Chair's Welcome

Dear Delegate,

Welcome to LILAC 2019 at the University of Nottingham, which is our 15th conference. On behalf of the CILIP Information Literacy Group and the LILAC Committee I hope you enjoy these three days of thought provoking papers, workshops and symposiums, inspiring keynotes and masterclasses. Behind the scenes 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 support and also to Claire Packham who is stepping up as Chair for LILAC 2020.

LILAC is a fantastic opportunity to meet like-minded professionals and develop your information literacy practices, whether you are a LILAC veteran, or this is your first conference. However, LILAC is not just about the programme, there are plenty of opportunities for meeting old and new friends, networking and letting your hair down. We hope you enjoy Nottingham’s hospitality and I would like to thank the local team for all their hard work over the past year.

Enjoy these three days and I hope you are inspired and challenged as we discuss and debate information literacy in all its forms. The most difficult decision you need to make is which sessions to attend with so many to choose from!

Jane Secker
Chair, CILIP Information Literacy Group
Information Literacy Award 2019

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

This award is judged by:
Dr Konstantina (Dina) Martzoukou, (PG Programme Leader, Department of Information Management, Robert Gordon University)
Dr Sarah Speight, (Professor of Higher Education, University Associate Pro-Vice Chancellor for Teaching and Learning, University of Nottingham)
Karen Hardman, Lorna Thomson & Louise Minta (Resource Librarians, Bury College)
Dr Charles Inskip (Associate Professor, University College London)
Professor Annemaree Lloyd (Social Science Researcher, University College London)
Ewan McAndrew (Wikimedian in Residence, University of Edinburgh)
Newcastle University Library Humanities and Social Sciences (HaSS) Liaison Team
Darryl Toerien (Head of Libraries and Archives, Oakham School, Rutland)
Open University Library’s Live Engagement Team

Digital Information Literacy Award 2019

Sponsored by the Open University, the Digital Award for Information Literacy recognises an individual or group who develop the best new digital educational resource for promoting information literacy.
This award is judged by:
Josie Fraser (Social and Educational Technologist)
Katharine Reedy (Learning Designer, Open University)

Shortlisted Nominees:

- Book Runner (Samantha Clarke, Becky Collins & Darren Flynn, University of Coventry)
- CamGuides, Cambridge University Libraries and IL Network (Helen Murphy)
- Critical Thinking at University: An Introduction (MOOC) (Michelle Schneider and Jiani Liu, University of Leeds)
- Newcastle University Library’s Online Learning Resources (Terry Charlton)
- Pre-entry Information and Digital Literacy Tutorials (PEIDLT) (Library Learning Services Unit, University of Sheffield)
- Service Transformation eLearning Project (STEP) (Tracey Pratchett, Wayne Troake & Mandy Davis (Lancashire Teaching Hospitals NHS Foundation Trust), Sarah Lewis & Tracey Geddis (Buckinghamshire Healthcare NHS Trust) and Michelle Maden (Independent Information Consultant).}

Rowena Macrae- Gibson Student Award 2019

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

This award is judged by:
Dr Pamela McKinney, (Lecturer, Information School, University of Sheffield)
Dr Alison Hicks, (Lecturer in Library & Information Studies, University College London)
Winners 2019

Hannah Slater, MA in Library and Information Studies, UCL

Gemma Pearce, MA in Library and Information Studies, UCL

All the awards will be presented at the Conference Dinner. For full details of our awards and nominees see:
http://www.lilacconference.com/lilac-2019/awards
Sandeep Mahal

Director for Nottingham UNESCO City of Literature

Love Literacy, Love Libraries

Nottingham is a UNESCO City of Literature with a massive literacy deficit, but in the face of unparalleled political crisis and continuing austerity, they continue to make the best possible case for investment in libraries and literacy. Sandeep’s keynote will cover the city’s vision for a new central library, new approaches to literacy learning, and her work towards achieving the city of literature’s mission: building a better world with words.

She will stress that enjoying reading and writing is not a frothy extra to literacy skills, but a vital aspect of what it means to be literate. Supporting this with research that shows that enjoyment drives attainment and is uniquely potent in powering social mobility: children who are read to from an early age start school with thousands more words than their peers, whether or not a teenager loves to read is a clear indicator of his or her later economic success. She will advocate that promoting the enjoyment of reading and writing can change society and transform lives, and public libraries have a very big role to play in that.

Ruth Carlyle

Head of Library and Knowledge Services and Technology Enhanced Learning, Health Education England

Health literacy: information literacy for life

When it comes to health, being able to access, appraise and understand information is essential to making informed decisions. This is the sharp end of information literacy. It is not just a desirable skill to achieve a better mark in a student assignment, but essential to choices that will sometimes have life or death implications.

In this keynote session, Ruth Carlyle will introduce the key features of health literacy and the contributory role that information literacy plays. This will include evidence on the scale of low health literacy and its implications.

Some of this keynote may make you feel uncomfortable, as you are invited to get a sense of what it feels like to have a low level of health literacy. For all of us, our personal level of health literacy will vary. Following the shock of a diagnosis, for example, assimilating and appraising information is much harder.
Addressing health literacy is not an issue of individual responsibility; it places the burden of enabling understanding on the person who is communicating or creating communication tools.

You will leave the session with a sense of how you might apply your existing professional experience to increasing health literacy awareness and health literacy skills. You will also be able to access resources and guidance on techniques that reduce the impact of low health literacy. The session will also include tips on ensuring that services you provide are health literacy friendly.

Through your interest in information literacy, you are enabling others to develop the skills that are essential to health literacy. A more proactive engagement in health literacy awareness could be where you have a positive impact for life.

Allison Littlejohn

Dean (Learning & Teaching) of the College of Social Sciences, University of Glasgow

[Un]intended consequences of educational change: The need to focus on literacy development

Universities in the UK aim to drive social mobility by providing access to learning and teaching in ways that disrupt and democratise the status quo. These transformations are being driven forward largely through forms of open and personalised learning informed by AI and analytics. Information literacy is an important element in enabling this change and libraries are critical change partners. At the same time UK universities have been under pressure to contribute to the economy and to operate in an increasingly competitive commercial environment. The increasing commercialisation of higher education raises fundamental questions about the place of universities in society and undermines the ability of universities to improve social mobility and to ensure all students are equipped with the critical literacies needed to prepare them for their future. In this keynote, I will analyse these tensions, arguing that many new approaches to teaching in higher education tend to focus on supporting students to pass exams, rather than to learn critical skills and knowledge. Because of this tension, many education innovations benefit students who already are advantaged, rather than acting as an equaliser. Evolving approaches to learning tend to be designed for those who already have well-developed literacies, rather than opening access for all. AI and analytics are underpinned by assumptions and metrics that embed the status quo, rather than fuelling social mobility. This analysis is based on research with Nina Hood, outlined in our recent book published by Springer: ‘Reconceptualising Learning in the Digital Age: the [un]democtratising power of MOOCs. Libraries are already playing an important part in redressing the balance between preparing students for their future lives and increasing profitability. I am looking forward to discussing these important, systemic issues with LILAC colleagues.
Looking at inclusivity through the lens of race: Towards and approach to critically reflect on teaching practice for the teachers of information literacy

Shirley Yearwood-Jackman

This session will provide an opportunity for participants to incorporate inclusivity, in to their information literacy teaching. Often when inclusivity is considered in teaching it is disability which is the focus however, in this workshop our focus will be race. The UK Higher Education (HE) sector will provide the environment through which inclusivity will be examined but the approach can be applied to other sectors and nations.

Workshop participants will obtain a clear process for thinking about and designing in inclusivity into their teaching, examine their own understanding of some of the key issues to be considered about race and, through critical reflection on their teaching practice will identify practical ways in which they can both determine how inclusive their teaching is and how they could enhance it.

Inclusivity is identified as one of the four guiding principles of the Advance HE frameWorks series and is embedded in each of the individual frameworks as well. This is important since Advance HE is responsible for supporting the UK HE sector to put its institutional strategy into practice for the benefit of students, staff and society and in this role provides guidance on best practice for teaching and learning to the sector. Furthermore, the Advance HE frameworks series has been developed in collaboration with the UK HE sector and provides a shared understanding of the priorities which enhance student success in higher education in the UK. The frameworks series defines inclusivity as “enabling the full and equitable participation of all students and staff through proactively developing inclusive approaches, values and knowledge.” In essence, this definition relates to our equality, diversity and inclusion responsibilities in the UK HE sector, which of course includes our teaching practice. Although, the Advance HE framework series will be used to guide best practice expectations about inclusivity, participants are encouraged to bring appropriate frameworks from their jurisdiction or/and sector to use in the session if they wish.

In addition to the principles, the series frameWorks identifies six priority areas which contribute to student success. During the session, reference will be made to several of these priorities but the session will focus on frameWork 03: student access, retention, attainment and progression in higher education, framework 04: student engagement through partnership in higher education and frameWork 05: internationalising higher education.
The workshop will be guided by the CILIP Information Literacy Group definition of information literacy and will use the ANCIL ten (10) strands (Secker & Coonan, 2013) to guide the curriculum for teaching information literacy.

The diversity inclusivity framework created by Thomas Laird (2014) and his work resulting from the faculty survey of student engagement on diversity (2011) will inform this workshop. These works and others (Huber-Warring & Warring, 2006; Ladson-Billings, 1998) provide tools and ways of thinking which will help participants to critically reflect on how to develop inclusive teaching when looking through the lens of race and how they might enhance their practice.


The Wicked problem of Data Literacy: A call for action

Sheila Corrall

Calls for action on data literacy have come from all sectors of society, including educators, employers, government, journalists, nonprofits, policy makers, scientists, and special interest groups, but there is no consensus on what data literacy means, or how to make it happen. This study contributes to the debate by reviewing existing approaches and suggesting a way forward. Given the emergent context, we mixed data from multiple sources (including research literature, textbooks, professional manuals, agency publications, industry newsletters, popular treatments, organizational websites and project databases), to explore the impact of data on society and understandings of data literacy among different communities; and identify and classify stakeholders for data literacy development. We used Radical Change Theory (Dresang, 1997; Dresang & Koh, 2009), the MAW Theory of Stakeholder Identification and Salience (Mitchell et al., 1997), and the Intellectus Model of Intellectual Capital (Bueno et al., 2004) as analytical frameworks for environmental appraisal, stakeholder analysis, and capacity assessment. Our research confirms data literacy as more than the hot topic of the decade; it is the "wicked problem" of the 21st century. Wicked problems are not just issues or puzzles that are difficult to deal with, but a particular class of problem that has generated scholarly debate in various disciplines over the 45 years since Rittel and Webber (1973) first introduced the concept and its ten distinguishing features. Other scholars have added their own defining characteristics for wicked problems (e.g., Camillus, 2008), and even a new category of "super wicked problems" (2009). Both the literature on wicked problems and resulting citations have risen dramatically in response to recent societal challenges, with a peak of 70 publications for 2014, but with a debate increasingly fragmented across diverse domains (Danken et al., 2016). Danken et al.'s synthesis identified seven distinct themes in scholarly discourse, pointing to three core properties of wicked problems as non-resolvability, multi-actor involvement, and the challenge of problem-definition. Their analysis also suggests cross-boundary collaboration (involving multiple stakeholders from public and private sectors) and public leadership and management (requiring collaborative competences) as key strategies for addressing such problems. Following Cox et al. (2016), who advanced a similar argument for approaching the problem of research data management, we contend there is sufficient evidence that data literacy represents the type of value-laden and contested chronic policy challenge described by Danken et al. (2016) as characterizing such problems, and the cross-cutting, multi-professional, interdisciplinary, and transversal nature of the problem calls for concerted action by librarians, who are uniquely qualified to lead the data literacy movement. But we also argue for a step-change in professional conceptions, pedagogies, and strategies for data literacy: we need to extend the reach of data literacy education to everyone, starting with baseline competence for all library workers; we need to develop the scope of data literacy education to cover more settings where people interact with data, building life-wide and lifelong capability; and we need to make data literacy a higher priority as a mission-critical activity for the profession, collaborating and partnering with diverse stakeholders.


From digiducks to penguin pigs: Using storytelling as a creative methodological research approach to find out more about younger children's information literacy and perceptions of online safety

Lindsey Watson

Research aimed at empowering children’s digital engagement and information literacy often lacks the experiences and perspective of children (Chaudron, 2015). This workshop aims to evaluate the use of storytelling as a pedagogical and creative methodological approach when examining younger children’s understanding of digital technologies, their information literacy and internet safety. This includes exploring children’s agency and how encouragement of their voices can help to gain a wider understanding of issues affecting them in their fast changing worlds (Pinter, Kuchah & Smith, 2013). The workshop draws on the initial findings of an on-going PhD and discusses the findings from creative research using a storytelling approach aimed at providing younger children more agency and autonomy within the research environment. As a familiar pedagogical strategy, the workshop asks participants to consider the value of encouraging an agentic space for children to discuss their ideas, perceptions and concerns. The workshop considers issues of reliability and validity in research involving younger children, yet aims to consider children’s social interaction and how this potentially encourages the collection of reliable and valid data.

The workshop begins by contextualising the ongoing PhD research, which has been carried out with children in a reception class in West Yorkshire. A brief review of the literature is provided to situate the research in the relevant academic field. Participants are then invited to contribute to a detailed critical analysis of a range of age appropriate storybooks aimed at supporting younger children’s information literacy and internet safety. Before drawing together any findings through a critical discussion. It is hoped that discussions will highlight many aspects to consider when using stories to encourage children to share their perceptions, in the classroom and the research environment.


Learning diaries: engaging students as partners in online learning design

Delyth Morris

Engaging students as partners in learning and teaching is now core to UK higher education (HE) practice (Levy 2014). As HE library and information professionals, we too are keen to find effective approaches to engaging students to ensure that we continue to meet their needs. In this long paper, we will present a methodology developed and implemented, as part of a year-long education innovation research project conducted during 2017/18 at a UK University to evaluate information literacy and academic skills provision for postgraduate taught (PGT) students.

A major component of the project aimed to derive actionable student feedback on a pilot suite of six online tutorials called "Writing at Postgraduate Taught Level" [https://xerte.cardiff.ac.uk/play_4353]. These tutorials were developed in 2015/16 by a team drawn from across Academic and Student Support Services, including the library, working with academic experts at the University. They were a response to specific PGT student demand for more dedicated and level-appropriate study skills support.

When planning how to evaluate the tutorials, we were keen to ensure that the methodology used to gather the student feedback provided them with opportunity to reflect on both the online tutorials and their previous academic work and, most importantly, how they relate to each other. We also wanted to engage with a wide variety of students to gain feedback from different perspectives to give us the best opportunity to meet the range of student needs. Finally, we needed to identify specific areas of the tutorials that may have been difficult to understand, therefore it was important to ensure that students felt comfortable to share this information with us.

Focus groups and semi-structured interview approaches were considered but would not have enabled us to adequately meet these goals. Therefore, a new methodology combining elements of focus groups, semi-structured interviews, diary studies and reflective practice was developed which we termed "learning diaries". With this approach, students were invited to work through one or two tutorials reflecting on and "diarising" their feedback via an online form which the aid of a structured set of prompts. 51 PGT students participated from three different disciplines and a total of 60 diaries were completed. The study was conducted in Spring 2018, part way through the academic year, to ensure participants had experience of written assignments at PGT level to reflect upon. The approach successfully enabled us to meet our research goals and provided us with rich, detailed and actionable feedback. This has led to improvements being made to all six tutorials which were re-released in Autumn 2018.

In this presentation delegates will learn more about the "learning diary" methodology, including the structured prompt sheet used by the students. We will briefly outline the improvements we have been able to make to the tutorials to illustrate the type of feedback this method can generate. Finally, we will evaluate the strengths and weaknesses of the methodology. Delegates will leave the session with sufficient information to use or adapt the methodology for their own practice.
Learning to teach, teaching to learn: a librarian community of practice cultivates a microteaching program

Hanna Schmillen, Sherri Saines, Lorraine Wochna, Miriam Intrator

Background: In Fall of 2016 our internal community of practice (Learner-Centered Teaching) was inspired by McGill University’s multi-session workshop to enhance teaching practices of their librarians (Colosimo, Holder, & Lannon, 2012). We adapted and expanded McGill’s workshop to create our own, titled Learning to Teaching, Teaching to Learn: Designing and Delivering Effective Information Sessions. This workshop included two half days and one full day of engagement, instruction, and practice. The last half-day was solely dedicated to microteaching sessions with peer feedback in which every teaching librarian and archivist participated. This experience blossomed into a multi-year microteaching program that continues to evolve and transform our teaching practices.

Assessment: After year one, we assessed the microteaching program by surveying our librarians. We found a shared commitment to continue the program and received feedback that led us to enhance engagement and intentionality. We are currently undergoing assessment for year two and anticipate making additional minor adjustments and continuing the program.

Current Program: Starting in August of 2018 our Microteaching Program 2.0 began with a more formalized process, including an information packet, community standards on giving and receiving feedback, enhanced oral and written (via online form) assessment for each presenter, structured time after the microteaching session for the presenter to reflect on their experience in the session and on the feedback they received, and to share that reflection with the entire group. These changes have allowed instructors more time to teach and participants the opportunity to provide more in-depth feedback to the presenter; both of which were highly desired. A suggested question bank was added, allowing instructors to focus participant feedback regarding their session, instead of relying upon the general form with a one-size fits all scope we used during year one. These adjustments have proven to increase the thoughtfulness of the preparation for the session as well as the meaningfulness of the feedback received.

Focus: In this presentation we will focus on sharing the tools created and lessons learned from this multi-year program to improve librarian teaching skills. Using active participation, group queries, and brainstorming we will guide attendees through the challenges we faced and the solutions we chose. Together we will imagine the future of microteaching programs and how to make them better. Participants will be expected to come with a lively curiosity and actively participate in multiple discussion/brainstorming/and problem-solving elements.

We have three learning objectives for this session:

-Share what we learned from our mistakes! Participants will save 50% of their own time and tears by using the products we have already created to replicate/tweak our workshop and microteaching program.

