. Zoom facilitates synchronous teaching, office visits and the final Capstone Presentations and discussions, together with Facebook, maintain the community culture and provide some of the structure that was lost from the in-person instruction.

This workshop will take participants through the development and future use of this information literacy instruction and Research Boot Camp. Through a series of activities and discussions, attendees will gain an understanding of how to pivot from face-to-face IL instruction to a hybrid remote learning experience. This maintains. a culture of community and inclusivity, while also supporting the self-paced individualized learning needed to accommodate the student's various schedules and new family commitments caused by a pandemic or other catastrophic events (Darling-Hammond & Hyler, 2020). Participants will be introduced to a pedagogy that integrates "Inclusive Excellence" (University of Nebraska, 2019) into the classroom using a variety of digital tools and engaging strategies to teach information literacy to students transitioning to university.

Learning Outcomes: Participants will learn how to seamlessly integrate several digital tools to develop an information literacy lesson that facilitates community and

supports a culture of inquiry. The lesson will be applicable to both synchronous and asynchronous teaching.

Exploring how university lecturers construct their knowledge of information and digital literacy and what that means for teaching in universities moving forward
Paul Cannon

Where attempts have been made to measure digital competence, the focus has been on students and based on small, unrepresentative samples (Connaway et al., 2017). Comparative work in university lecturers is in its infancy (Cannon, n.p.). Before we can assess the level of digital competence in university lecturers, we need to know how university lecturers construct their knowledge of information and digital literacy, something not yet explored in academic literature. How does this knowledge construction affect how universities develop lecturers to teach in increasingly digital and blended curricula (European Commission, 2020)?

A review of digital literacy frameworks by the New Media Consortium (Alexander et al., 2017) suggests there are no frameworks specifically focussed on university education and lecturers. What role do librarians have in developing digital literacy in lecturers and explaining the "complexities" between digital and information literacy (Feerrar, 2019) in framework development?

Utilising a contextual constructionism methodology (Nichols, 2015), my professional doctorate research began with multi-professional workshops with university lecturers, librarians, and learning technologists. Using an information literacy lens (Secker and Coonan, 2011), the three professional groups attempted to distil digital competence to those competencies relevant to university lecturers using three digital literacy frameworks as a foci (Beetham, 2017; Ferrari, 2013; SCONUL, 2016). This phase of the research illustrated a perspective not yet fully explored in frameworks or academic literature. The findings of the workshops, however, showed no consensus on the digital competencies relevant to lecturers.

To deepen my understanding of why there was no agreement, I undertook in-depth interviews with eight lecturers to explore how they construct their knowledge of information and digital literacy. Using a thematic analysis method (Braun and Clarke, 2006), I concluded that lecturer construction of digital competence is still at an embryonic stage. Most lecturers struggled with the language of digital competence and information literacy as described in frameworks.

My findings show that, as information literacy is a core element of our professional expertise (CILIP, n.d.), librarians have a unique opportunity to influence curriculum development by resolving the complexities of language in our definition of information literacy (CILIP, 2018). We can also consolidate our epistemological knowledge (Cannon, 2017) through such interventions. Equally, librarians need to work in multi-professional teams with learning technologists and lecturers to influence the digital environment of our universities (Roberts, 2006). We also need to expand our knowledge of pedagogies, not only to engage and develop understanding in lecturers, but to enable information and digital literacy to be taught as "higher order cognitive skills" (Courtney, 2013, p.44).

This presentation will provide an overview of the workshop phase of the research before detailing how lecturers construct their knowledge of information and digital literacy. I will expand on the above findings and explore additional themes from the interviews, giving attendees the opportunity to reflect on their own practices. I will point to possible practical solutions to how we librarians can develop digital competence in lecturers, and influence curriculum development and the digital environment of our educational institutions.

Are you a teaching librarian? How two 'imposters' grew a library help centre

Keith Brittle, Cory Newbigging

This paper outlines how a lack of teacher training and pedagogical knowledge need not be an obstacle to the development of a bespoke student-centred academic support service by documenting the development of the Library Help Centre in the National College of Ireland (NCI). Initially stemming from the identification of a need to provide additional support for a growing number of postgraduate and international students, the service grew from a part-time role to an award-winning stand-alone unit which is now recognised as one of the key student services in the college by students and staff alike. This topic will be of interest to any librarian where teaching is becoming an increasing part of their responsibilities and may be feeling a degree of 'imposter phenomenon' or to any librarian looking to start up or develop an additional academic support service with limited experience and limited resources.