-We will use the method to teach the method: Participants will get a behind-the-scenes look at what we have learned about teaching, while we use those methods to talk about teaching.
-Participants will leave with three new use-able ideas about how to create a better program to help librarians be good teachers.


Approaching the ‘why?’: exploring students processes of reasoning using the actor-oriented transfer perspective

Karen Sobel

Librarians, do you know that feeling when you see a pattern in your students’ use of information literacy skills, but you can’t quite put your finger on what’s happening? Do you know the feeling of excitement when you talk it through with a student and suddenly understand the reasoning behind the pattern? You realize that you’ll be able to use this insight to shape your teaching repertoire, and you know that now you have one more tool for supporting student success.

The actor-oriented transfer perspective (“AOT”) provides structure for investigating students” decision-making and, more importantly, the reasoning behind their decisions. It puts concepts related to transfer of learning into action. (Transfer of learning explores how students learn a skill and then apply it in another instance.) AOT is widely used in the field of STEM education research (See, for example, Lobato, Ellis, & Munoz, 2003).

Over the past few years, I have worked on modifying AOT to learn more about students’ use of information literacy skills during library instruction, as well as in their courses. AOT has helped me to research:

- Decisions that students are making regarding information literacy
- Self-stated motivations behind students’ decisions
- Preferences related to research
- Struggles and successes with information literacy
- What we can learn from messy, imperfect uses of information literacy skills

Using AOT also strengthens my bond with faculty members who have incorporated information literacy into their courses. While they often have general impressions of their students” usage of information literacy skills, feedback from AOT-based studies gives them a highly detailed picture of the decision making that students perform in this area. Understanding their students’ preferences related to resources and processes also engages them deeply. Prepare for long, detailed, and enthusiastic conversations about information literacy in the disciplines!

AOT also supports academic librarians’ efforts to connect with the students they support. Librarians will better understand real students’ challenges, preferences, and motivating factors. They can use the information they gather to shape future instruction more closely to students’ needs. They can also offer participants the opportunity to request feedback through AOT forms (or to leave them anonymous). This allows them to connect better with both the students they are teaching that day and future groups of students taking similar courses. Over time, instructors will also begin to build more detailed and nuanced pictures of student practices and needs overall.
While traditional AOT and other transfer-related work often relies on lengthy interview and observation processes, I have worked on designing tools that allow librarians to gather this information from all students in a course in a condensed, quicker format.

Through my ongoing doctoral studies research in Education and my work as an academic librarian, I have developed a set of guidelines for using AOT to create surveys and assessment tools for use in information literacy scenarios (Sobel, 2018). These can be used in both the library classroom and across campus—anywhere that students are using their information literacy skills.

In this session, participants will develop both theoretical and pragmatic, classroom-based skills related to AOT. Specifically, participants will:

- Build an understanding of guidelines for applying AOT to library instruction, including underlying concepts of transfer of learning.
- Explore several strategies for creating assessment tools using AOT & using them to tailor communication with faculty and students.
- Discuss a major concept within AOT: How it allows instructors to learn from all student responses, both those with excellent reasoning as well as those with quirky or flawed reasoning.


Expanding literacy from IL to copyright, data and coding literacy

Mathilde Panes

In the past few years, the Library of the Swiss Institute of Technology of Lausanne (EPFL), Switzerland, expanded its course offer and increased the number of topics covered. From traditional information literacy topics such as information retrieval and bibliographic management, the Library started to teach copyright literacy, research data literacy and more recently, coding literacy. How did this happen? In this short presentation, we will explain the evolution of the Library training offer, the key factors to gain new areas, and how the Library efforts received recognition. The Library staff had to acquire new knowledge when patrons started to send inquiries about copyright, as no other entity was answering such questions on campus. When it comes to data, it was the Library decision to get involved in a national project (Burgi, Blumer, and Makhlouf-Shabou 2017) that enhanced the development of new skills after recruiting additional staff. Finally, the interest of the Library staff about in coding led to new initiatives on campus, such as organizing a Software Carpentry workshop. Peer teaching among Library staff strengthened individual coding skills, thanks to the support from the Library head. Additionally, the confidence of the Library Teaching Team in the methods used, such as live coding (Word 2017), allowed for the development of coding literacy and its inclusion in the Library training offer. At first, it was not clear to governing instances how and why the Library would invest these new topics but, for the most part, it is now acknowledged that Library staff are (among) the experts in copyright, data and code literacy on campus.


New barristers’ information literacy during their transition from education to the workplace

Anne Binsfield

The aim of this paper is to explore new barristers' information literacy (IL) experiences during their transition from education to the workplace. Although IL was first identified in 1974 in relation to the growing importance of information in the workplace, according to Forster (2) and Lloyd (3) among others, workplace IL is still an understudied area. However, the new 2018 CILIP IL definition specifically addresses workplace IL and highlights its context-dependent nature. Different professional settings call for different IL competencies, meaning workplace IL research needs to focus on a variety of workplaces, including the legal sector.

The transition into work constitutes an important period in new barristers' legal careers during which they face many IL challenges (5). However, so far neither new barristers' perspectives on their IL experiences nor their transition experiences have been examined in detail as legal IL has mainly been studied from library and information professionals' points of view. The paper draws on qualitative research undertaken for a Library and Information Science Masters dissertation to explore the perspective of new professionals and to provide a more holistic view of legal IL. Six new barristers and one student starting pupillage were asked about their IL experiences and needs in semi-structured interviews. The interviews were subsequently coded with an inductive data analysis method.

Findings from this paper demonstrate that new barristers experience the transition into work in a variety of ways and their IL challenges extend beyond legal research to include learning about professional practices. Interviews illustrated that new barristers develop a variety of mediation strategies to support their transition to the workplace, including relying on peers and supervisors as social sources of information as well as engaging with "war stories". At the same time, the study shows that social sources can help or hinder new barristers' transition into work by enabling or limiting access to information. The findings have implications for law librarians, legal educators and workplace IL researchers as they throw the complexity of new barristers' workplace IL into relief. In calling for a broader understanding of workplace IL, this paper will be of interest to those wanting to understand transition periods, workplace learning, workplace IL and new (legal) professionals' IL in more detail.

5. Soanes M. The legal questing beast: Vocational students' research
Seizing the opportunity: creating a library module on the University’s new virtual learning system

Laura Woods

Ahead of the 2018-19 academic year, our University introduced a new Virtual Learning Environment, Brightspace (replacing Blackboard, our previous VLE).

The Library team saw this as an opportunity to rethink how we made use of the VLE for student support. Previously, there were Library pages in School-specific areas within Blackboard, but these were inconsistent across the Schools and were under-used.

Students, particularly those who are part-time or studying at a distance, expect to be able to find support information online, at time of need, and ideally all in one place (Bailey & Brown, 2016).

Feedback from our students on inductions and IL teaching frequently indicated that they considered the teaching/support to have come at the wrong time: either too early or too late. Although support materials were available elsewhere for students to access at point of need, we knew from our own experience that information hosted outside of the VLE (e.g. on LibGuides) was less likely to be used. We hoped that developing a VLE module would be a way to reach students outside of poorly-timed one-shot classes, and thus support students’ IL development throughout their academic career.

We created a new, University-wide Library module, based around induction materials, and launched this in time for the start of the new academic year. We chose this approach because embedding information about library services and support into the VLE has been found to be effective at other institutions (see for example Robertson, 2010).

The module was structured around the things students most commonly asked about at the start of term, such as setting up their email accounts, borrowing books, and how to reference. The majority of the materials were short, instructional videos, on the basis that this is a preferred way of learning for many students (Wells, Barry & Spence, 2012). Text and image-based alternatives to each video were also created for those who preferred not to use videos, or had other accessibility needs.

At time of writing, we are revising this module to include further resources for developing information literacy and academic skills throughout the year, in addition to the induction materials it was originally used for.

This presentation will cover how we planned and built the module, lessons learned along the way, and evaluation of usage over Term 1.


Teacher as facilitator: how becoming a trained coach has impacted my teaching practice

Coco Nijhoff

I will focus on how coaching has had an impact on my teaching and interactions with students. I will also focus on how coaching has influenced my understanding of Information Literacy.

I will begin with my experience of being coached, which had powerful and unexpected benefits. Coaching generated new professional options for me, including getting a second Master’s degree and changing jobs. Other benefits included skills development, which I apply to my teaching practice as well as the advocacy and strategy remit of my work.

I later decided to gain a coaching qualification from the Institute of Leadership and Management. I will discuss the teaching methods that were used in my coaching training, including modelling, or demonstration-observation, one to one study based on questioning methods, and problem-based learning through action learning sets. Most significantly, coaching has a focus on learner-centred methods where the coach is a facilitator, not a person with the answers. This relates directly to the problem-solving and critical thinking aspects of Information Literacy in my work with students.

I will give examples of how the methods used in coaching translate to the classroom in adopting student-centred methods. There is risk involved in asking a question and waiting for an answer. However, there are rewards in taking this approach with students. This state of limbo, before transformation can happen, is also described by the liminality or disjunction state within threshold concepts. The principle of empowerment underpinning the new CILIP definition of Information Literacy is also embodied in this exchange.

Lastly, I will ask the audience to reflect on their own professional challenges. I will use a coaching technique to prompt participants to consider what they can do to generate options to reach a goal, whether it is small or large.


Learning how to teach unfamiliar subjects: a case study of the academic writing courses at the University of Cambridge Medical Library

Eleanor Barker and Veronica Phillips

Information literacy support within University of Cambridge Libraries takes a skills-based approach, segmenting it into stages reflecting the research life cycle. However, library support of the different stages is uneven, with most training focused on finding and managing information, while steering clear of analysis and dissemination. This may reflect unease or unfamiliarity with the skills needed for these aspects of information literacy, or anxiety about providing inadequate support to users in areas where information professionals lack experience.

This was certainly the case for teaching staff in the University’s Medical Library. Based on feedback from faculty on user needs, the library’s training programme was expanded to include training and support in the dissemination of research outputs, in a variety of formats such as journal articles and the publication process, conference posters, reflective writing, and first-year PhD reports. The teaching staff had little experience of scientific writing or formal reflective writing before developing the various courses.

This presentation represents a case study of how the Medical Library tackled these problems. It will recount the process by which writing training courses were developed, the needs of library users attending academic writing training courses, and the techniques used by the teaching staff to gain understanding of conventions and requirements of forms of written communication with which they were unfamiliar. These techniques included consulting with information professionals already delivering similar courses, self-directed study of research on academic writing, and formal and informal consultation with potential attendees. The presentation will also discuss how the new writing courses have been adapted since their inception, and appraise their impact on library users and on the library as a whole.

Aims

Attendees will learn

- skills and techniques used by the Medical Library when developing writing courses for library users
- skills and techniques used by the Medical Library to increase their confidence in teaching subjects with which they lacked personal experience or familiarity
- suggestions for how to expand existing information literacy skills training so as to provide integrated and holistic support for all stages of the research life cycle
Workplace information literacy on the frontline: an analysis of paraprofessional staff information practice and professional development in a UK academic library

Lucy Royle

As the first point of contact for many library users, it is vital that frontline academic library paraprofessional staff (henceforth abbreviated FALP) develop their IL skills and knowledge and can communicate these effectively with users. FALP staff play a key role in supporting the development of students' IL skills and experiences, which they can then integrate into their own workplaces and community contributions. However, while it is essential that library staff are information literate and continually learning and developing to deliver this expectation whilst achieving their own life goals, there has been little exploration of the information literacy experiences of FALP staff. This paper uses as its foundation recently completed postgraduate research to explore the information literacy practices, professional identity and professional development of frontline academic library paraprofessional staff in the UK. This research employed a qualitative case study approach to carry out semi-structured interviews that were conducted with five frontline paraprofessional staff working within a UK multi-campus academic library service. Findings from the study, which were analysed using thematic analysis, explored the complexity of workplace IL and information practices and demonstrated how the paraprofessional academic library landscape and impact of organisational culture shapes how staff share and use information in a team environment. It recommends developing a holistic understanding of the paraprofessional role, and utilising situated learning approaches to better support the information practice and professional development of this under-researched group. The findings lead to further recommendations including for training to be embedded within a constructivist framework tailored to individual preferences, and providing active, authentic examples to facilitate the development of embodied knowledge. This paper will be of interest to staff working within, or managing, a frontline academic library enquiry team, as well as individuals interested in workplace information literacy and LIS information practice.


Approaches towards developing a community of practice to support information literacy teaching and learning in your library

Nasser Saleh and Cory Laverty

Communities of Practice are groups of people in a shared field of expertise who seek to deepen their knowledge, skills, and engagement through regular interaction. Communities of Practice can engage in a wide variety of activities, from co-teaching and learning new tools to creating and modelling best practices, among others, all with the goal of collective learning in their field of practice.

The idea that practical knowledge can be transferred through social interaction in settings that relate to the application of that knowledge or practice, was first referred to as a "community of practice" (CoP) by Jean Lave and Etienne Wenger. A CoP is a group of individuals who come together to learn about something and who, through their learning interactions, develop relationships and build a sense of connectedness to one another and to their purpose. Motivation to learn and share is central to the group, and learning may take many forms such as problem solving; exchanging and comparing information and stories; seeking the experiences of others; discussing initiatives; mapping knowledge and identifying gaps; and creating tools. This practice offers the library a mechanism for developing scholarly approaches to teaching and as a pathway to invigorating learning and professional development across the organisation.

Although a CoP is inherently fluid and constantly evolving, some features directly impact its cultivation and sustainability.

Wenger, McDermot, and Snyder propose seven principles for establishing and fostering a CoP: Design for evolution, Open a dialogue between inside and outside perspectives, Invite different levels of participation, Develop both public and private community, focus on value, combine familiarity and excitement, and Create a rhythm for the community.

The symposium facilitators will discuss the models of approaches in developing community of practices in academic libraries and reporting a case in developing a community of practice to support information literacy teaching and learning in an academic library. Participants will have the possibility to explore the use of Wenger’s model in developing a CoP in details while discussing both opportunities and challenges.

Here’s one you made earlier? Reframing digital literacies in the language of students and employers

Cheryl Coveney, Wendy Mears, Hossam Kassem, Venetia Kontou

Since creating the original digital and information literacy framework in 2012/13 The Open University (OU) Library, working with academics and Learning Design colleagues, has consistently strived to help students articulate these skills in the context of employability. A variety of approaches to this have been explored across the curriculum.

Following a 2018 review of University support for Employability, a new Employability framework has been created, focusing on helping students draw out, and articulate those employability skills they have developed through their studies. This meshes well with the Library’s established digital and information literacy skills framework with its focus on helping students understand, articulate and apply their digital and information literacy skills.

Drawing on previous experience and practice, and in the light of broader institutional foregrounding of digital capabilities based in JISC’s work, OU Librarians, liaising with Learning Design and Careers and Employability colleagues have mapped the DIL Framework with the OU’s Employability Framework and JISC’s digital capabilities’ Learner Profile, showing where DIL skills help students develop in key areas of employability.

The resulting output is not only an in depth documentation of common themes and language, it has provided the opportunity to begin work on a taxonomy, and enabled us to articulate these themes in more concise, student focussed language. This is work we can take forward in our collaboration with course production teams and the student consultation panel, contributing to a shared institutional approach to the articulation of skills acquired. We are sharing this work across the OU in the form of an eye catching “Skittles” infographic and aim to use our taxonomy with an Artificial Intelligence tool to map Library input and skills within the existing curriculum.

A summary of the background and methodologies will form a brief introduction to an interactive workshop.

Workshop participants are invited to bring along examples of their own frameworks and threshold concepts and begin to reframe their own Digital and Information Literacy (DIL) tools in a shared language of employability with a student focus. Real-life employment situations and student personae will be used to help bring the workshop to life.

SkittlesTM will be provided.
Creating and branding meaningful information literacy instruction: tools for developing innovative learning experiences using the ACRL framework

Darla Asher and Elana Karshmer

Since its adoption in January 2016, the ACRL Framework for Information Literacy for Higher Education has been received with both excitement and trepidation within the US academic library community. The frames present a challenge for educators as they transition from using the ACRL Information Literacy Competency Standards for Higher Education which were easy to assess given their standard, performance indicator, and outcome design. Our experience indicates that instruction librarians continue to have difficulty developing meaningful learning experiences using the Framework.

The goal of this presentation is to provide delegates with a graphic to guide in the creation of lesson plans for each of the frames. Our workshop will include the following learning outcomes:

- Provide a targeted overview of the ACRL Framework for Information Literacy for Higher Education, backwards design, and threshold concepts in order to give delegates a common starting point for considering how to approach creating learning experiences that incorporate these concepts;
- Demonstrate the importance of using branding and marketing strategies for creating a recognizable and sustainable IL program at the university level;
- Introduce and discuss a graphic organizer that enables librarians and educators to develop learning experiences based on the IL Framework, backwards design, and threshold concepts using a systematic approach based on the use of clearly chosen frames, discrete learning outcomes, and assessment activities;

This session will include an introduction to all relevant subject matter, a chance for delegates to work in pairs to construct their own instructional activities using our graphic, and an opportunity for feedback on the instructional experiences developed. There will be time for questions and answers.

ACRL Framework for Information Literacy Sandbox  http://sandbox.acrl.org/

ACRL Framework for Information Literacy for Higher Education
http://www.ala.org/acrl/standards/ilframework

ACRL Information Literacy Competency Standards for Higher Education
http://www.ala.org/Template.cfm?Section=Home&template=/ContentManagement/ContentDisplay.cfm&ContentID=33553


Collaborating in the development and integration of information and other learning literacies

David Baume, Jane Secker, Katy Woolfenden

The Symposium will focus on the benefits and challenges of collaboration in higher education, and help participants to identify ways in which they can work together with colleagues from other professional teams to further develop and embed information literacies in the policies and practices of the institution. Alongside librarians, examples of professional teams will include, but are not limited to, academic development, learning technology, learning development, quality assurance, student support, senior management, individual academics and programme leads and teams.

Each of the facilitators will provide brief introductions to describe how some of these professional groups and development functions relate to each other and have worked together with library and information professionals on developing and embedding information literacies and other complementary skills including academic and digital skills, wellbeing and employability. Short case studies of the different approaches taken by two institutions to develop support in a coordinated way will be shared. Specifically, the MA in Academic Practice experience at City University of London and the My Learning Essentials experience at the University of Manchester. Reference will also be made to the recent project funded by the University of London Centre for Distance Education on Integrating Information Literacy.