'Imposter phenomenon' has been well documented in previous research; this can be summarised by feeling like a fraud, lacking legitimacy in your role and undervaluing your achievements and accomplishments (Lundstrom, Fagerheim and Van Geem, 2021; Barr-Walker et al., 2019; Martinez and Forrey, 2019; Hutchins and Rainbolt, 2017; Lacey and Parlette-Stewart, 2017). More and more librarians are teaching but how many of us perceive ourselves as teachers? (Azadbakht, 2021; Hays and Studebaker, 2019; Martinez and Forrey, 2019; Raju, 2017; Wheeler and McKinney, 2015). While formal teacher training and pedagogical knowledge are highlighted as

benefits in the literature (Wheeler and McKinney, 2015; Bewick and Corrall, 2010), as academic librarians' roles continue to evolve, it is important that our own perceived lack of 'teacher identity' does not hinder our ability to maximise support for our students. Sometimes it is enough to be "brave not perfect" (Chun, 2018) and if you are prepared "to say yes (to everything)…You never know where it could lead you" (Hare, 2016, p. 272).

This talk will outline the personal development of the speakers along with the development of the Library Help Centre in NCI which has grown from a part-time role in 2012 to a stand-alone unit within the library with its own brand and identity. Demand for the service has continued to increase and the Library Help Centre is now fundamentally involved in providing academic support for NCI courses throughout the college, becoming embedded as a means of assistance for both students and staff alike; this was recognised when we received the NCI President's Award for Contribution to Student Experience in 2019 and we were central in NCI winning Best Library Team at the Irish Education Awards in 2020.

This session will detail how speakers can overcome feelings of 'imposter phenomenon' and a lack of pedagogical knowledge and outline how a student-led bespoke service can be evolved to enhance and support student learning on limited resources through risk-taking, marketing, faculty collaboration and a commitment to provide a user-centred academic support service for all students. Delegates will be shown how a "brave before perfect" approach can help you better assume your 'teacher identity'.

Parallel Sessions 8

Perceptions of the 'find it out yourself method': developing self efficacy and students as tourists in academic communities of practice

Heather Lincoln, Tiffany Chiu

This presentation will discuss and present the key findings of a qualitative research project which investigates business students' perceptions of their lived experience and engagement as information literacy learners. There seems to be limited literature on this group of students, how practical and relevant they feel information literacy is, and how it fits into their overall university learning experience. A further focus of the project was to explore the effect that standalone information literacy sessions, often taught outside the core-curriculum, may have on learning experiences. A total of six focus groups with 14 business postgraduate students were conducted to explore students' beliefs, opinions, and shared experience (Savin-Baden & Howell Major,

2013). Thematic analysis was applied to analyse the focus group data.

One of the key findings was students' legitimate peripheral participation within an academic community of practice, as described by Lave and Wenger's (1991) theory. In this context, the analysis suggests that students are characteristic of 'tourists' within legitimate peripheral participation, being only visitors to the academic community, which is a foreign place to them, while their identities are largely unchanged by the experience (Fenton-O'Creevy et. al., 2014). These findings can contribute to our understanding of students' learning experiences, attitudes and engagement in information literacy learning in higher education. It appears to be the case that these business students are situated between the academic and workplace boundaries in what Hodson (2020) describes as a 'landscape of practice' across the different learning communities. This presentation will discuss students' differing information literacy learning experiences, when learning about business databases and the academic conventions of avoiding plagiarism, with a particular focus on their position as 'tourists' in legitimate peripheral participation.

The analysis also suggests that students observed a discrepancy between the level of tailored information literacy learning they expected at master's level and received. This was described by the participants, aware of the diverse student cohort, as characteristic of the British education system's 'find it out yourself method' which expects students to have high levels of self-efficacy to find information or ask for help when needed. This also relates to students' perceptions of standalone information literacy teaching sessions and whether these were fit for purpose. This paper will be of interest to those wanting further understanding of students' perceptions of information literacy learning in higher education. We will describe how some of the features of information literacy, such as business database searching and skills to avoid plagiarism, form part of students' academic community of practice. The pedagogical implications and recommendations from the research will be presented and may be of use to practitioners wishing to develop teaching practice for business postgraduate students.

Implementing the question formulation technique in a first-year composition course throughout the pandemic
Kevin Augustine, Jacqueline Hollcraft

Question formulation is a knowledge practice identified in the frame, Research as Inquiry, by the Association of College and Research Libraries to assist learners who are developing their information literate abilities. According to Scharf & Dera (2021), question formulation issues for college students involve a weak connection between having a question and doing research to only gather information to summarize; trouble isolating the main research question in studies and formulating

their own research questions; unable to develop a researchable question given their constraints; and faculty assuming students are knowledgeable about their field of study and able to find evidence in their discipline. As Hofer et al. (2019) state, " ...asking good questions is a skill that can be taught and improved in order to overcome typical feelings of dread, anxiety, and fear and tap the potential for exploration, wonder, and productivity."

In this presentation, I hope to share observations with implementing the Question Formulation Technique to assist first-year students in developing a method to enhance their question formulation, particularly from various modality standpoints due to the pandemic. The Question Formulation Technique, developed by Rothstein and Santana (2014), is an evidence-based strategy to stimulate various forms of thinking. Learners brainstorm questions, categorize questions either as open-ended or closed-ended, prioritize relevant questions, and reflect on their questions. This method provides academic librarians and educators with an intervention that attempts to address college students' question formulation issues.

I hope to share modality insights from the lesson plan, adapted from Transforming Information Literacy Instruction: Threshold Concepts in Theory and Practice, and the implications of the unit from my embedded librarianship research project with co-collaborator and English Department Lecturer, Jacqueline Hollcraft.

Outcomes for attendees include exposure to question formulation as an important aspect to information literacy and the Question Formulation Technique; insights into the implementation of a co-curricular developed lesson plan based on embedded librarianship and an approach to first-year students' research process through threshold concepts; and observations from implementing this lesson plan in various modalities (in-person, online, hybrid) and associated accommodating technologies (Qualtrics to Google Slides). Assessment evidence shared includes discussion posts and course evaluation data.

CSU, Stanislaus, located in California's Central Valley, is one of twenty-three public universities in the California State University system. Just over 1,000 full-time and part-time faculty and staff serve a diverse student body of nearly 10,000 students.

Trusted information in unprecedented times: reflecting on two years of learning from the PIF TICK trust mark for health information

Sophie Randall, Nicole Naylor, Dan Wills

The Covid-19 pandemic created a surge in online information, misinformation and disinformation and the public turned to the internet for health information as never before. (1–3)

In March 2020 the NHS website recorded 120m visits, the highest ever. (4) YouTube hosts more than 3,000 videos on Covid and/or vaccines with over 1.7 billion views. (5)

Between these platforms sit a host of information providers. Many were members of the NHS England Information Standard. This was discontinued in 2019 as a 'kitemarked' scheme. (6)

The Patient Information Forum's Trusted Information Creator scheme (PIF TICK) is now the only UK trust mark for health information, both print and online. It launched in May 2020 to support the public to find trusted sources of health information. (7)

By January 2022, 90 organisations had joined PIF TICK and 54 achieved certification against 10 criteria.

The PIF TICK website provides a gateway to certified organisations and aims to promote wider media and information literacy. These skills are required to distinguish between trusted and non-trustworthy health information. (8–12)

PIF consumer research from 2020 found 80% of the public would look for a trust mark on health information. The public rated evidence and plain English as key attributes of trusted information.

Research suggests people with lower health literacy are more susceptible to misinformation and disinformation. (13)
Lack of access to trusted information was a key factor in driving concern about Covid-19, leading to up to 1 in 3 people avoiding healthcare settings during the pandemic. (14)

Our presentation will reflect on two years of operating the PIF TICK. We will set

out the next steps in promoting public recognition of trust marks, describe how this supports wider information literacy and how delegates can use the scheme to promote trust information.