The main part of the symposium will draw from the experience of the attendees and give participants the opportunity to share and formulate their own ideas and potential action plans. After an initial discussion participants will generate ideas for further exploration and vote on the topics they wish to expand on. In the second round of discussions participants will then be encouraged to engage in world café style session focusing on the agreed topics of interest to them. Examples of discussion topics might include, developing policy, working with course teams, providing input into courses, working with student and learning development or working with academic development, partnering with other student support functions. The aim will be to share experiences, identify obstacles and difficulties, and plan ways forward. The facilitators will move along the tables, encouraging and supporting but not interfering.

A Twitter hashtag and an open Padlet will be established for the Symposium and participants will be encouraged to Tweet or add their findings to the Padlet as they go along. The facilitators will undertake an interim and then a final plenary review of the issues raised and ideas expressed. These, or digests of them, can be published / archived.

CILIP (2018) CILIP Definition of Information Literacy: Available at: https://infolit.org.uk/new-il-definition/


I’m not calling you a liar but don’t lie to me: getting personal with source evaluation

Kathleen Phillips, Eryn Roles, Sabrina Thomas

Evaluating sources for credibility is the first step to healthy civic learning. Traditionally, systematic source evaluation remained focused on source content with the most notable example, the CRAAP Test, but twenty-first century source evaluation must begin reflectively. This reflective evaluation begins when the researcher takes personal inventory on their emotions attached to the investigative topic. These facts lead to the question: How do we get students to set aside their emotions and radically engage with logic and reason and self-imposed information seeking habits? This question is especially crucial as it arises at a time when the open internet is often a place one finds hyper-partisan information that does not correctly reflect fact.

It is time to recast evaluation methods like the CRAAP Test with a new and improved tool - the IF I APPLY method of resource evaluation. This tool is a fresh approach when introducing students to source evaluation in order to encourage lifelong learning. IF I APPLY smoothly fits into the ACRL Framework, with a basis of a cluster of flexible, interconnected core concepts, rather than a set of standards or prescriptive skills. This method moves away from the traditional checklist format of previous tools, and, in turn, recognizes and addresses internal and external biases. Once the existence of internal bias is recognized, users are both encouraged and taught to be more reflective all resources. Blending critical thinking with information literacy, IF I APPLY is adaptable enough to apply from breaking news and tweets, to digital open access resources, and traditional print sources like books.

Teaching librarians will be equipped with a new method of fostering intellectual integrity during inquiry thinking, ultimately empowering learners to become savvy information consumers in their academic research and their lives, both off and online. The creators of IF I APPLY will discuss the success of the tool as they have used it since its creation and instruction implementation in 2016, employed in a variety of teaching settings, and will leave participants with fresh ideas for how to incorporate this new resource into their own instruction. This session will also discuss current assessment practices used across the following teaching settings: one-shot instruction, embedded instruction where students see the librarian over the course of a semester, librarian-instructor collaboration to create a librarian led and graded course assignment, and incorporated into a full semester class. Assessment has shown that IF I APPLY is successful in teaching learners to actively question themselves and their resources in an immediate setting (i.e. for a course or assignment), and further assessment is ongoing to explore the long-term effects of the method.
Making a game relatable: blending instructions and real-world concepts

Mathilde Panes

In this LILAC session, we would like to present a new training designed for PhD students of the Swiss Institute of Technology in Lausanne (EPFL), Switzerland, organized and given by the campus’ Library team.

The topic of the training is the discovery of the scientific publishing context, its mechanisms and issues. It is intended for groups of 15-20 PhD students in two-hour sessions.

The innovating teaching method for this training takes the form of a strategic card-game we created in 2018. The game main objective is to help PhD students develop critical thinking about which publishing strategies to develop as a researcher.

Also designed to be played in a self-training fashion, we plan to implement the game into a classic training session by contextualizing the "game rules explanation" phase in the real world context. Some knowledge needs to be transmitted during this phase – such as the concept of open access and bibliometrics – for participants to understand how the game’s mechanics apply in the real publishing context. Learning aspects are particularly relevant for designing a game, as noticed Jane Secker and Chris Morrison for their game Publishing Trap (Gilson 2018). Séverine Erhel and Eric Jamet also showed how this part was crucial for learning effectiveness (Erhel and Jamet 2013). To introduce learning, we will blend game instructions and teaching during the introduction of the session (15 minutes).

We want to use the micro-teach session to test the so-called "game rules explanation" phase and get feedback on the approach (storytelling) and the clarity of the instructions.


Using feminist pedagogy to transform information literacy instruction

Jessica Kahout-Tailor

As librarians vary instructional approaches to improve student learning, librarians also have a responsibility to think about the roles and dynamics of power in and outside of the classroom. Using feminist pedagogy to reshape instruction can encourage students to recognize sexism and oppression and to be agents of change in a world brimming with intolerance. Thus, the information literacy classroom can be a social justice laboratory.

With so many limitations that librarians face with teaching, it may seem overwhelming to use feminist pedagogy when so much is out of our hands--time constraints, lesson requests, and opportunities beyond a one-shot session. Feminist pedagogy concerns itself subverting the patriarchal content and examining how content is taught. If the curriculum and instruction are not student-centered, the students are passive in their learning and knowledge creation. Feminist pedagogy can be applied in any classroom, but it can be easily applied with information literacy, as librarians are already helping students question authority and knowledge creation processes. Librarians can use feminist pedagogy to extend information literacy concepts in order to help students question how patriarchy permeates throughout society. Designing lessons that use the classroom as a collaborative place where all voices can be heard in the construction of knowledge are ways that the librarian can use feminist pedagogy to transform their instruction.

In this session, I will describe my continuing journey of implementing feminist pedagogy in my information literacy instruction. Exploring feminist pedagogy has challenged me to reflect on power dynamics in the classroom, my pedagogy, and ways in which to foster student engagement with topics of power and oppression. It has helped me evaluate student and teacher talk in the classroom, how students participate in knowledge creation, and how to ask questions in the classroom that engage and empower students.


Engaging the reluctant: barriers and facilitators to student participation in academic library information literacy training

Veronica Phillips

This presentation reports the findings of a user experience project conducted in the University of Cambridge Medical Library in 2018-2019.

Previous methods of evaluating the effectiveness of the library’s information literacy training focused solely on feedback from library users who had attended training courses. While this was helpful in adapting existing courses to the needs of pre-existing training attendees, it only told half the story – it left out users who did not attend training, and their reasons for not doing so.

The project looked at the barriers and facilitators to attendance of the library’s information literacy training programme, using qualitative data collected from a series of semi-structured interviews with a cohort of medical students at varying stages of their degrees. The interviews focused on three main themes:

- What were the perceptions of University of Cambridge medical students of Medical Library information literacy training?
- Were these students aware of library information literacy skills training and the content they cover? How did those who were aware of the training find out about it?
- What barriers and facilitators were there to medical students utilising library information literacy training? How might any barriers be overcome?

This presentation will summarise those findings, as well as the changes that were made to the Medical Library’s information literacy curriculum design in light of the project’s results.

Aims and objectives

Attendees of this presentation will:

- Understand the barriers to attendance at academic library information literacy training programmes
- Learn tips and techniques for engaging reluctant users
- Learn of the proposed changes to the Medical Library teaching curriculum aimed at increasing awareness of, and attendance at, library information literacy training programmes
Flying into the library: How the library fitted into a student retention project

Andrew Walsh, Cheryl Reynolds

During the 2017-2019 academic years, Flying Start has been run at the University of Huddersfield as part of the OfS-funded "Intervention for success" project.

Flying Start (FS) is an aspiration-building, academically challenging introduction to undergraduate study. A complete overhaul of the initial curriculum for 900 undergraduates at the University of Huddersfield in September 2017 exposed the hidden "rules of the game," and replaced exclusionary practices with inclusive participation. Instead of an information-heavy, teacher-centred "induction," it embeds a powerful message: the university is its students and everyone here belongs.

For two weeks, students attend sessions from 9-5, five days per week and take part in an intense, subject-specific and participative programme. The programme is part of an institution-wide strategy that sees transition as critical. Underpinned by robust, qualitative and quantitative research (HEFCE, 2015; Thomas, 2012; Hill et al 2017), the programme pinpoints belonging and relationships as pivotal to success.

As part of this project, the library contributed sessions embedded within the flying start programme, designed to help new students navigate their new virtual and physical information landscapes. Challenge cards and ActionBound activities helped them playfully explore together; and creative exercises (using Lego, drawing, and zines) enabled them to reflect upon their own expectations of the university’s information landscape and find their own place within it.

This talk will outline the Flying Start project, some of the library focussed interventions, and discuss the importance of collaboration between academic subject areas and learning support services such as the library and academic skills tutors.


It’s all in the blend: merging academic skills with information literacy, and linking the generic with the embedded

Abi Ward

Increasingly, academic skills teaching is becoming part of the role of HE Librarians (Howard, 2012; Beaumont & Thompson, 2018), with definitions and models blending academic literacies and information literacy (CILIP Information Literacy Group, 2018; SCONUL, 2015). Learning developers and librarians are collaborating successfully to deliver blended services for their students (Haigh & Mullen, 2017; Beaumont & Thompson, 2018).

The Library at UWE Bristol runs Academic Skills Workshops (Saville & Sebire, 2018) that are available for students of all subjects and levels and, despite claims that the generic approach is unappealing to students (Ashton & Harris, 2011), they are proving very successful.

Library staff at UWE have found that teaching the workshops has improved their understanding of academic skills and enabled them to adapt the materials and activities for embedded library teaching. This presentation will share the experience of librarians at UWE in their own words. It will also show some examples of the teaching materials and activities in their generic and subject-specific forms. For example, some embedded library sessions now cover effective note taking and paraphrasing alongside referencing and avoiding plagiarism, and critical reading alongside search techniques and evaluating sources.

This presentation will also discuss the challenges of this blended approach, such as how to cover both information literacy and academic skills in embedded sessions with little or no additional time, and how Library staff manage the additional teaching workload.

Attendees will come away with an understanding of the benefits and challenges of this approach and have some teaching ideas to put into practice.


Haigh, J. & Mullen, (2017). Embedding interventions for better critical writing and reading: collaboration between librarians and Academic Skills tutors. Librarians’ Information Literacy Annual Conference. CILIP Information Literacy Group, Swansea, April 2018. Available from:


School librarian and teacher collaboration: Finding the hook to engage teachers with information literacy and talk yourself into the classroom

Elizabeth Hutchinson

Research shows that when school librarians work with teachers their students’ academic attainment goes up. However, teachers and senior leaders don't always understand what school librarians can do and because of this advocacy is an important part of our jobs. Advocacy is more achievable once you have some evidence of what you can do. This presentation will show you how we have used evidence from individual teachers to engage more.

What we have found is that teachers want librarians to link resources to the curriculum, save them time and make finding resources easy. Even though we know this is what we can do, sometimes it is hard to know how to do it. It is about finding the hook that starts the conversation and encourages teachers to work with you.

Through attending teacher’s conferences, I found that teachers were being encouraged to use online tools to create real world learning. This means either connecting with children from different countries (Indian children for a topic on India) or experts (from holocaust survivors to business experts), giving their students a real audience and learning for a purpose rather than just answering or creating questions just for the teacher.

Many teachers and school librarians do not feel comfortable with new technologies, but I found that this is where it was important to push the boundaries, embrace change and learn new skills. School librarians are perfectly placed to open the doors to collaboration with teachers through learning these skills and we found that it has created many more opportunities to support our students in ways we were not expecting.

SLS Guernsey created several innovative lessons using online tools. Using Flipgrid, Padlet and Skype/Google Hangouts, learning how to use them and creating connections. I will show you how we used these tools to engage teachers with information literacy lessons and adding lessons using our online resources, such as how to use Q-Files, Britannica online and GALE resources creating more opportunities to work alongside teachers.

The advocacy came when teachers started to talk about what they were achieving with their school librarian, we found that senior leaders wanted to hear more. They were happy to invite us into staff meetings and inset days to tell their teachers about these opportunities. They wanted what other schools and teachers were getting from us because they could see that it was enhancing their teaching and learning and having a positive impact on their students.

School librarians must find a way to ensure that schools know and understand our role beyond the library. We have a responsibility to our students to ensure that our message is being heard and using these tools is one way to start the conversation.


Parallel sessions (Group 2)
Promoting gradual skill development for undergraduate students: faculty workshops for scaffolded instruction

Sarah Clark

Although it is common for undergraduate programmes to include heavily weighted term papers, such assignments can hinder opportunities for skill development that is diverse and gradual. As an alternative approach, a librarian and writing instructor decided to engage faculty at a grassroots level, facilitating an assignment design workshop on scaffolding. Offered through the institution’s teaching and learning centre, the two-hour workshop provided an introduction to this technique, including several examples from the literature, as well as local instructors’ own assignments. The session also provided many opportunities for discussion, both collectively and in small groups.

Also referred to as sequencing, scaffolding is a technique “where an assignment is broken into multiple, smaller assignments that progress in content and building complexity towards the final deliverable” (Lowe et al. 127). By emphasizing the value of IL and writing, this method can help us strengthen our relationships with faculty, and establishes librarians and writing instructors as partners in assignment creation.

Although this structured, sequential method aims to improve upon students’ learning outcomes, the success of this model in the literature is not consistent, if mentioned at all (Lowe et al. 128). For example, Bordonaro and Richardson incorporated sequencing within an IL class for Education students, although no significant statistical changes emerged as a result of this instructional shift (395). In addition to a lack of supportive evidence, scaffolding often requires faculty to rework their current assignments leading to an increased workload, both in redesigning components, and likely, grading additional low-stakes assignments in future terms; tasks that may not lead to the results that are anticipated (Marfleet and Dille; Robinson and Schgel qtd. in Junisbai et al. 604).

In recognizing that scaffolding does not provide a one-size-fits-all solution, this session will discuss the benefits and challenges involved in sharing the scaffolded model in an assignment design workshop setting. Participants will gain a practical understanding of the workshop’s structure and outcomes, and learn about facilitators’ reflections and next steps. They will be encouraged to consider the current teaching landscape within their own academic environments in order to assess how a similar strategy may be implemented.


Holistic scaffolding and the pedagogy of charity

Dom Taylor, Sarah Clark

Several techniques are often needed to complete one assignment effectively, prompting students to learn many different skills. Drawing on this idea, Sellars (1956/1997) explains that to use one concept, you must have a "whole battery of concepts" at your disposal (§19). For example, to know how to cite properly, you not only must be able to apply a given style guide, but also be able to perform a multitude of activities, including paraphrasing, researching, and critical reading.

Donald Davidson (1974/2001) argues that successful communication between individuals relies strongly on what he refers to as "charity"; the idea that in order to make sense of what another person means one must assume that the given person is relying on a holistic set of accurate beliefs relatable to one's own set (p.197).

However, recent pedagogical literature emphasizes students' unfamiliarity with the skills needed to succeed in research and writing, and one-shot library instruction does little to address these concerns. While such workshops may prepare students to locate relevant information, MacMillan and Rosenblatt (2015) question the value of these experiences overall, asking "What good is teaching students how to find scholarly resources if they can’t read them?" (p. 757).

By drawing on theory as well as personal teaching experience, this session will explore a form of library instruction that we refer to as holistic scaffolding, focusing on citation as a starting point. We argue, in line with Davidson (1974/2001), that since "charity is not an option, but a condition" for communication, we must approach instruction in a manner that emphasizes the existing capacities of students, rather than addressing their deficits. Consequently, we view the "pedagogy of charity," developed by Porter (2001) in their interpretation of Davidson, as the necessary grounding for this instruction (p.584). This session provides an introduction to conceptual and practical tools by which to test a holistic instructional approach, based on our own teaching experiences. Participants are encouraged to reflect on the current teaching landscape within their own academic environments in order to assess how a similar strategy may be implemented.


When the library one-shot goes online: what to let go, what to keep, what to build

Lorrie Evans, Karen Sobel

The face to face "one-shot" library class continues to be a mainstay even as the foundation it’s built on has transformed. The online course environment shakes that foundation but doesn’t crack it. Librarians have refined lesson plans and activities to deliver the best package for the limited time available. The model may have faults and challenges, but it does have efficiency and most importantly, it provides a great personal connection with the students. In this workshop we will embrace the best of what we have been doing and learn how to adapt those lesson plans and activities into the online format. This workshop will explore our opportunities and challenges across the wide range of online teaching practice. The challenges may be different, but our goals same whether we are a course librarian for the semester or simply tasked with building a library module. Ideas covered in this session will apply to a wide range of online instructional scenarios.

Participants will reflect on their own perceptions and experience:

- What might a library one-shot look like for the online class?
- Are we just as comfortable teaching online as we are face to face? Why or why not?
- What do we most value when we work with students in the classroom?

Efficiency and a personal connection are easier said than done when time, distance and screens divide our community. When our aim is to provide opportunity for the same level of learning across different platforms, we need to step outside our zone. This workshop will let you do just that.

In this workshop, we will:

- Prune the face to face one-shot so it can thrive in the online course.
- Re-frame learning activities (scope, clarity of instructions, assessment).
- Explore different tools to connect with students.
- Consider strategies to communicate with faculty about what we can and cannot do within the online course.
Peer-reviewed library teaching: reflections, background and practicalities

Katherine Turner, Laurence Morris

Learning outcomes – attendees will:

- Understand the benefits of Peer Observation as a useful professional development tool for their practice in their own institutions
- Gain practical tips & identify some strategies for approaching the observation and dealing with surrounding issues
- Engage with basic Peer Observation to start to gain insight into their own practice

Information Literacy Instruction & Teaching are among the increasing variety of roles librarians undertake (Vassilakaki & Moniarou-Papaconstantinou, 2015). However, many in the profession must learn and develop the necessary skills when in post as teaching development is a missing component in the majority of library courses (Levene & Frank, 1993; Alabi & Weare, 2014). This workshop explores Peer Observation (a learning technique many librarians are unfamiliar with (Alabi et al, 2012)) and considers how information professionals could potentially use it to improve their teaching practice to more effectively deliver Information Literacy Instruction & Support and develop and enhance students' skills.