MILA Framework workshop

Stephane Goldstein, Jane Secker, Annelise Harding

In October 2021 CILIP and the Information Literacy Group launched the Media and Information Literacy Alliance (MILA). This was partly in response to the government's Online Media Literacy Strategy launched in July 2021 by DCMS. The Strategy recognises the important role that librarians play in developing media and information literacy amongst the wider public.

In this workshop members of the Alliance will provide a short overview of the Media and Information Literacy framework. The framework is structured around five lifelong aspirations that recognise information literacy as a key component of a happy and healthy society.

The majority of the session will involve delegates working in small groups on a practical exercise to focus on during the session. The workshop will then be an opportunity to help translate the framework into a practical teaching toolkit for use in a variety of sectors. We will be using the principles of constructive alignment (Biggs and Tang, 2011) to take the five aspirations and translate these into concrete learning outcomes, learning activities and assessments.

The workshop will be run as follows:

0-20mns: Broad introduction to participants to the Media and Information Literacy Alliance and its framework

20mns-50mns: participants work through a series of activities and discussions at their table with the support of a facilitator, recording their thoughts and ideas on a shared Google document.

50mns-55mns: Next steps for the framework development; the MILA website, join our mailing list/list of stakeholders
The workshop will be led by 3 facilitators and organised around small groups of 4-5 participants, ideally split by sector.

Each table will work through a series of activities designed to bring the MILA

framework to life through the professional expertise of participants.

"Aspiration anchoring" (5mns) After having chosen an aspiration for the table, participants will focus on discussing the relevance of this aspiration in their specific roles, users, sectors and how it manifests. Participants will be encouraged to add additional examples to those in the framework currently.

"I can, how do you?" (10mns) This table will focus on choosing the most relevant "I can" statements for their current instruction and share how they currently teach users. This table will also share if they feel anything is missing from the "I can" statements.

"Activity building" (15mns) Based on the discussions in the previous activities and learning from others participants how they currently enable users to meet "I can" statements, the table will work on designing activities for the same I can statements.

While we are aware that media and information literacy may be taught in formal and informal settings, creating a practical toolkit is an important piece of work to underpin the work of the Alliance. The workshop will be a chance to utilise the expertise of teaching librarians and IL researchers at LILAC to kick start this process. Delegates will also be invited to continue working on the framework after the workshop and the conference to help the Alliance create a community led practical toolkit.

Some experience of learning design, lesson planning or writing learning outcomes will be beneficial but all necessary resources will be provided in the session.

References

Biggs, J., & Tang, C. (2011). Teaching for quality learning at university. McGraw-hill education.

DCMS (2021) Online Media Literacy Strategy: https://www.gov.uk/government/publications/online-media-literacy-strategy

MILA framework: https://mila.org.uk/news/mila-framework/

Media and Information Literacy Alliance: https://mila.org.uk/

Pestalozzian principles in post-covid praxis: IL through a musicians eye

Ed Wilkinson, Christa McCartney

In 1827 Pestalozzi died. A Swiss educational reformer and pedagogue his approach, drawn from the the philosophical approaches of Rousseau, influenced the teaching approaches of, amongst others, Schumann, Kodaly, Dewey and Freire (McCartney, 2019).

Pestalozzi worked backwards and holistically, imagining the whole before starting at the beginning. It is this philosophy rather than any specific method which matters. In Kodaly's music pedagogy the same concept is verbalized with the maxim that only those who can teach at a conservertoire should teach in a kindergarten (to which we think should be added only those who can teach in a kindergarten should teach in a conservertoire!). Pestalozzi based his teaching around three core competencies – Hand, Heart and Head. Freire and Kodaly, extended this by adding something implicit in Pestalozzi's writings, the development of listening ears in order to fully understand the world around them.

As we emerge from the great human pause we have the opportunity to undertake IL differently. We have a liminal space in which we can use best practice from the past, as well as from the present, to create a strong future. Through the change in our definition of IL and the growth in material on critical librarianship we have seen how all teaching is political (Freire) and exists within some form of power structure (Pagowsky & McElroy, 2016). The danger in presenting information in a 'banking' style is becoming increasingly apparent as we seek to minimize the risk of embedding damaging power structures into the fabric of our information systems (Brookbank, 2021). However our profession has been critiqued as being overly solution orientated (Elmborg, 2012) often seeking to imitate rather than imagine. Rules can be too easily applied without regard to principle, creating a system without a purpose. Pestalozzi provides the imagination.