Attendees will start by considering some potential benefits of Peer Observation, followed by a brief overview of how Peer Observation is used as a development tool in Higher Education Institutions and Academic Libraries in the UK and beyond. There will be opportunity to reflect on and discuss some of the issues surrounding participating in observation arrangements before hearing a personal experience of participating in the Reciprocal Peer Observation arrangement newly introduced to the Academic Support Team within the Library at Leeds Beckett University. We will explore the reflections of one of the reciprocal pairings on participating in the scheme and its effect on individual teaching practice. Reflections on particularly insightful elements of the process will be shared, as well as practical considerations of participating in a new reciprocal peer arrangement.

Participants will then engage in a light-hearted Peer Observation taster activity to see how Peer Observation could be a useful professional development tool for their own practice in their own Institutions. Those considering participating in reciprocal observation arrangements will gain useful tips and identify strategies for approaching the observation and dealing with possible challenges. Also, in the wider context, we will consider the potential for improving both collegiality within academic liaison teams and professional reputation with academic colleagues across the wider Institution.

Alabi, J; Huisman, R; Lacy, M; Miller, W; Snadjr, E; Trinosky, J; Weare, W Jr., 2012. By and for Us: The Development of a Program for Peer Review of Teaching by and for Pre-Tenure Librarians. Collaborative Librarianship, 4(4), pp. 165-174.


Identifying and facilitating a community of practice in information literacy: collaborative learning at a university

Clare McCluskey-Dean, Konstantina Martzoukou

This presentation gives an overview of an action research project which used interviews and surveys to identify shared values, aims and concerns about information literacy across academics and professional support staff in a university, over a period of two years. Shifting the focus from individual information skills inputs delivered to students by academic librarians, it looks at how academics and librarians can learn together, collaborating on curriculum design, via a physical and online community of practice (Wenger 1998).

Drawing on theories of information literacy such as landscapes (Lloyd 2010) and critical approaches (Elmborg 2012), the research highlights where examples of these are already evident in the curriculum across a university, and where there is opportunity for them to be embedded in course or module design via collaborative staff development. It also shows how interrogating one’s own practice as an academic librarian can lead to a shift in role, from reactive support-provider, to one who contributes to curriculum design.

The results from the interview phase indicated that there were pockets of innovative practice, linked to information literacy, occurring across the university. However, the survey results demonstrated that some academic disciplines are more likely than others to have learning outcomes and priorities linked to critical information literacy and landscapes of information, than the more traditional, skills-led approaches. The presentation will provide examples of this and show how there are shared values and concerns over different academic subjects and disciplines.

Finally, there will be a demonstration of the online community of practice which has emerged from this research, along with an account of the face-to-face meetings that have taken place. An outline of how this project has already had an impact, and how it is planned to make it sustainable, with ongoing evaluation, will also be offered.


Transition to university: information literacy skills through gamification and peer-learning

Sharon Perera, Andrew Sinclair

Research shows that students may feel themselves unprepared for the transition from school or college to university; the more we can help prepare students for this change, the more likely they will be to succeed and achieve at university. The study (Independent Learning; Students’ Perspectives and Experiences, 2015) found that not only are students unaware of the expectations of them to be independent at university, but also of the value of being independent as a life skill.

This theme of independent skills is explored by Lloyd, (2013) in her work on information literacies from a "people-in-practice perspective". Information literacy is presented as a set of meaningful activities that people engage with within different settings e.g. work, education and life. Lloyd's shift in focus from an information skills approach to a socio-cultural system of practices helps illustrate a common predicament that new students must navigate. Thus, students starting at university are expected to learn new behaviours (negotiated practice) within the campus setting (practice architectures), participate in well-versed practices (enacted activities) and acquire tacit knowledge of how university life operates (ways of knowing) in order to succeed.

Most students would find this a daunting experience. But for 60% of the student population of the University of Greenwich, who mostly come from disadvantaged backgrounds, this experience poses an entirely foreign land with an imperceptible code of behaviours. Outreach projects conducted at the university found that students felt more able to cope with the transition to university if they had opportunities to discuss these new experiences with their peers and with mentors. Furthermore, studies have shown a direct correlation between university retention rates and students' awareness of what is expected of them to be successful at university (Smith, S., Joslin, H. and Jamieson, J., 2016).

These works have formed the basis and rationale for developing an innovative platform to engage level 3 students and prepare them for transition to university. Independent Learners’ Toolkit is an online game experience that will provide students with an opportunity to experience and discuss with peers the independent nature of university life and the necessary information literacy skills required for their studies and beyond.

The Independent Learners’ Toolkit uses game technology to deliver a virtual campus experience. Users can explore the various elements of university life; student accommodation, the library, the lecture theatre, etc. and "pick up" information literacy skills as they "progress" through university.

Based on the recommendations of research that students are more likely to learn about independent learning skills through peer mentoring, the university has developed an interactive session that student ambassadors can deliver to their peers. Although student ambassadors delivering the sessions will work through a structured programme, there will also be opportunities for them to share their personal experiences and answer questions.


Shaping information literacy education for the empowerment of refugees

Julianne Stiller, Violeta Trkulja

In 2015, over one million refugees sought asylum in Germany fleeing from violent conflicts in their home countries. Over the course of the past three years, more and more people finished the integration courses designed to equip refugees with language skills and training to partake in democratic processes. An increasing number of people that came to Germany as refugees is now looking for jobs and it is crucial to enable them to find jobs that match their skills and qualifications (Gürtzgen, Kubis & Rebien, 2017). But job seeking requires a level of information literacy skills that refugees cannot be assumed to hold. However, offers of assistance and support for this target group often take information literacy skills for granted, for this reason many of these offerings do not even reach the intended audience. Targeted information literacy education can empower this particular group to inform themselves online about the German job market and job opportunities. This is especially important as job-seeking tasks are increasingly moving online in Germany. In 2015 in Germany, the top 1,000 companies published 90 percent of their vacancies on their own company website and around seven out of ten vacancies are offered in job portals in the Internet (Weitzel, T. et al., 2015).

In this short presentation, we would like to present results from studies we conducted assessing the digital competencies of refugees based on the digital skill scale developed by van Deursen & van Dijk (2009, 2014), analyzing their search strategies and information seeking behavior online during the job orientation in Germany (Stiller & Trkulja, 2018). The studies contribute to a better understanding of the varying degrees of digital skills of refugees and reveal deficits in searching, evaluating and applying information to their benefit. Based on the findings, we developed a curriculum for information literacy education that is adapted to the job finding process and conveys information literacy competencies for job orientation, the application process and the workplace. The goal of the targeted course is to enable refugees to benefit from the many opportunities that arise through the Internet and its services, improving chances for labor market integration. In January 2019, we will test the curriculum with participants and will be able to integrate learnings and best practices from that experience into the short presentation at LILAC 2019.


Critical thinking for complex times: how the New Literacies Alliance leverages institutional expertise to teach literacies online

Joelle Pitts, Melissa Mallon, Matthew Upson

- Learning Outcome 1:
  Workshop attendees will discuss strategies for incorporating open online learning objects, such as the New Literacies Alliance lessons, into their instruction.

- Learning Outcome 2:
  Workshop attendees will map learning outcomes from the NLA lessons to the curriculum of one class, workshop, or department with which they work.

- Learning Outcome 3:
  Workshop attendees will create an action plan for modifying and augmenting an existing instruction session(s) using online learning objects.

Online tutorials, flipped-classroom methods of delivery, and curriculum scaffolding have independently been used to successfully teach information literacy concepts. But few library instruction initiatives have combined all three to not only enhance face-to-face instruction, but to incorporate information literacy concepts programmatically and logistically. The New Literacies Alliance (NLA) is an award-winning information literacy project based in the United States which has done just that. The Alliance has been honed by ten partner college and university libraries over several years to provide open access, customizable information literacy learning objects, some of which are already being implemented by U.K. Libraries.

This workshop will detail how the lessons are created and vetted, how they can be synced with learning management system assessment tools, and how they have been scaffolded into academic programs at several different institutions. Participants will learn how combinations of various lessons are packaged and marketed to faculty, and will be given an overview of curriculum mapping processes that can lead to the integration of information literacy competencies at various levels. Discussions and activities will be included for maximum engagement, including an opportunity to practice mapping existing NLA lessons (or their own educational resources) to an example program curriculum. Small group discussions will include opportunities for participants to help each other brainstorm ideas for incorporating open educational resources (OER) into library instruction efforts at their home institutions. Talking points, marketing materials, and supplemental pedagogical materials will also be shared as practical tools for accomplishing higher-level information literacy integration.

Attendees will be asked to bring a class, target program, or other learning experience to use during discussions. The goal of the workshop will be to foster renewed engagement with and augmentation of existing library instruction experiences using the NLA model.

https://newliteraciesalliance.org/
Boutique-librarianship for the non-traditional, working, distance student: a love story

Kathleen Phillips

Does taking a boutique-like (Tilley & Priestner, 2012) approach to embedded librarianship positively impact non-traditional, working students’ online learning experience and overall success?

Frequently, students who enrol in online graduate or doctoral programs work, and have outside life commitments, which can compound success. Embedded librarians have the opportunity to forge strong bonds between students and library resources beyond course requirements, incorporate transferable information literacy skills, and aid students in overcoming impostor syndrome.

Applying a multifaceted approach to communication, instruction, and outreach increases a working student’s chances of success. This approach incorporates three styles of interactions with the librarian and/or library resources. 1) Library learning modules support pre-existing skill sets, apply said skills to problem-based tasks (i.e. information retrieval, identifying bias). These modules cover a wide range of information literacy skills from database use to predatory publishing, and are customizable for different course needs. 2) Librarian hosted open-ended discussions target a specific need while encouraging self-direction, peer-to-peer interaction, and a higher level of interaction with the librarian beyond a simple question and answer forum. 3) The use of teleconferencing resources for one-on-one or group sessions, scheduled during strategically identified times when the student will be most focused, assist students in overcoming the common feelings of being overwhelmed with research and isolated from peers, mentors, and instructors. Because asynchronous students typically focus on class work during periods when most librarians are not working, offering evening and weekend appointments is crucial.

The DIY nature of picking and choosing the combination interactions most beneficial for any given course makes this a valuable approach to aligning services with the needs of any group. Students engaged with this style of interaction improve information literacy skills, research abilities, and reduce impostor syndrome. It is critical for embedded librarians to identify, harness, and engage in these targeted opportunities.

Not required reading: leisure reading as an information literacy, student well-being and social justice issue for academic libraries

Elizabeth Brookbank

Academic libraries are increasingly valued based on measures seeking to quantify "student success," including metrics correlating library use with GPA, retention, and graduation rates. Such models often dismiss leisure reading as inessential in academic libraries because it is not curriculum-based. However, research on reading for pleasure has not only shown it to be tied to academic achievement, but also to benefits ranging from facilitating critical thinking to improving writing to fostering creativity to increasing empathy (Gallik, Kelly and Kneipp, Krashen, MacAdam, Mar et al.)

Given this, leisure reading is in fact 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. It is about creating lifelong learners and preparing students to be curious, responsible, informed citizens outside of the narrow academic experience (Critten and Stanfield).

Leisure reading can also help address the pressing issues of student well-being and achievement gaps. Research has found that university students have higher rates of psychological distress than the general population (Eskin et al., Stallman, Ward-Griffin et al.) Providing and promoting leisure reading is a way for academic libraries to help reduce stress and aid in students" emotional and mental well-being (Brookbank et al., Hurst). At the same time, privileged students are more likely to read for pleasure, making under-privileged students less likely to reap the emotional, mental, and academic benefits of leisure reading (Dewan). Thus, encouraging leisure reading in all students - but especially students of color and socioeconomically disadvantaged groups - is a way libraries can help address gaps in achievement and well-being among different groups of students.

This short paper fits all these pieces of the leisure reading puzzle together and offers concrete tips for creating and promoting leisure reading in your library.


A,B,C and 1,3,5: Activities to engage students in the library classroom

Niamh Hammel

It can be difficult to make Information Literacy fun for students. I know many of my colleagues are faced with "zombie" student faces when teaching such classes. To combat this and in a bid to make my classes more student-centered, I have adopted and honed two activities to contribute to increased engagement from students as well as assess the retention of information at the same time.

Those attending LILAC may have similar experiences with students in Library instruction classes. I find it thought-provoking when seeing other colleagues teach using different activities and prompts. This is what I want to achieve in this Masterclass. The delegates in attendance will be taking part in these activities from the perspective of the students. This is to prompt attendees into thinking how they may use these activities in their own classrooms.

One of the activities is a simple 1, 3, 5 paddle activity that I use throughout a class. Our Information Literacy classes run in a First Steps and Next Steps fashion. If I am teaching a Next Steps class, I do not wish to waste time by going over things students already know from First Steps. Through the use of the paddles (1 – I don’t really understand; 3 – I kind of get it but could do with more information; 5 – I know about it/how to do it competently), I am gauging the competency and comprehension of students throughout a class and can respond appropriately.

The other is an A, B, C activity – a great one for First Year students when you want to give them a taster of how to use the library and encourage them to come back to the subsequent classes. It has gone down particularly well with students where English is not the first language. For this Activity, participants engage actively in that they stand and face A, B, or C in response to a number of questions. These questions are based on what was covered in the class and the activity provides a light-hearted and fun way to gauge what the students retained and emphasize any information deemed important or especially useful by the instructor.

I want to give delegates who attend this Masterclass a fresh outlook on engagement in the Library classroom and have them leave with ideas of their own.
How to integrate high skills in copyright instruction at university

Manon Velasco, Caroline Salamin, Mathilde Panes

Copyright is a crucial issue for many stakeholders at University. However, at the Swiss Institute of Technology of Lausanne (EPFL), Switzerland, there was a lack of information and advisors in this specific field.

In 2013, the Library took the lead by launching a website to provide answers to basic questions around copyright. As a consequence, the librarians became more and more solicited with copyright questions. Help is usually needed by students, but also by professors for publications and educational purposes (Nilsson, 2016). The Library training offer has been adapted and focuses now on copyright, for all levels of students, from undergraduate to PhD.

The Library teaching team handled all trainings, but a question arose in 2017 with the creation of a new copyright team at the Library: who would be in charge of the training on copyright? In this context, the teaching team had the pedagogical skills whereas the copyright team held the expertise. No colleagues have a law background. Very often, copyright literacy is not included in Library and Information Science education’s curriculum (Frederiksen, 2015).

After a short introduction on the development of the Library’s role as a reference in terms of copyright, this presentation intends to analyze:

1) How each team of the Library acquired the right level of knowledge and competencies to answer questions and teach copyright literacy,

2) How cooperative efforts can lead to a higher level of copyright skills among librarians,

3) Which type of activity can emerge from such a collaboration?


Frameworks, pathways and relationships: bringing about change in a complex organisation

Elizabeth Tilley, Catherine Reid

The Cambridge University Libraries system is huge and extraordinarily complex, and reflects the wider devolved organisation. For a number of years, librarians attempted collaboration over Information Literacy initiatives, and despite some notable pockets of success, larger scale collaboration across all libraries has faltered, and enthusiasm waned. A key change in strategic priorities provided a new opportunity to explore teaching and learning support from libraries; ultimately, the challenge was to create meaningful change in the wider institution, and to convince its own library service to adopt an information literacy framework.

This paper will use the Cambridge Information Literacy Network (CILN) project as a case study to illustrate methods employed in fostering change in a complex institution where a devolved curriculum operates, and where serendipitous relationship management with stakeholders has played a crucial role (Barr & Tucker, 2018). Issues that needed resolving included how to:

- Get all library staff on board
- Develop an Information Literacy framework
- Gain the attention of the central university
- Benchmark with other institutions

The paper will evaluate the processes by which these issues have been resolved, and seek to review the impact of them; specifically, we will address the benefits of library staff as "connectors" (Morey et al, 2018), and how this has been instrumental in creating a cohesive unit (CILN), gaining significant attention from the wider University. CamGuides, our pre-arrival Open Educational Resource (OER) for Masters students contributed to our advocacy success.

A key highlight was the bench-marking opportunity provided by the CILN FORUM. This purpose of this day-long exchange of ideas about Information literacy was to invite contributions from colleagues from other HE institutions, and to look at our own plans in the light of their experience. The benefits of this activity have been wide-ranging, and will be shared with delegates.


Cambridge Information Literacy Network (CILN). Available at: https://camiln.wordpress.com/


Embracing cultural diversity to enhance information literacy learning: help and hurdles in closing the BAME attainment gap

Kaye Towlson

The BAME attainment gap in the achievement of good honours is well documented, for example: (Cotton et al., 2016) De Montfort University is committed to the closure of this attainment gap and is part of an OFS funded project working towards this goal. A team of Fair Outcomes Champions work with selected programmes to identify and establish good practice in teaching, learning, environment and development to help eradicate the gap.

As Fair Outcomes Champion for Library and Learning Services I work with programme teams and library staff to promote diversity in resources, environment, student and staff development. Although across the service scape, this work has influenced our information literacy teaching in both covert and overt ways. Working within the project’s four areas of focus Librarians have developed a more culturally competent approach to their work. These areas were identified through the research literature and confirmed through the project’s co-creation workshops with De Montfort University students and staff. Co-creation underpins much of the project work, with consultation with staff and students forming the bedrock of our interventions. This work has highlighted some co-creation practices and possibilities for the information literacy classroom.

This presentation will detail some of the approaches taken to enhance and acknowledge cultural diversity in teaching and learning. It will link with the other themes which impact upon student learning and attainment, both in a generic sense and at a more micro-level. The steps that Librarians can take towards enhancing and facilitating learning to close this gap will be considered. The talk will explore the common hurdles posed by the operational nature of H E information literacy teaching and reflect on Information Literacy Librarians” sphere of influence in this area.