Having discovered Pestalozzi through the medium of music teaching we have found that a Pestalozzian framework, of head, heart, hand (and ears) plus a holistic outlook has helped create a flexible and learner-relevant structure that supports our delivery of research training and helped us 'grasp the points where change is possible and desirable, and to determine the precise form this change should take' (Foucault, 1984). Done well, as Dewey, Schumann, Kodaly and Freire did, Pestalozzi's approach can provide the basis for creating successful teaching strategies and delivery suited to the teacher's individual strengths. In our own teaching we have attempted to draw upon these principals from the past that have been reinvented and have proved their worth many times, across many different educational fields, over

the last 200 years.

In this session we will demonstrate some of the components we have come to use through our discovery of this philosophy, and how these components can been used in a diverse and multi-disciplinary way from Kindergarten to conservatoire. In doing so we seek to offer a framework through which we can explore and apply critical approaches to pedagogy in a non-dogmatic fashion.

The future of feedback: evaluation of information and digital literacy teaching in higher education

Siobhan Dunlop

Higher education teaching is evaluated in a variety of ways and for a range of aims and motivations. Evaluation is often done to justify funding of library teaching programmes and prove the value of teaching these skills, but also for improvement of services and personal pedagogical practice. Higher education libraries doing information and digital literacy teaching often rely on a narrow set of evaluation methods or do not evaluate at all (Schilling and Applegate, 2012), sometimes due to the nature of the teaching either sitting outside of academic courses as a generic session or being a result of a collaboration between the library and academic staff and embedded into an existing module with pre-existing evaluation channels.

This presentation will report on the findings of a literature review exploring the evaluation of information and digital literacy teaching in higher education done as part of a postgraduate certificate in academic practice at the University of York. Following Sanders (2011), the project considered evaluative practice in higher education, rather than the evaluation of higher education more broadly, to investigate evaluation methods and their limitations. Building on the work of Schilling and Applegate (2012) and Erlinger (2018), the literature review covered literature about information and digital literacy teaching in practice in higher education, published from 2000 or later, that evaluated a teaching intervention. Studies were categorised by type of teaching and teaching evaluation methodology to compare methods and draw inferences from their usage and limitations given for the methodological approaches. The review aimed to interrogate existing methods used and their limitations to provide recommendations for methods that can be used for individual evaluative practice of teaching, in particular for information and digital literacy teaching developed by library staff.

The presentation will then reflect upon these findings in relation to the evaluative practice of the Teaching and Learning team at the University of York, especially in relation to changes in teaching formats due to COVID-19, and offer a chance for delegates to critically consider their evaluation of information literacy teaching interventions and look forward to what evaluation should look like in the future within their own contexts.

Transitioning from academia to the workplace: information literacy experiences of business students

Heather Howard, Margaret Phillips

Workplace preparedness is an integral application of information literacy skills for our students as they move forward and leave the university. Work has been done to investigate business information literacy needs and expectations in the workplace post-graduation (Cheuk, 2008; Gilbert, 2017; Klusek & Bornstein, 2006; Sokoloff, 2012). However, it is also important to prepare students for the information needs they will face as they complete co-ops and internships during their time in academia. To best educate students in the information literacy skills they will need on-the-job, it is important for librarians to understand what types of information employers are requiring students to use in these co-op and internship experiences and in what ways. While work has been done on this regarding engineering students (Jeffryes & Lafferty, 2012), this topic is relatively unexplored with business students. In an effort to better understand the workplace information literacy needs of business students during co-ops and internships, two librarians (one business librarian and one engineering librarian) and an undergraduate researcher (a senior in the business school) collaborated to survey business students and alumni who have completed an internship or a co-op. Students were asked about their experiences finding and using articles (e.g., scholarly, trade, news), books/ebooks, company information (e.g., competitor information, financials), court cases or law reviews, industry standards (e.g., International Organization of Standardization (ISO)), laws and regulations, market and industry research reports, patents, and technical reports/white papers. The information from this survey will be used to determine both successes and gaps in current information literacy instruction. Future research could include focus groups or interviews with students or employers, and the exploration of additional information literacies, such as data, non-textual resources, and non-traditional sources and formats. This presentation will provide an overview of this project and share the initial findings and planned applications of this research.