EQUALITY CHALLENGE UNIT and HIGHER EDUCATION SCOTLAND (2016) Equality and diversity in learning and teaching in higher education. Summary of papers from Equality Challenge Unit and

What's my approach? Deciding on the approach to use for your research

Sheila Webber, Pam McKinney

The key aim of this workshop is to help those who want to improve their information literacy (IL) teaching and practice through research. Increasingly, practitioners are undertaking research-led development of their teaching practice, and there is widespread adoption of evidence-based practices to improve individual and organizational effectiveness in information services. This workshop introduces three research approaches that can be used in the workplace to support the development of IL teaching, and provide evidence for improvements in IL teaching. Choosing a particular research approach has an impact on what type of research questions are posed, how you collect data, what kind of results are obtained, and what you can do with your results to affect policy and practice. This is more than deciding "interview or questionnaire?": it is looking at the whole research exercise from start to finish and deciding how to shape it.

The workshop covers three research approaches:

(1) Action research, a highly reflective approach which is widely used in education to improve teaching practice, including IL teaching e.g. Aytac (2016).

(2) Case study. Using case study approach (Thomas, 2011) means you are exploring a problem or issue in a specific ("bounded") context: the context may be, for example, a department or a course. Case study is useful in keeping you focused on the problem and the main people involved. It is also flexible, usually using a variety of ways to collect data and getting different perspectives, to help you develop a picture of what is going on e.g. Batool & Webber (2017).

(3) Phenomenography, which focuses on understanding variation in conception that people hold about a phenomenon, and is valuable if you really want to understand other people’s perspectives, so you can serve their needs better e.g. Wheeler & McKinney (2015).

The learning outcomes for the workshop will be:

(1) To identify key characteristics of the three research approaches, and to show what kinds of research questions and problems each approach is most suited to.

(2) To enable participants to understand the issues, advantages and disadvantages of different approaches, by looking at a practice-based information literacy problem, and asking participants to identify the implications of choosing one approach or another.

By the end of the workshop participants should have an extended understanding of the research approaches available, what they should consider when deciding which approach to use, and the implications of their choices.

The target audience is anyone interested in improving their IL teaching and practice through research. The main audience will be those who are not experienced researchers: however more experienced researchers may enjoy thinking about a research problem from a new perspective during the activity and can also contribute valuable insights from their own research.


Tackling threshold concepts when teaching information literacy in a ‘post-complex’ world – drawing inspiration from, and parallels with, the healthcare profession

Penelope Cole

This workshop is an exploration in the use of concepts from the healthcare profession, namely SUM – a Shared Understanding of Medicine - to help students negotiate the threshold concepts within Information Literacy.

"The shared understanding of medicine is a process whereby people are enabled to understand the best knowledge and resources available to meet their health needs." (Lehman, 2018)

Sound familiar?

The transactional nature of the "post-complex" world has led to an expectation of ease in every part of life. In healthcare patients want THE cure and that’s what they expect doctors to do, to fix them. There’s a similar pattern Higher Education (HE) – students want THE answer and they want it now. But it’s not that simple.

In HE it can be tempting to oversimplify elements that students find difficult. However, this could do them a disservice and lead to a false understanding which could impact their future work. Is this oversimplification or linguistic deceit (Murphy, 2018) inadvertently making our students "unskilled and unaware" (Kruger & Dunning, 1999 p.1121)? Are we removing valuable learning opportunities? And what can be done about it?

Over the past year students have been encouraged to students embrace the complexity of information to help them bridge the gap between awareness, understanding and application of Information Literacy skills. Resources and activities were created, tested and developed in accordance with student and staff feedback. Although activities were initially created for health-related subjects in HE they have been applied to other areas.

During the masterclass delegates will be invited to take part in practical activities from both a student and teacher perspective. They will also have time to share their thoughts and reflect on how they can use the activities and SUM-inspired approach in their own workplace.


Information literacy and Open Access: two movements – one aim?

Jane Secker, Chris Morrison, Claire Sewall, Stephen Wyber, Stuart Taylor, Elizabeth Gadd

This symposium explores the relationship between information literacy and scholarly communication (ACRL, 2013) and how they both relate to the concept of openness. One important aspect of that relationship is how to square open access with developing the literacies that both researchers and citizens need. It considers whether the open access movement has been more successful in highlighting its cause than those who champion for IL and the reasons for any differences. The panel will discuss whether open access without information literacy is helpful, or if information literacy without full access to publicly funded research is realistic. It will also consider the role that copyright education plays in both movements in light of the recent Statement on Copyright Literacy from IFLA (IFLA, 2018).

The panel will comprise of experts in copyright, information literacy, scholarly communications and open access. It will include a representative from IFLA working in the field of information literacy and copyright reform, an academic publisher and an open access advocate from the Royal Society.

The session starts with a short clip from the movie Paywall: the business of scholarship released in September 2018 to highlight inequalities in access to information and knowledge. The panel will discuss the critical issues of access to knowledge affecting the library and education sector and the role played by both information literacy and open access. They will consider issues such as:

- Information Literacy and its relationship with information privilege and social justice.
- The idea of the open access movement as a movement, and what IL can learn from this in championing for reform.
- The issue of copyright and whose rights should be protected - authors or publishers?
- What can librarians do as collection managers, who negotiate licences with publishers and seek to provide equitable access to those collections for their users?
- What can librarians do as educators to highlight issues surrounding access to information in their teaching?
- Finally, the panel will discuss the IFLA Copyright Literacy statement and what role copyright education might plays in both movements.

Delegates will hear from the panel members in turn and then have the opportunity to explore some of these issues in small group discussions. There will be a chance to question the panel further, directed by the Chair. It will end with each panel member offering a short summing up with suggestions for future action. The symposium aims to generate practical ideas for starting a dialogue with those inside and outside the library community to support both the OA and IL movement and to suggest ways the two communities could work together better.

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

Paywall the movie: the business of scholarship. Available at: https://paywallthemovie.com/
Librarian’s as teachers: reframing our professional development
Sheila Corrall, Mary Delaney, Ann Cleary

Professional development for their teaching role continues to be a big issue for librarians, who frequently report receiving little or no formal teacher education and feeling underprepared for their work as teachers and learning facilitators. As many commentators have observed, "Sometimes librarians feel confident and well-prepared for this role; often, they feel intimidated, ill-equipped and insufficiently trained" (McGuinness, 2011). Professional associations, special interest groups, and communities of practice provide valuable support through conferences, journals, education programs, and other resources; but librarians continue to struggle with their professional development as teachers, particularly the challenge of continuing their learning in a meaningful way alongside the demands of their jobs on a day-to-day basis.

In 2016, the National Forum for the Enhancement of Teaching and Learning in Ireland launched a new framework to support professional development for all staff who teach in higher education. This Framework breaks new ground in its commendably inclusive approach: first, it explicitly covers everyone involved in both teaching and facilitating learning, not just academic faculty; second, it goes well beyond the knowledge, skills, and abilities typically covered by such documents, giving due attention to other aspects of professional development, such as professional identity and values, professional communication and values, and personal and professional digital capacity; and third, it offers its own typology of professional development activities and forms of professional learning that makes it easier for practitioners to see how development can be integrated and embedded into their day-to-day practice.

In 2017, funded by the National Forum, three Irish libraries began a two-year exploration of the Framework to field test its application in libraries. This workshop provides an opportunity for LILAC participants to share our experience of working with the Framework.

Intended learning outcomes
Participants will:
- understand the project findings and insights gained;
- reconsider their own CPD practice in the context of this framework;
- compare its practical utility as a professional development framework with other tools, such as the ACRL (2007) Standards for proficiencies, ACRL (2017) Roles and strengths of teaching librarians, and The UK professional standards framework (HEA, 2011).


LILAC journal club

Sam Aston, Jess Haigh
Facing a thousand faces: making large classroom education work

Joost Driesens

Facing ever-growing student numbers and higher demands for our educational services has forced us to create an alternative for hosting dozens of small-scale workshops each year. This type of small workshop usually has 20 students per session, with a thousand first year students total for our faculty of Psychology. We came up with a cunning plan to create an engaging lecture type activity that is suitable for audiences from 100 up to 600 (in practice) first or second year students.

We started a project in which we cooperated with an expert from our universities educational department to create a new type of education activity for large classes. The educational assistance included refining intended learning outcomes, creating constructive alignment with a live case study demonstration and introducing interactive teaching methods.

The case example forms the heart of the lecture and replaces a more traditional overview of library services and search strategies with a demonstration that students can imitate to quickly require the necessary skills for their assignments.

Meaningful interaction is enabled by using Mentimeter voting software, enabling the audience to respond to open and multiple-choice questions on the main screen with their smartphone.

Because the students are not able to visit the library as part of this activity, a short video is shown that helps students get familiar with the relevant sections of the library building. The video, made with a smartphone and basic video editing software, matches with the case study. This type of video is easily created and modified and effectively replaces previous library tours.

The results are very promising after using this approach for one academic year. The lecture covers more advanced topics in less time and student grades on the accompanying yearly information literacy assignment are the same compared to previous years. In some areas, as much as a ten-fold reduction in teaching hours for our educational team is achieved. Finally, the students seem to enjoy the combination of both challenging and humorous elements.

Based on these results, we are already expanding this type of education to other faculties and levels of education with the end-goal of providing online and face-to-face teaching solutions covering all research areas and skill levels at our institution.

Besides demonstrating some of the components, a discussion of some of the risks and challenges with this approach is provided, as well as an analysis of the success factors that can be used for the design of other types of educational activities.


Large Class Experiences? Scholarship of Teaching and Learning in Psychology. Advance online publication. http://dx.doi.org/10.1037/stl0000135
And…action! Creating a new teaching programme within a functional model at Maynooth University Library

Aine Carey

Overview

In 2017, MU Library’s Teaching & Research Development team moved from a subject-based model of library support to a functional model, based around the core functions of our team i.e. Research Support; Academic Engagement; and Teaching & Learning.

Central to this change was the development of a new teaching programme, to be multi-disciplinary and standardised in approach, and considering information literacy provision in its widest context.

My presentation will focus on:

- Why MU Library chose to develop a functional model – and how it works
- Our initial plan for our teaching programme during the pilot phase, founded on MU Library’s Information Literacy Framework (2015)
- What happened: our experience of IL teaching from a functional model perspective
- Our current teaching model and class offerings, mapped to our IL Framework. The model is based on activity-based classes to achieve our 5 IL competencies identified in our Framework.
- Looking ahead: what we have learnt, our recommendations, and our future plans to reach more students through scaffolded teaching programmes and to enhance our class offerings further with more development of online resources.

Description and context

In 2015, the University re-designed its undergraduate curriculum, with a clear focus on the attainment of critical skills, an opportunity to engage in experiential learning, and providing a multi-disciplinary focus to student module choices.

In this context, MU Library saw an opportunity to re-imagine its IL class provision, focusing on a standardised teaching approach, rather than the previous subject-based approach. This recognised that students needed to attain IL skills that were transferable, within and beyond their university experience, focusing on life-long learning.
Within our new model, our classes were planned as activity-based classes, based on the achievement of IL competencies, and mapped to the new MU curriculum.

I will talk about the practicalities of implementing a new model, with emphasis on our teaching programme. I will explore how we communicated the change to academic staff and collaborated with them to develop classes. The role of our Academic Engagement librarian in identifying opportunities and promoting classes will also be discussed.

Finally, I will share our next phase of work, which focuses on ensuring that we extend the reach of our classes to the widest possible numbers of students, effectively combining face-to-face classes with further online resources that support the classes.

Value for delegates

Delegates who attend will find out more about a particular model of engagement and service delivery, with a focus on practicalities: How to deliver classes that enable students to become information literate and critical thinkers? Delegates can actively engage in the session, with opportunities for comments, questions and shared experiences.


Is there anybody there? Designing effective and engaging live online information literacy teaching

Hossam Kassem, Fiona Durham

The Open University Library has been designing and delivering live online information literacy teaching to distance learners since 2007. Over the years, a team of specialist librarians have refined our offer of online sessions to cover a wide variety of digital and information literacy skills. These sessions are either targeted at particular modules and embedded into the curriculum, or standalone and open to all staff and students. In 2017/18 we delivered 112 live online teaching sessions to over 4,300 attendees, and many more viewed recordings.

We continually improve sessions based on quality assurance methods, such as student feedback and critical reviewing, to ensure they are engaging and pedagogically effective. Sessions are interactive, with polls, quizzes, individual practice and reflection, and in 2017/18, 95% of survey respondents said they would recommend a session.

In the first half of the masterclass we will share our experience of what works best in an online environment, using examples from sessions we’ve run. We will cover:

- how to adapt your in-person teaching for online delivery;
- how to make your sessions interactive and engaging;
- how to cope with large numbers of attendees;
- how to cope when the technology doesn’t work

The second half of the masterclass will be a practical activity where attendees apply the learning and create their own online lesson plan, using guidance and feedback from OU Librarians.
**A journal club or a mad hatter's tea party?**

**Pip Divall**

**Background**

The University Hospitals of Leicester (UHL) NHS Trust Journal Club for Advanced Nurse Practitioners (ANP) in Orthopaedics was relaunched in 2018. Journals clubs are used in healthcare to keep up to date with the latest evidence and research in a fast paced environment, and as educational tools for continuing staff professional development. (1) The ANP journal club is supported by the UHL Clinical Librarian (CL) Service. The intention behind the journal club is to change practice where the evidence indicates new approaches should be taken.

**Summary of work**

The journal club came about as a discussion between the lead facilitator and CL as to how the team could be better supported by the CL service, and is fuelled by questions raised by the team during their clinical practice. For example, "is above or below elbow casting more effective in fractures of the distal third forearm in children under 12?" (2) The CL undertook a search on this topic and explained the strategy used to find the research, and the group were able to discuss and balance the evidence with their own clinical expertise. Up to five questions per patient can be generated on an inpatient teaching service, though not all of these require an in-depth look at the literature. (3)

The group assess the validity of the research methodology in the papers discussed at the journal club prior to the journal club facilitator using de Bono’s Six Thinking Hats (4) technique to explore the implications that a change in practice might have upon the service provided. Using each of de Bono”s hats, the team discusses the potential for changes in practice that the information presented might bring about, from having the data (white hat) to looking at the potential negatives (black hat), considering the benefits (yellow), thinking how this could be developed (green), exploring the team’s feelings (red) and planning (blue). Attendees apply their critical appraisal skills in reading the article and discussing with colleagues how best to move forward. Using the Six Thinking Hats approach is a collaborative way of engaging with the published literature and using this to inform evidence-based healthcare. We believe that this is an unusual approach as many journal clubs follow a presentation followed by discussion format and make few practice changing decisions.

**Summary of results**

All sessions have been well attended, though due to clinical pressures, journal clubs are often difficult to make time for within busy schedules. The previous sessions have been well received, and support information literacy amongst advanced nurse practitioners in a busy teaching hospital Trust.

**Conclusion**

Future sessions are planned with the CL in attendance to discuss the process from raising the clinical question to appraising the evidence. The impact of this journal club is yet to be formally assessed.


Unpacking international student information literacy: Recommendations for the design of intercultural teaching and learning opportunities

Alison Hicks

Librarians have a long history of reaching out to and supporting individuals from a variety of cultural and linguistic backgrounds, including through the provision of information literacy training and instruction (e.g. Peters, 2010). However, while the wish to help newcomers settle in or to graduate from college is hard to argue against, an uncritical acceptance of the ways in which information literacy is positioned at this time may obscure understanding of the means through which people rebuild understanding within unfamiliar information environments (Conteh-Morgan, 2003; Hicks, 2016). This paper draws upon recently completed doctoral research that explored the information literacy practices of 26 students who were learning a language overseas as part of their undergraduate degree to present a series of recommendations for the design of information literacy initiatives that respond to the complexity of internationalisation rather than contributing to its simplification. This research, which followed students over the course of a year, employed constructivist grounded theory method (Charmaz, 2014) as well as semi-structured interviews and photo-elicitation methods (Hicks & Lloyd, 2018) to examine the shape of language-learner information activities during this time as well as the role that information literacy played in mediating students’ transition overseas. Broadening research and practice by questioning whose conception of information and information literacy is valued within studies of intercultural contexts, this paper sets the scene for the development of instructional opportunities that are based upon both the challenges and the opportunities that international students face within new information environments. In extending understandings of intercultural information practices, this paper will be of interest to librarians and educators who work with diverse populations or who are interested in centring the creation of critical (Accardi, Drabinski & Kumbier, 2010) and strengths-based pedagogies (Saleeby, 2009).


**Information literacy: necessary but not sufficient for 21st century learning**

**Darryl Toerien, David Harrow**

Ivan Illich argued that the principal lesson School teaches is the need to be taught. While this lesson may not be intentional, it is almost inevitable in an educational paradigm that is centred on teaching rather than learning (instructionism). It is also a lesson that increasingly fails to prepare our students for the world unfolding around them.

What might an educational paradigm that is centred on learning look like (constructionism), and what might it require of us, particularly in School?

In this regard, the International Baccalaureate continuum of education for 3-19 year olds is instructive. Central to the IB's approach to education is learning through independent inquiry. Inquiry is more expansive than research and draws on a number of literacies, one of which is information literacy. Furthermore, because effective learning through inquiry requires professional collaboration between teacher and librarian, growth in the number of schools offering one or more IB Programmes is both an opportunity for librarians in schools to redefine themselves professionally, and a challenge to do so. Additionally, a continuum of inquiry-based education that stretches from age 3-19 will develop students who are better equipped for life and learning beyond school than students who are merely the product of School.

More broadly, the evolving definition of information literacy in the US reveals both an educational movement towards inquiry as well as something of the role of information literacy within inquiry, and this, like the IB continuum, is a consequence of active participation in the global conversation about the future of education. Both of these streams combine at Oakham School.

Oakham School has offered the IB Diploma Programme alongside A levels since 2001, and is currently a candidate school for the IB Middle Years Programme, which will lead to GCSEs. This affords us a unique perspective on and experience of these two educational paradigms. Additionally, since 2011 we have been drawing on the work of colleagues in the US, specifically Barbara Stripling and Carol Kuhlthau, resulting in a Framework of Skills for Inquiry Learning (FOSIL), which is both a model of the inquiry process as well as a progression of skills enabling it. As FOSIL evolves, mainly due to our deepening understanding of inquiry, but also the ongoing work of transplanting it from foreign soil, so it becomes an increasingly powerful tool for enabling inquiry, whether controlled, guided or open.

Starting from the global conversation about the future of education, we will proceed to discuss the value of inquiry to an education for the future, as well as some of the strategic and operational considerations that a shift in focus to learning through inquiry demands. Using FOSIL, we will then look at the place and role of information literacy within inquiry, paying attention to the forces driving the evolution of FOSIL. As FOSIL has emerged at the centre of a growing community of schools committed to advancing inquiry learning, we will conclude with developments to support this community through online discourse and the sharing of best practice and resources.
Get fit for the ACRL framework

Jaro Pichel

In 2016, The Association of Research Libraries (ACRL) renewed their former standards of information literacy and defined six frames as a response to the changing information landscape (ACRL, 2016). Worldwide academic libraries collaborate with faculties to implement the ACRL framework into their curriculum and adapt their academic skills support services accordingly. Integrating the framework requires a contextualized approach. In other words, educational institutes face the challenge to define their own learning outcomes based on the framework and translate the ideas of the framework into the accepted language of their educational context (Hosier, 2017).

Ideally, academic librarians are knowledgeable about learning theories and various effective instructional strategies to collaborate with faculties in adapting to the framework. However, many academic librarians have little training in formal pedagogy and are in need of support for improving their teaching activities (Larsen, Wallace, & Pankl, 2018).

This session aims to equip attendees with didactical and practical ideas to educate colleagues and faculty members to adopt the ACRL framework. During this session, we will be applying the "jigsaw technique". This is as a constructivist pedagogy and active learning technique and an effective way to thematise the integration of the framework into different educational contexts (Carr & Matlin, 2016). During this session, attendees start coming together at their 'homegroup table'. Each attendee is then assigned to one of the 'expert tables' to discuss each ACRL frame and become knowledgeable on that frame. The "experts" then return to the tables and use their expertise to contribute to the discussion with the homegroup. Homegroup tables will be offered a scenario in order to develop lesson plans or activities using the framework. Attendees will learn about each of the frames and will collaborate with others to develop student learning outcomes, lesson plans, and activities based on the framework.

During the workshop attendees will:

• Gain an understanding of the new framework and how it can complement current practices that may already be in place at their institutions
• Experience a constructive and activating learning technique, which is adaptable to their own professional context
• Practice the design of learning outcomes, activities, and formative assessments in accordance with the framework


From strategy to reality: the nuts and bolts of embedding a skills framework within the curriculum

Sharon Perera, Rachael Hartiss, Andrew Sinclair

The University of Greenwich library recently launched a skills framework as part of its agenda to support the university learning and teaching agenda. The aim was to get better engagement from the Faculties; encourage the take-up of information literacy sessions and to influence evening out the demand for library inductions in term one.

But creating a framework is the easy part, as any academic or liaison librarian will attest. The biggest challenge remains in getting buy-in from the Faculties and even when you have this, other impediments persist; how do we deliver sessions to large cohorts? How do we schedule sessions in the time-table? And most importantly, how do we get the buy-in from library staff?

This short presentation will take the audience through the realities of delivering a strategic objective – in the footsteps taken by the Greenwich library team from developing a theoretical framework, to engaging with the university academic community, embedding the framework in the curriculum and co-delivering within time-table.

The presentation will outline how the team developed their skills framework: "Curious, informed, accomplished"; briefly discuss the degrees of embedding undertaken and how they managed to get the buy-in from the faculties. It will feature a case-study on how the framework was embedded in an accelerated degree programme overcoming the challenges listed above. A proactive approach was undertaken so that skills gaps were addressed in the curriculum at the point of learning the subject content. Not only did the course support the students through the challenges that came with their accelerated degree, but it also helped build lasting confidence through the development of employability and citizenship skills. This has come to be the team’s flagship project, a beacon of best practice and a vehicle now used actively to get even more engagement from faculty senior managers.


ABSTRACTS
Thursday 25th April
Parallel sessions (Group 6)

“It’s dangerous to go alone! Take this”; developing a role-playing video game for library induction

Darren Flynn

This paper will describe and report on the Book Runner role-playing game; a serious video game developed in collaboration between Coventry University’s Lanchester Library and the Disruptive Media Learning Lab. The game was designed as an innovative and creative approach to supplement traditional techniques for teaching basic library induction and orientation.

Developing and delivering library induction and orientation learning materials in a manner that is engaging and memorable to students is a perennial challenge for teaching librarians. A difficult balance exists between imparting key introductory information about the library’s spaces, services and staff and the desire to present a positive, fun image for the library and librarian. Practitioners and researchers have previously adopted games-based learning and gamification techniques for use in library inductions, utilising a range of playful activities including treasure hunts (Pagowsky, 2013), embedded games (Markey et al, 2010) and escape room activities (Cable, 2016; Walsh, 2016; Clarke et al., 2015). There have also been a number of libraries who have adopted gamified approaches incorporating elements of video game play (Kim 2015). Fully-fledged serious video games developed by libraries to deliver information literacy learning objectives have been a rarer development, this paper describes one such project.

Built using the RPG-Maker MV game engine, the game was designed with a nod towards older-style computer role-playing games (RPG”s), borrowing core elements from the RPG genre such as rich narrative, quest activities and interaction with non-player characters which were aligned to the learning objectives ordinarily delivered via traditional library inductions.

This paper will describe the approach and justification for developing a serious video game to deliver library induction and orientation. The authors will present an overview of the LO-GO methodology (Clarke et al., 2016) that was used to develop the game’s learning content alongside the game-objective mapping, the rationale and process of writing the game’s narrative and key dialogue points to develop player/learner engagement. The experiences and lessons learned from the game’s development will also be shared with delegates.

Evaluation of the approach was conducted via a mixed-methodology to assess students’ confidence against the learning outcomes, their familiarity level with video games and to collect
qualitative data about the playing and learning experience. Initial findings from the project will be shared with delegates.

The game is available for delegates to play in advance of the conference at: https://goo.gl/ccmYN5


‘Escaping’ the library induction: a game-based learning approach to developing students’ library skills

Hazel Glasse

Research indicates that a “positive introduction to the library in the first year could contribute to an on-going use of the service throughout the whole course” (Andrews and Eade, 2013 p. 163). Yet, traditional library induction methods, often an undergraduate’s first experience with an academic library, have the unfortunate reputation of being tedious and overwhelming with students struggling to retain basic library information (Morgan and Davies 2004). Developing innovative and interactive activities that engage students in using the library and its resources is, therefore, fundamental - escape rooms are one such example of this. Escape rooms can be defined as “live action team-based games where players discover clues, solve puzzles, and accomplish tasks in one or more rooms in order to accomplish a specific goal (usually escaping from the room) in a limited amount of time” (Nicholson 2015 p. 1). When set within the context of a library induction, escape rooms develop students’ library skills as well as facilitating all-important skills such as, team working, critical thinking, communication, attention to detail, and lateral thinking.

"Library Lockdown: Zombie attack” (DerbyUni Library, 2018) is a student-staff collaborative project designed to enhance the student experience. Created by final year undergraduates, in conjunction with Subject Librarians, it uses a game based learning (GBL) approach to library induction. This innovative resource invites students to solve various puzzles and clues that introduce them to our library services and encourages the initial development of information literacy skills. Fun and challenging, the escape rooms ‘active learning’ approach is a unique twist on the library induction, providing students with the opportunity to put concepts into practice.

Participants in this interactive workshop will have the opportunity to play the escape room game (amended to fit the environment) – the winning team will get a prize! The workshop will also include a discussion by the presenter on the design and development process, the benefits and challenges of working collaboratively with students and what the results and feedback from groups has been to date. Participants will have the chance to reflect on, and consider, how to create a library escape room in their own workplace.

Learning outcome

Participants will have a better understanding of how to design, implement and deliver a library escape room.


Getting wicked in the classroom: incorporating complex, real-world skills into library instruction

Karen Sobel, Lorrie Evans

Raise your hand if you’d like to prepare your university students to take on creative, complex problems in the real world! Now raise your hand if you aren’t quite sure how to do that, given that most of your information literacy instruction takes the form of one-shot sessions! Paul Hanstedt’s concept of “wicked” teaching and learning (2018) offers concrete strategies for incorporating complex problems based on real-world scenarios into semester-long courses. Experienced instruction librarians Lorrie Evans and Karen Sobel have modified Hanstedt’s principles into an approach for maximizing wicked teaching in one-shot library instruction sessions. Many of the principles also apply in other scenarios that frequently happen in library instructors’ jobs, such as providing one-on-one research assistance.

During the session, participants will build a personal toolkit of wicked teaching skills. The session will begin with a short discussion of the idea of wicked problems, and how librarians can use these to prepare students for real information seeking. The session will have five major components:

- An introduction to wicked teaching
- Creating wicked learning objectives: Naming large-scale goals and working backward to support them
- Designing wicked assignments for the information literacy classroom
- Coaching students to take on wicked problems in their courses
- Time to plan wicked learning objectives, assignments, or coaching scenarios

Participants will leave the session with a collection of tools and skills for wicked teaching. They may also choose to join our collective of instructors who wish to support each other’s wicked goals.

Making the invisible visible: developing collaborative practice models through an academic transition lens – a New Zealand context

Senga White

“When librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills.” IFLA/UNESCO School Library Manifesto, 1999


Collaboration, as defined by Montiel-Overall is a “process in which two or more individuals work together to integrate information in order to enhance student learning.” Effective collaboration however, also requires high levels of trust in order to enhance the process to where each person can see “different aspects of a problem, constructively explore differences and search for solutions that go beyond their own vision of what is possible.”

The need for collaboration has never been more important or urgent. Collaborative approaches are foundational to effective pedagogy, and enhance the way schools function in an increasingly networked world. (Core Education, 2018), but effective outcomes-based collaboration is not yet deeply established – so there are few friends or colleagues to learn from. (Munby & Fullan, 2016). As global discussions grow, they present new opportunities for library professionals to articulate the vital role librarian knowledge and expertise in information literacy instruction is to student learning outcomes. Historically, we have lacked a platform to demonstrate our relevance within the wider education sector. With this recent focus on collaborative practice, we must ensure the place of library professionals is recognised and understood.

This presentation will explore and share collaborative strategies for librarians to advocate their role within their school or institution, while planning strategic alliances, including approaches to begin conversations with teaching colleagues.

It will introduce the Information Literacy Skills Framework as a seamless, whole-school approach towards embedding information literacy skills into the curriculum. It will also include examples of new models of effective teacher – librarian partnerships, developed in six New Zealand secondary schools participating in a cross-sector New Zealand Teaching and Learning Research Initiative investigating collaborative practice in both senior secondary and tertiary education.

References:


Making them an offer they can't refuse: using informal networks to enhance IL offering for PhD students

Leanne Workman, Deborah Phillips, Emma Burnett. Greg Leurs

This paper suggests a new approach on providing research support to PhD students. Previous research in this field often focuses on what information literacy (IL) skills PhD students lack, but there is little emphasis on collaboration with the students (Harrington, 2009; Austrheim, Rullstad and Gullbekk, 2013; Madden, 2014).

Using the insights gained by informal networking and introductory sessions, we discovered that often PhD students are worried about their future careers and getting their research known, so we created courses on "Building your academic brand" and other digital literacy skills to fulfil this need. Our PhD students then began to see the library as a place for support beyond that of "traditional" information literacy skills and buying books. At Royal Holloway, the library has created a united PhD service with the Researcher Development Programme and the Doctoral School, who recognise the importance of the PhD community informing what training and services we offer.

This approach has resulted in excellent feedback and good attendance. Thanks to the power of the word of mouth, a very important communication tool in the PhD community, the library has received more enquiries about and attendance at sessions. The social side of getting to know students has really informed librarians about the needs of PhD students and informed our delivery and content. It also provides an effective feedback mechanism to a whole host of library and College-wide initiatives ranging from a Human Library, where the PhD students were the books, to Shut Up and Write and coffee mornings.


Libraries and privacy: the birth of an online course

Monique Schoutsen, Saskia van Putten

In 2015 the Radboud University appointed a security officer with an eye towards the new GDPR legislation in 2018. The officer asked us, the university library, to build an online course on privacy and data protection issues for our students. The reason she asked us was three-part: we run a research data management support office, we teach information literacy including media literacy and we have proven our quality in producing highly valued e-learning modules.

There was some discussion among the colleagues about whether we should accept this request, but the newly developed ACRL Framework (www.ala.org) helped us out: it states that one of the goals of information literacy is "to teach the students to make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information".

Of course, we were to some extent aware of the dangers of the Cloud (and of extensive usage of Google), but it is especially terrifying when you look at the full scale of it. Of prime concern are the dangers of the sanctions (up to € 20,000,000) if the university leaks personal data of, for instance, test persons.

This motivated us even more to design really exciting and interactive material for the students. At first we were planning to experiment with some new features in our e-learning software (Xerte Online Toolkits, that has been developed in Nottingham!) to make the course non-linear, but that didn’t work out as we expected. So we started all over again and made a traditional linear course. The resulting module (https://xot.ru.nl/play.php?template_id=373) is embraced by almost all faculties and has become compulsory for a lot of students of our University.

You are more than welcome if you want to set up an (online) course on privacy and data protection yourself and learn from our struggles.

In the session we will discuss whether privacy awareness is a task of the library (or just the privacy officer and the IT department) and how to raise privacy/ data protection awareness at the university. Should it be a compulsory element of academic skills or can we trust students to be completely aware of the threats of losing their privacy and that of others? And how far do we have to go in teaching them regarding to these issues? Do we, for instance, have to include their use of social media?

http://www.ala.org/acrl/standards/ilframework
Communicating curiosity: developing a clear and manageable information literacy research question

Annemaree Lloyd, Alison Hicks, Charles Inskip

Do you have a great idea for an information literacy research project? Are you hoping to sell this idea to your line manager, your dissertation supervisor or to a funding agency? One of the most important steps in getting a successful information literacy research project off the ground is to develop a clearly defined and manageable question to communicate your aims and guide your work. In this workshop, three experienced information literacy researchers will walk you through the process of designing, developing and selling your research questions. By the end of the session you will have had an opportunity to express and refine your own research ideas as well as to receive feedback on your proposal from peers and workshop leaders. You will also have been able to practice selling your research questions to a broader audience as well as to develop collaborate research networks with peers who are interested in similar topics. Participants should come prepared with some initial research ideas, although it does not matter how vague they are.

Learning Outcomes

Learners will be able to:

- identify the key elements of a well-defined research question
- formulate their own research questions
- discuss and present their research questions to a broader audience
Escaping the traditional: transformations of the library welcome and orientation activities at the University of Surrey

Adam Hill

A 60 minute (roughly half hour presentation, half hour discussion) reflective session sharing the Welcome and Orientation activities at the University of Surrey over the last three-four academic years 2015/16 - 2018/19 as we transitioned away from a more traditional and labour intensive welcome activities led by a small group of Subject Librarians, to more engaging sessions signposting students to further information during welcome week and beyond, being able include staff from the wider service to participate in the delivery of presentations and content. A transition, partly possible by a department re-structure in 2015, but mainly possible by taking it as an opportunity to explore new methods of delivery, including creation of new video content to include the student voice, the creation of an educational escape game, and a welcome fair, over the years as the project/s have evolved, thus creating opportunities for library staff to meet students in both formal and informal environments. The session will evaluate the benefits of this, focusing on the strengths of the process, the collaboration and the continuous improvement, and how this has filtered out into other aspects of university activity, in particular the ‘escape game’. and how while the Welcome activities have been a constant bedrock over the years, this activity has provided a useful starting point for exploring different ways of working and engaging with students and delivering skills at different points, a form of freedom to experiment with different formats, as well as how it is now being applied in more formal contexts.

The session will also be a chance to share ideas and look to future methods of delivering the library welcome and orientation, to discuss what works really well from an engagement and educational point of view and looking forward perhaps towards developing additional online content or games (physical, augmented and/or virtual) and identifying what might be future welcome priorities, and how welcome activities can become the foundation for embedded academic and Information skills workshops/timetabled sessions to build upon.

Journal of Information Literacy - Escape the welcome cliché / Hannah Wise, Julie Lowe, Adam Hill, Laura Barnett, Charlotte Barton http://dx.doi.org/10.11645/12.1.2394
LILAC poster 2018 https://www.slideshare.net/infolit_group/escaping-the-welcome-cliches-wise
I wouldn’t believe your radio: developing tools to critically appraise atypical materials and improve information and visual literacy

Steph Grey, Trish Lacey

Information literacy is a key concept within healthcare, facilitating evidence-based practice (EBP); EBP is well-established, requiring the four key skills of identifying, accessing, appraising and applying relevant evidence.

Traditionally, this evidence consists overwhelmingly of "conventional" research literature, such as systematic reviews and randomised controlled trials.

The importance of the "evaluation" stage of information literacy is well embedded within the sector, and referred to as "critical appraisal".

As such, health librarians are familiar with tools such as the Critical Appraisal Skills Programme (CASP) checklists, which provide a guided and simplified method to assess the trustworthiness, value and relevance of research.

However, with an increasing amount of atypical research products being developed, such as infographics and grey literature, we must ensure that librarians and practitioners alike have the skills and tools available to assess their quality and be aware of their limitations "that we might make balanced judgements...in order to reach and express informed views", especially if they are to be shared or used for decision-making.

These materials are not covered by the CASP checklists, and very few resources exist to assess such atypical resources to a satisfactory level; as such, at Public Health England’s Knowledge & Library Services (PHE’s KLS) we set about devising some which would be applicable to fellow information professionals within and outwith the health sector.

During this presentation, we will describe the development, dissemination, and implementation of two tools at PHE:

- a checklist to appraise infographics;
- and a flowchart to appraise grey literature.