Information in isolation: the arrival of high speed internet in a very remote country

Andrew Whitworth

The British Overseas Territory of St Helena occupies a small Atlantic island, approximately 1,200 miles from the nearest other land. Currently, all internet connectivity to the island is routed via a single satellite link. However, through a European Development Fund grant, a new undersea communications cable is to be activated in March 2022, which will bring high-speed, broadband internet access to the 5,000 inhabitants. The investment was made on the basis of expected improvements to community life in terms of: new educational opportunities; telehealth;

and business, including offering opportunities to 'digital nomads' (those who can now bring their work to remote areas). The cable is a huge and necessary step forward in implementing St Helena's digital strategy, with its aims to:

"[Create] an education system that works closely with the private sector, teaches advanced digital skills and inspires the digital leaders of tomorrow…" (St. Helena Government, 2017)

Previous studies have assessed the impact that remoteness and physical isolation has on a community's information use, including in South Pacific Islands (Johnson, et al., 2021, Mamtora 2001), Scotland (Wilson & Hopkins, 2019), and Sarawak, Malaysia (Horn & Rennie, 2018). Horn and Rennie's study (2018) noted three 'levels' of what has been called a 'digital divide' separating these remote places from other areas, of which access to the internet and devices was only the first. At the second level, there was a lack of the relevant skills and awareness of digital and information literacy, and at the third level, divides in outcomes.

This presentation describes a project that is designed to research the impact of the cable on St Helena at all these levels. The focus is not just on the accessibility of information and media, but on the digital and information literacy practices that emerge in this context. What form do information landscapes take on the island, co-created as St Helenians participate in practice (Lloyd 2010)? What impact has the island's colonial history, and its tangible, physical isolation, had on these landscapes, and what changes will occur as a result of the cable's activation?

Research will take place on the island at four time points:

pilot study, June 2021;

pre-cable, November 2021;

3 months post-cable, June 2022;

1 year post-cable, April 2023.

At each point, the concept mapping tool, Ketso, will be used to map how different groups of stakeholders (including school children, teachers, health workers and business leaders) perceive their information landscape (cf Whitworth 2020). Interviews will take place with key stakeholders including administrators, information professionals and school principals. The mapping process allows the stakeholders

to agree on their information needs and define priority areas for development; later visits can investigate whether these changes transpired as anticipated. The overall aim is to map the changes that take place in this context due to the cable, and, through the public dissemination of results through media such as blogs and teaching materials, develop the islanders' digital and information literacy to help them adapt to this change.

Revisiting the one-minute paper: personal reflections, student engagement and assessing the assessment

Rebecca Maniates

The one-minute paper (OMP) is a popular one-shot session assessment which often consists of asking two questions: 1. What is the most important thing you learned today? 2. What questions do you still have? Although simple, each question has a purpose. The first is broad, focusing on the importance of concepts learned (Chizmar & Ostrosky, 1998), and promotes active learning and reflection (Stead, 2005). The second assesses the progress of the learning process and where support is still needed (Chizmar & Ostrosky, 1998).

Although studies show the OMP is effective when assessing student knowledge before and after one-shot sessions (Wolstenholme, 2015) and when assessing outcomes (Choinsky & Emanuel, 2006), others suggest it is not appropriately robust to assess student learning (Sobel & Wolf, 2011). This project proposes that the OMP is still relevant as a method for better understanding student learning through analysis of student reflections. This project also demonstrates how the OMP encourages meaningful student engagement beyond the one-shot classroom.

OMPs were collected from 340 students across 10 one-shot sessions from January through April 2021. The analysis uses a method developed by Wolstenholme (2015) to code student responses based on five response categories to find evidence of student reflection. The analysis identifies evidence of learning, application of concepts, as well as deep thinking. Through thoughtful evaluation of student responses, the instructor can identify strengths in classroom, as well as concepts needing more attention to fill gaps in student knowledge and awareness.

Using the OMP as an engagement tool beyond the classroom is another contribution of this project. The results show communication with students at the class level, as well as through personal responses to queries, helps to improve student confidence, raise awareness of expertise and library services, as well as extend learning beyond the boundaries of the one-shot session.