Attendees will:

- understand the rationale behind the checklist and flowchart;
- experience an overview of the developmental process, should attendees be interested in developing their own tools;
- see the two tools in action for the evaluation of infographics and grey literature;
- and learn how to access and use the checklist and flowchart after the conference.

https://infolit.org.uk/sectors/health-sector/
https://casp-uk.net/casp-tools-checklists/
https://www.cebm.net/
Transitions in information literacy: understanding the role of dispositions

Nora Bird

My project, Transitions in Information Literacy: Understanding the Role of Dispositions, is designed to provide the field with research-based recommendations for providing instruction in information literacy that endures through a person’s lifetime of education, work, and leisure. Research has shown that the field does not understand how information literacy varies through different contexts. For instance, the skills taught in schools may not translate to the workplace as one study of new graduates from an information studies bachelor’s program found them to be too reliant on computer mediated information and therefore, they did not use the human resources that were available to them (Head et al., 2013). Even within education, demonstrating that information skills learned in one environment translate into another educational environment has proved to be challenging.

The project will use the recently developed Threshold Achievement Test for Information Literacy (TILT) by Carrick Enterprises which is based on the new ACRL Framework for Information Literacy (ACRL, n.d.). The modules of the test assess combinations of the Threshold Concepts and some of the Dispositions associated with each.

This conference presentation will present preliminary results using this test with college sophomores from the United States who come from a range of socioeconomic, ethnic, and educational backgrounds. Do the dispositions vary across any of those factors? Did prior exposure to information literacy instruction affect student performance on the test? Can dispositions be predicted and used for planning instruction?

The questions are based in a new research-based model proposed by Annemaree Lloyd (2017) that combines the conceptualization of information literacy derived from research on information behavior and the assessments created by practitioners to demonstrate information literacy skills in students. The assessments have focused on practical skills while researchers have shown concentrated on demonstrating how people work through everyday life contexts such as work, play, and health issues.

Attendees will learn about the TILT test, threshold concepts, and student dispositions. The presenter and the audience will think together about how to design teaching that understands the role that dispositions play in developing information literate people in all contexts.


From leaping to flying: LEAP online 12 months on

Dawn Grundy, Graeme Prescott

LEAP Online is an interactive digital resource designed to support students on their university journey, both academically and from a personal development perspective. Launched in September 2017, LEAP Online is based on a new and innovative Learning Development Framework developed by the Director of Student Life and the eResources Librarian and was awarded the Digital Literacy Award at LILAC in 2018.

We will begin by discussing the role of LEAP Online as part of a coordinated approach to student retention and success, underpinned by the Early Intervention and Transitional (EI) Support Model.

LEAP Online’s creation, development, launch and evolution to become a truly innovative cross-university collaborative project will be discussed. We will then focus on factors crucial to the success of the resource such as the rebranding, redesign and the incorporation of badged assessments for students to measure and showcase their learning. A reflection on how the project team successfully embedded LEAP Online into the curriculum at University of Bolton during its first academic year, and the sharing of our experience and journey will be shared.

 Much of the pride in our success comes from the formal and informal qualitative feedback from students and academics, describing the impact that LEAP Online has had (http://ubir.bolton.ac.uk/1818/). This is in addition to the national recognition we received by the Digital Literacy Award and the transformative impact it has had on us personally as practitioners.

Quantitative data from the badged assessments (during August –October 2018 over 4500 badges), demonstrates that LEAP Online is now firmly embedded in the student journey and the university’s learning and teaching strategy.


University of Bolton (2018) LEAP Online: Available at: https://www.bolton.ac.uk/leaponline/Home

University of Bolton Library (2018) LEAP Online: Designed to Support You. Available at: https://www.youtube.com/watch?v=WBUm8yuxnkl
Supporting students transitioning to higher education studies: UniSkills at the University of Salford

Nicola Sales, Amy Pearson

Why come to this presentation? This presentation will examine how the University of Salford Library developed UniSkills, an innovative, online learning course to support students to transition from their previous learning experiences, to being ready for academic study at degree level.

It will explore: how, and why, the module content was decided and designed by using information literacy frameworks; how the course was co-created with academic staff and students; the use of digital badges to motivate students to study the course, as well as an examination of the extensive feedback and data that has been gathered to evaluate the usefulness and success of the module. During the presentation, participants will be able to ask real-time questions using Sli.do to generate conversations.

UniSkills is a student centred, flexible, self-paced and assessed module created by University of Salford Library staff with over 2,000 student registrations in the first 8 weeks of the academic year. The module encourages students to reflect on their current learning behaviours and identify their knowledge and skills gaps. The course provides access to support materials to fill these gaps in three areas: Learning at University, Finding Information and Studying Efficiently and Ethically.

To ensure the course design and content are relevant, the learning module design has been influenced by three digital and information literacy frameworks: SCONUL (2011), JISC (2017) and ANCL (Secker & Coonan, 2011). The module is also aligned to the internal academic curriculum design principles at Salford, ensuring content supports students to successfully develop skills transferable into industry and their chosen careers (University of Salford, 2018).

Part of the UniSkills project aims was to engage both staff and students throughout the design process to co-create learning content. As well as connecting with academics to offer a variety of different models to embedding learning content into University teaching programmes from optional level, through to integrated and contextualised approaches (Parker, 2013, p.92).

94% of students who have completed UniSkills would recommend the learning module to fellow course-mates. The presentation will incorporate a detailed examination of this, and many other statistics, feedback and data gathered during the module, and how this is feeding into project evaluation and future planning.

The UniSkills evaluation process was incorporated as a development foundation, to ensure that feedback and data are collected based on Kirkpatrick’s 4 levels of training evaluation (Horton, 2007). Evaluation methods include: participant reaction to the learning programme; if learning has taken place and if UniSkills impacts participant study behaviour and results. Digital badges are a fresh feature, used to reward course participants upon successful completion of each of UniSkills 3 assessment points. They are also effective to demonstrate that student learning has taking place. UniSkills evaluation also seeks to examine if the digital badges motivate students to take the learning module (Abramovich & Wardrip, 2016).


Peer to peer videos to support student research

Kate Courage, Catriona Matthews

In the summer of 2018, we worked with seven undergraduates to create peer support videos to assist students’ independent research.

After eight hours of workshops, the students, from English and Modern Languages, created three 2-3 minute videos, designed to support their fellow students with information skills through key transition points:

- Starting out at University
- Researching for your first assignment
- Transition to honours level

The videos were funded by the Warwick International Higher Education Academy to promote the use of the student voice, in an area of the curriculum where co-creation is often overlooked.

The workshops, led jointly with academic staff, were deliberately open, allowing the students space to be creative in their thoughts, following the principle of “meditative thinking”. They revealed a wide range of attitudes and approaches to research and highlighted the fears, challenges and concerns that students have at the start of their university career.

The videos were unscripted, with an authentic student voice and narrative flow, and have been well-received by both staff and students.

We filmed a follow-up video evaluating the process some months later. The students reflected on their own development throughout this process and how the videos could support incoming students. The academic staff particularly valued the open methods used in the workshops and plan to incorporate aspects of them in innovative module assessments in the future.

We are using the videos for information and debate in undergraduate inductions and skills sessions. They have also been used in less expected ways: with dissertation students and postgraduates asking how they would re-make the video for colleagues at their level.

In this paper we will provide an insight into the process of co-creation of videos with students and consider the benefits of using the student voice, to promote independent student research. We will also examine the effectiveness of video as a medium for this kind of message and the value of this type of project in better understanding and responding to student need.


Simoni, Hermina, Allie McGregor and Tanta Lubicz-Nawrocka, ‘Co-creation of research on co-creation of the curriculum’, Student Partnerships in Quality Scotland [n.d.]

https://www.sparqs.ac.uk/upfiles/2.3%20Co-Creation%20-%20Edinburgh%20Uni.pdf
Visual literacy and the expression-idea continuum

Vicky Grant, Amy Haworth, Ruth Mallalieu

From graphic memoirs to social memes, Instagram posts to video assessments, visual forms of information are pervading our society like never before. Historian and digital literacy expert Raphael Hallett (2016) suggests that this "hyper-visualisation of knowledge, ideas and arguments" presents us with the opportunity to embrace a new epistemology, encompassing a diverse range of creative methods. The remixing of creative sources, through digital skills and tools is defined by Hallett as a process of "creative bricolage". Taken from the French word bricoleur and meaning "to tinker" bricolage blends practical and presentational forms of knowledge (Heron & Reason, 2008) enhancing the scope for cooperative forms of scholarship and providing greater opportunities for inter-disciplinarity, creativity and active ways of learning. The pervasiveness of visual media in 21st century society has heightened the need for information and digital literacy teaching to look beyond the text, and towards a multimodal presentation of knowledge. This short paper will draw on the work of the Association of College and Research Libraries (2011) to present a case study of visual literacy teaching at the University of Sheffield, and how it cuts across and through all of our Information and Digital Literacies. We will also examine issues of academic integrity and the ethical and legal considerations of visual literacy, within the expression-idea continuum.


The never-ending journey: improving student support and understanding

Jacqui DaCosta, Michael Varela

In January 2018, the University of Derby initiated a Library Learner Journey Project (LLJP). It was intended as a Task & Finish project but the enthusiasm and interest that it generated has potentially started a never-ending journey to continuously improve the student experience.

The LLJP drew its data and evidence from a variety of different sources, including literature reviews, benchmarking and quantitative data. However, the most powerful and interesting information was gathered through ethnography and interviewing of students by students.

The University launched an On-Campus Internship Scheme (OCIS) in November 2017 and the Library was successful in obtaining a 120-hour internship to assist with this research project. What was even more impactful was the maturity and enthusiasm that the intern brought to the LLJP, resulting in him being shortlisted for the University’s Intern of the Year award. Supported by a placement student for a month, the two spoke to several students across different sites (including online), years and disciplines in order to capture the student voice.

In this short paper, the LLJP intern will talk about his experiences conducting the initial literature review, gathering valuable information from students, analysing the data and presenting it to a wider audience, and the impact that it had on his own information literacy skills development. The project leader will provide the project context and its immediate outcomes for induction and the improvement of the experiences and information literacy skills of Final Year and Postgraduate Research students. In addition, the project has produced a Library Learner Journey Model and timeline for effective interventions to support all students.

Attendees at this session will hear about:

- What students learned from students
- What students learned from librarians
- And most importantly, what librarians learned from working so closely with students.
ABSTRACTS
Friday 26th April
Parallel sessions (Group 7)

Embedding Wikipedia in the curriculum

Ewan McAndrew, Melissa Highton

Working with Wikipedia in the curriculum helps support the developing of digital skills, a key component of graduate employability, and helps students to "think critically and make balanced judgements about information" (CILIP Information Literacy Group, 2018). It also empowers them as responsible online "citizens to reach and express informed views and to engage fully with society" (CILIP Information Literacy Group, 2018). For its betterment.

Our last 3 years at University of Edinburgh has been to work with staff and students across the university to develop information and digital literacy skills and to address the gender disparity of editors and participants in the community.

During this time, hundreds of staff and students have been trained and over ten different disciplines, across all three teaching colleges, have engaged positively with implementing Wikimedia in the curriculum, working in close conjunction with Academic Support Librarians and course teams. Wikipedia has proven it has lots to offer to teaching and learning.

"Too many students I met were being told that Wikipedia was untrustworthy and were, instead, being encouraged to do research. As a result, the message that many had taken home was to turn to Google and use whatever came up first. They heard that Google was trustworthy and Wikipedia was not." (Boyd, 2017)

A recent study found that 87.5% of students reported using Wikipedia and finding it "academically useful" in an introductory or clarificatory role (Selwyn and Gorard, 2016). This is important when one considers Wikipedia ranks highly in Google search results and "the funnelling effect" where users click on the first page of Google results 90% of the time (Beel and Gipp, 2009). There is therefore agency to editing Wikipedia. Supporting an informed understanding of how Wikipedia works and exploring areas of mutual benefit has been a core part of this project.

"Wikipedia is a fantastic example of how literature can be synthesised as evidence in an accessible way. It's great to see the product of the students" work, and one that lasts beyond the life of the assignment." – Ruth Jenkins, Academic Support Librarian at Edinburgh University.

This presentation will showcase stories of student engagement and co-creation in subject areas such as Reproductive Biology Honours, World Christianity MSc, Translation Studies MSc and Data Science for Design MSc; providing exemplars of how students have engaged with, and been intrinsically motivated by, researching and publishing their scholarship online in a real-world context.
application of their teaching and learning. This presentation will also share key performance indicators and detailed metrics to make the case why working with Wikipedia is a worthwhile return of investment for universities.

"Not only were students enthralled when they saw their pages go live, they were able to gain digital learning skills and academic skills such as writing clearly and citing good sources. Even more valuable, students were now included in a process of knowledge exchange – bringing the things they were learning in the classroom out to the world around them". – Dr. Alexander Chow, Lecturer at the University of Edinburgh.


Masukume, Gwinyai; Kipersztok, Lisa; Shafee, Thomas; Diptanshu, Das; Heilman, James (2017). "Updating Wikipedia should be part of all doctors' jobs". STAT. Retrieved 2018-11-09.


Reinvigorating our information literacy support for researchers: raising your profile, disseminating your research and more

Sally Dalton, Deirdre Andrew

In this interactive 60 minute masterclass we will share information on the reinvigorated and strengthened support developed by the University of Leeds Library Research Support Team, aimed at improving the information literacy skills of researchers, particularly in relation to increasing the visibility of research.

Information is at the heart of research. Vitae (2012) suggest that information literacy is a vital skill which researchers need to develop, in order to make effective decisions. World-class researchers need to develop their information literacy skills not only to find information, but also to disseminate and promote their research and to have a wider understanding of the ethical and legal aspects of using information.

Drivers for reviewing and developing our information literacy support included a growing recognition from within our institution of the importance of researchers' information literacy skills, the development of an institution Publication Policy (University of Leeds, 2014), renewed funders OA policies and updated REF requirements (HEFCE, 2016). Frameworks such as the Researcher Development Framework Information Literacy Lens (RDFILL) (Vitae, 2012) also strengthened the case for reviewing our support.

We focused on some of the researcher information literacy knowledge and behaviours listed in the RDFILL and developed an updated suite of workshops, covering areas such as using social media to raise your professional profile, using altmetrics/bibliometrics, research data management, ORCID iDs and OA.

In 2017/18 workshop attendance was over 2000 and feedback has been extremely positive. However, we have also faced a number of challenges, including the difficulty of engaging research staff.

This masterclass will cover:

- The importance of developing researchers' information literacy skills
- Drivers for focusing support specifically on research visibility
- Using the RDFILL to help identify areas where support for increasing research visibility could be developed
- Methods for engaging researchers in information literacy support
- The evaluation and lessons learned from our project.

Within this masterclass delegates will have chance to use the RDFILL to identify areas where they could develop support for increasing research visibility, start to develop a plan of researcher information literacy support and finally think about methods they could use to engage researchers.


Digital competencies for digital citizenship of pre-teen children: some reflections for librarians

Konstantina Martzoukou

This presentation addresses pre-teens development of digital competencies for digital citizenship, defined as online social interaction, learning and participation guided by principles of responsible, ethical and secure digital behaviour. Young people are growing up online with a range of new social technologies, but still need to master the guiding principles of the digital society and develop resilience in the digital environment. Libraries can play an important role in supporting families and their children within the everyday life context to become digital citizens: informed, active, ethical, safe and responsible members of the online society.

Research demonstrates that home online experiences of pre-teens create many challenges but also diverse opportunities. Pre-teen children use a wide range of social media enabled online tools for messaging, video sharing and online gaming to connect with others in live audio or video chats, to play collaboratively and create content for exploration, informal learning and experimentation. "Children's and Parents' Media Use and Attitudes" report was published in 2017 as part of Ofcom's media literacy research programme. The report found that 39% of 8-11s have now their own smartphone and 52% have their own tablet. 94% go online for nearly 13.5 hours a week. 81% use YouTube. The use of YouTube use has significantly increased to 71% for 5-7s and to 81% for 8-11s. In addition, a quarter of 8-11s and three-quarters of 12-15s have a profile on a social media or messaging site or app (Ofcom 2017). In addition to helping children acquire technical skills that are important in the digital age, social media offer opportunities for connecting socially with friends online, seeking emotional support and validation, discovering and exploring interests and learning about social norms in the "real" world. On the other hand, as the online environment is fast changing, children are adopting newer social media sites and services and parents find it difficult to keep up with their children’s interactions online. The "EU Kids Online" report explored a number of parental worries in relation to children going online: online risks – being contacted by strangers, age-appropriate privacy settings, managing online health and wellbeing, complex personalised advertising environments and the many faces of online bullying (Livingstone et al. 2012). Parents are not always aware of the minimum age requirements for social media sites. Close to two in five parents of 5-15s (38%) whose child has a profile on Facebook or Facebook Messenger are only aware that 13 is the minimum age requirement for setting up a profile. There also appears to be lower awareness among parents whose child has a profile on Instagram (21%), Snapchat (15%) or WhatsApp (7%) (Ofcom 2017).

Drawing from the above, this presentation aims to explore keys opportunities and challenges for pre-teens and their parents and the role of libraries in fostering digital competencies for digital citizenship in the community. Via the eyes of a fictitious 10 year old character Maddie, three popular online applications, SnapChat, Roblox and Tic Tok, will be explored and reviewed, highlighting opportunities and challenges and critically reflecting upon ways in which librarians can become champions of digital competences for digital citizenship within everyday life.

How do academic librarians’ identity and experience shape their teaching practices? A qualitative study

Eveline Houtman

Within librarianship, there is a proliferation of courses, workshops, webinars, conferences, local professional development initiatives, and literature aimed at teaching librarians how to teach - or teach better. This begs the question: what, out of all of this, actually matters for librarians' learning? What actually shapes their teaching practices?

The purpose of my qualitative study was to investigate what shapes academic librarians’ teaching practices, not to find a definitive answer but instead to develop an analytical framework that could inform practice and further research. I pursued this question as both a practitioner-researcher -- I am a teaching librarian myself -- and an academic researcher working part-time towards a PhD at the Ontario Institute for Studies in Education. I conducted 24 interviews with 12 participants from Canada and the United States, and also collected teaching materials such as lesson plans, online guides, and statements of teaching philosophy.

One question I asked my participants: to what extent did their personal identity, who they are as a person, affect how they thought about their teaching? Personal identity is a complicated construct. In response to my question, some participants talked about personality, or values. Some talked about teacher identity. Other aspects of identity emerged more gradually over the course of the two interviews. Not all aspects of identity were openly expressed in the work context.

Participants also discussed both personal and professional experiences that shaped their teaching, including professional learning and development. For many of them, experiential learning - that is, the actual practice of teaching -- and reflection on practice were particularly important.

Within library and information studies, learning to teach is often framed as the acquisition of skills and knowledge and best practices. Much of the LIS literature focuses on the teaching itself, with librarians' voices often absent (Walter, 2008). In contrast, my study foregrounds the individual, as well as the contexts where they are situated. Through the voices of my participants, I will explore the ways librarians’ identity and experiences shape their teaching practices. I will discuss the implications for how librarians learn to teach. Audience members will have a chance to reflect on their own practices. I also will introduce a broader framework of self – culture – structure through which to explore the complicated ways individuals navigate their contexts to construct their teaching practices.

Can research data improve how we live, learn and act? The use of open data in teaching and the role of the library

Helene N. Andreassen, Mijke Jetten, Torstein Låg, Harrie van der Meer, Monique Schoutsen

Theory, methods, data and analysis are essential elements in research, and also, to the extent that we want our teaching to be research-based, in the teacher’s efforts to aid student learning. If instruction in higher education traditionally has focused on transmitting information to students, current awareness of the positive effect of student-centered teaching (e.g. Freeman et al., 2014) encourages teachers to create learning activities whereby the student is more deeply engaged with research and its different components.

This symposium centers around open data in teaching. Many teachers see the learning benefit of students collecting research data themselves, but this is often time consuming and otherwise impractical. With the increasing availability of open data, teachers can carry out research-based learning activities using real data, without having to leave the classroom. The literature indicates that both teachers and students see this as positive for the learning environment (Atenas & Havemann, 2015; Henty, 2015; Result UiT, 2017; Saçan & Schuwer, 2018).

Libraries are in a position to facilitate the use of open data in teaching. With expertise on information retrieval and source evaluation, we can guide students and teachers in the search for good quality research data. Further, with many research data management services being located to libraries, we understand the principles behind the build-up of datasets, licensing, and the overall goal of Open Science. Finally, with academic integrity and critical thinking serving as guiding principles in our information literacy teaching, we understand why research data should be evaluated and reused with as much care as other sources in academic work, and we might thus help the teachers form a bridge between research, research-based teaching, and information literacy (see Javiera et al., 2015).

UDIT: Use (Open) Data in Teaching is the result of a collaboration between libraries in three European institutions (http://site.uit.no/opendatainteaching/). The resource will be published in January 2019, as a new module in the FOSTER series of Open Science training courses (www.fosteropenscience.eu/toolkit). Experts from all fields of study are invited to contribute their own learning activities in a dedicated group "Use Open Data in Teaching" on OER Commons (www.oercommons.org).

In this symposium, we present our project and invite participants to a discussion about libraries' roles in the development and implementation of teaching materials using open research data. Key questions are:

1) Is using open data in teaching a relevant task for libraries?
2) How to define the libraries' role to avoid trespassing on the teachers' territory?
3) Which educational support services could be developed in libraries, for teachers and students, respectively, in order to encourage using open data in discipline-specific teaching?
4) (How) should open research data as scholarly sources be integrated in information literacy teaching?
If attending this symposium, participants will contribute to the development of the FOSTER module/OER Commons group, find inspiration and ideas on how to proceed in their own institution, and become part of what will hopefully be a network of librarians concerned with the intersection of information and data literacy, open educational resources, and open science.


Collaboration of library and students: increasing outreach of the student thesis

Sylvia Moes, Sebastien Valkenberg, Rogier van de Blaak

Making research matter more

How do students reach a broader audience than just their academic peers? To realise this we made an alliance with De Focus. De Focus is a Dutch non-profit organisation of students, that helps other students to convert their thesis into a legible article with a reach of several thousand readers. This publication platform lifts their societal relevance of their research. More information about De Focus in this video: https://youtu.be/H6wvxg_vYaA

Why?

Students spend the final phase of their studies carrying out research into current or otherwise relevant topics. Even the most technical or theoretical theses often have a link to a societal challenge. Although societally relevant, the outcomes of such research generally aren't seen by anyone but their supervisor, the second assessor and probably some family members.

Therefore the University Library of the Vrije Universiteit Amsterdam started developing workshops on Outreach in collaboration with De Focus. These workshops are integrated into Bachelor and Master courses within several disciplines.

How?

Our partnership with De Focus makes it possible for students to profit from the editorial skills of experienced editors. Interactive workshops guide them through the complete publishing process. In this way they are being trained to write about their research in an accessible way. They become familiar with the checks and balances introduced during the editing process that are intended to ensure that the article is both of a high quality and matches the house style of the publishing platform. They also obtain an insight into the freedoms and limitations of journalistic practice, as different frameworks apply for research journalism and trade publications.

The contribution of the University Library consists not only in organising these workshops. Expanding the student's information literacy also means bringing the relevant tips and tricks together in a stable and user friendly environment. Therefore we developed an online module on Outreach. These so-called Libguide guides students step by step through the writing, editorial and publishing process. This proves to be effective as a reference tool, not only when students prepare themselves for the workshop but also afterwards when they feel the need to look things up. The Libguide is accessible 24/7 to everyone. See http://libguides.vu.nl/outreach-de-focus-english
Our presentation

In this session we would like to share our knowledge in a short presentation. Topics that are dealt with are:

- collaboration with De Focus: creation and process
- results of the cooperation; including online platform available for reuse
- upscaling within the institution; integration of workshops in curricula
- step-by-step plan for other institutions that want to start with a similar route
Reverse engineering information literacy: using a flipped classroom model

Kate Perris

Can online tutorials work with face to face students? Is it possible to align provision for face to face and distance learning students?

London School of Hygiene & Tropical Medicine (LSHTM) Library & Archives Service offers embedded information literacy (IL) training to both distance learning and face to face students, but provision to these two groups varies greatly, even when students are studying the same degree. At present all distance learning students registered on a project module at LSHTM carry out an online module, supplemented by Collaborate sessions, and can also book SKYPE 1-2-1s. Face to face students typically attend a 3 hour IL session and can book a further 1-2-1 session.

The online module was derived from the face to face session and the success of the online module means that we proposed using it with all face to face classes. We ran a pilot with a small cohort of face to face students undertaking the same online module as distance learning students followed by optional face to face sessions (known as the "flipped" model). We aimed to align the two modes of teaching more closely and work towards converting all of the face to face classes to flipped classes.

Stakeholders involved in any move to the flipped model include academic staff, students and librarians. Academic staff can be reluctant to move away from the traditional lecture model and librarians may have to work to "sell" this model (Arnold-Garza, 2014a). Research with students have found that they prefer the flipped model and are able to cite more scholarly journal articles afterwards (Brooks, 2014).

Our project aimed to measure the success of providing the face to face students with online provision and the opportunity for further assistance, versus the traditional lecture model. We looked at student engagement, the number of students who receive teaching via each method and student preference.

Attending this session will allow delegates to explore the option of providing online teaching in addition to face to face teaching, and of aligning teaching for students regardless of their mode of attendance.


Wiki literacy: using Wikipedia as a teaching tool

Caroline Ball, Jonathon White

Wikipedia has traditionally been viewed with scepticism in higher education, and many academics discourage students from using it at all (Bayliss, 2013; Konieczny, 2016) – a position borne out by our own internal sample of Derby academics. However, statistics show that Wikipedia is still one of the top five most heavily used websites in the world (Alexa, 2018). With this in mind, Subject Librarians at the University of Derby decided to try a different approach; using Wikipedia as a tool for teaching, learning and assessment tool, rather than it just being seen as an information source.

Working with the undergraduate Publishing programme, Subject Librarians and academic staff redeveloped an existing module on Content Development to be structured entirely around the use of Wikipedia. Students were set tasks to create new articles, copyedit existing ones, peer review each other’s articles, and research for articles missing citations, thereby developing their academic writing, information literacy and digital skills. An added benefit for Publishing students especially was the opportunity to create content for a worldwide audience, with a potential impact long beyond the usual assignment timeline.

Feedback was positive, from both teaching staff and students, and Subject Librarians are now developing the approach as a subject-neutral package that can be integrated into skills modules in other disciplines, as well as investigating how certain aspects can be pulled out for single use sessions (peer review of articles, or developing research skills by adding references to articles, for example).

In this short presentation we will present on the evolution of this project, our collaborative work with Wikimedia UK and academic staff, including assessment and module design, and outcomes from the project, feedback from students and future plans for wider use across the University.

Attendees will get an insight into the many ways Wikipedia can be used as a teaching tool, and what resources are available via Wikimedia to help with the design and delivery of teaching programmes.


Stepping into the unknown: teaching information literacy skills through blended learning

Lorna Smith, Anne Archer

For years the Humanities and Social Sciences (HaSS) Liaison team at Newcastle University has provided an assessed, face-to-face taught information skills module for the HaSS Post Graduate Research (PGR) Programme. This module has not only grown in numbers, but also in content, and in turn has consumed large amounts of liaison staff time and resources in an already busy teaching period. Furthermore, student feedback has revealed that the mode of delivery did not meet the demands of a busy PhD schedule and that a blended learning approach would be a more beneficial format, for students and library staff. In January 2018 we started work on redesigning our library skills module in collaboration with our Learning and Teaching Development Service (LTDS), HaSS faculty PGR programme staff and with input from other teams within the library to create a holistic, online learning experience for our PGR students. This online experience includes innovative, interactive online content on our Virtual Learning Environment (Blackboard) and is supplemented by two one-hour lectures, and a two-hour workshop (repeated three times). We also created an online Skills Checker, which allowed students to self-assess their own information literacy skills, which in-turn created a unique learning journey through the module.

This presentation will give you the opportunity to:

- Gain an overview of the project.
- Discover how we collaboratively created engaging, learner-centred online material.
- Explore our Skills Checker.
- Learn what effect the online material has had on our Liaison team and the student’s information literacy skills.
- Find out what the next steps are.

Navigating the future: how information literacy can enable and encourage young people on their quest for success

Katie Cox, Kelly Whittard

Encouraging young people to access higher education where participation is lower than expected is a challenge for schools, colleges and HE institutions. FutureQuest is a collaborative project led by UWE, Bristol, which seeks to encourage young people from target areas to fulfill their HE potential, as well as increasing their attainment at Key Stage 4 and 5.

FutureQuest aims to achieve this through delivering support on mental wealth, resilience, development of positive personal traits such as confidence and curiosity, engagement, an understanding of choices and pathways and the development of strong speaking, listening and writing skills. In the new information literacy definition, ""Information literacy helps students navigate the transition from school to further and higher education"". With this in mind, what role do we, as information Professionals, play in enabling and supporting this transition and in supporting and increasing young people’s access and inclusion in HE?

Along with other services and departments within the University, and in collaboration with other colleges and HE institutions, the Academic Skills team in the library developed and delivered multiple sessions to secondary school students from the Bristol area. The sessions concentrated on critical thinking skills, listening and writing skills and development of knowledge to aid this transition and promote a positive HE experience to under-represented young people.

Our presentation will explore how we achieved this and the effectiveness of this support based on interaction with students and formal feedback. An online engagement tool called Plickers will be used during the presentation to mirror the student experience in the sessions. This presentation will be of interest to delegates who want to learn ways to engage young people in a learning experience which promotes the power of information literacy and want to learn about ways that information can bridge gaps.
I f**k up too’: imposter syndrome, new professional identity and destabilising your position of authority with intent

Hannah Hickman

"This is Hannah. She’s an expert in using databases and is going to show you how to use the library!"

Being invited into someone else's classroom to occupy the position of "expert" can be highly disorienting, particularly as a new professional, when you feel like anything but an expert. I started an academic liaison role, with a large teaching and learning workload, while undertaking my LIS postgraduate degree. Initially, I was worried that if a student found out that I was also a student, they would no longer see me as an expert, as a provider of knowledge services, or as a professional that they could trust. However, the closer I worked with students, the more I came to realise that sharing our experiences with each other built trust, gave them confidence to see themselves as developing expertise, and offered opportunities for us to challenge ideas of "authority".

"Hi, I’m Hannah and I find using databases really frustrating. Let me show you some useful workarounds so you don’t have to suffer too…"

Drawing on theories of performance, I am unpicking my sense of "imposter" and "expert" as an assumed part of a professional identity, and would like to offer new ways of casting yourself as librarian.
Willing to fail: using failure to motivate change in teaching library instruction sessions

Matthew Rohweder

How can failure help us improve in our teaching practices? Can failure inspire new avenues of thought around concepts of information literacy? This presentation will address these questions while focusing on how failure can help motivate us to reorient our teaching practices and find unique ways to engage and excite learners. In particular, this presentation will explore this liaison librarian’s attempts (and failure) to create a student-centered learning environment within library sessions designed for a large first-year Business class. These sessions were designed with the idea that engaging students "may involve active-learning practices, but it is certainly not limited to them" (Markgraf, 2015, pg. 19), and therefore integrated lecture, active learning and discussion into its structure. However, it quickly became clear that these efforts needed reconsideration. Instead of engagement, this librarian discovered that the classes quickly devolved, becoming unruly with poor participation and a general lack of comprehension for the concepts and ideas being taught. This presentation, then, will examine how this librarian took this instance of failure and began to search for new and innovative ways revamp these sessions. What tools or eLearning solutions exist to perhaps help make the classroom more student-centered? Could a “flipped classroom approach” help create an environment where students take a leadership role in their own information practices? And, is there a way to integrate flexibility into an individual’s teaching practice to foster collaboration between the librarian and the students? This session will engage attendees to begin reassessing instances of failure in their own professional practices and come away thinking about how to use those moments as inspiration; as well as learning some dos and don’ts for dealing with large classes, thinking on the fly as a teaching practice and how to see failure as part of our teaching toolbox.

Content curation for information literacy of college and university students: from blended-learning to self-learning

Gilbert Faure, Francois Arnal

Information and digital literacy is still poor in undergraduate students in France, although emphasized by Unesco, OCDE and European Society 2020. Blended learning combines traditional teaching and self-learning using internet resources, leading to develop autonomy of trainee. Content curation is still a recent concept with applications in marketing but less for teaching and learning (Ungerer, 2016; Kortelainen, 2017).

Methods : Implementation of content curation tools (Scoop.it preferred because of potential) for blended learning and information literacy training during 5 years of #400 french (and chinese in Nancy-Wuhan medical training program) students in two knowledge domains: immunology in medical university, geography in "classes préparatoires littéraires".

Results : Teachers opened and maintained one or more general topics related to the discipline and topics focusing on examinations programs. Students opened and maintained during various periods of time (from months to years) topics of their choice. They were evaluated on number of posts, regularity of posting, commentaries and tagging, pictures, sharing on social networks and impact of their topic.

Discussion : Content curation allowed teachers to select relevant resources in rapidly evolving topics. Researchers followed scientific knowledge, detected new topics, builded interest networks and become thought leaders.

Content curation allowed students to (1) acquire and develop information and digital literacy learning by practicing information research, (2) discover resources (primary documents, secondary information, databases, press releases...), (3) develop critical minds. Content curation stimulates reading, analyzing and mastering digital information, helping create scientific watching competencies (Antoni, 2015; Deschaine, 2015). Reading, tagging, commenting information in foreign languages helps students improve reading and writing fluency. Students build port-folios, create a digital identity, useful for recruiting interviews.

Content curation should be used in teaching in the context of blended learning programs to train them for multimodal literacy as well as future work capacities, research purposes and life-long learning. Apart from obvious advantages and positive opinions from students and teachers, limits and difficulties of the method will be presented.


Seizing the gift horse: working across the university on information literacy

Davina Omar

Gift horses don’t come along very often so when we got a chance to work across the university on developing a definition for Information Literacy with colleagues from HR, IT, Academic Quality and our Teaching & Learning specialists we jumped at the chance. Attendees will get a chance to discover what we learnt from this process, challenges we faced and how this might be applied to their own institutions and information literacy practice.

During 2016/17, UWL Library Services developed an information literacy policy which defined what skills and knowledge sets we aimed to help students develop at each level, from L3 right up to academic staff and embedded throughout this was the characteristics of UWL students and courses. This solid basis was then built upon by the work we then subsequently did with our colleagues across the university. (UWL Library Services, 2018) When we had originally developed the policy, we hadn’t felt that creating our own definition was necessary but when the university put together a working group on information Literacy and Digital Capabilities we saw an opportunity.

One of the difficulties we had faced in the past was getting staff (and students) to understand the concept of information literacy and having the chance to discuss information literacy with colleagues outside Library Services and for them and us to see the linkage (and differences) with Digital Capabilities (JISC, 2015) was a fantastic process. This not only enabled a definition to be developed, which was informed by the new CILIP definition (Coonan, E. et al., 2018) but also shared understanding and a real potential to raise the profile of Information Literacy. From the very start of the process, we were discussing how this work could potentially be embedded into appraisal processes for both academic and professional staff which was not only very exciting but really supported the concept of lifelong learning across all the university.

It was challenging too for us, not only to try to articulate what we do but also challenge our own practice and consider new areas. We needed to consider how we support our professional services staff, as well as our academics and students, in their information literacy and crucially how information literacy fitted into the strategic priorities and workings of the university (Baker and Allden, 2017; Harland, Stewart and Bruce, 2017). Building on earlier work, it also provided us with a chance to really consider fully how we can evaluate the impact of our information literacy (Walsh, 2009; Carbery and Leahy, 2015) and how information literate our students and staff were.
becoming. This is ongoing work but this presentation will discuss the work we have done in this area.

The process was a very rewarding experience and this talk will pull out the highs and lows, the negotiations involved and critically look at how much we can embed an information literacy policy into the workings of the university.


Information literacy in everyday life: the role of information practitioners, researchers and the Information Literacy Group

Pamela McKinney, Alison Hicks, Jane Secker, Konstantina Martzoukou

The updated CILIP definition and statement on Information Literacy in 2018 (CILIP 2018) reflected the growing research and practitioner interest in IL in contexts outside of formal education. According to this definition, IL in everyday life involves the capabilities to engage competently and critically with information, and understand opportunities for connectedness, socialising, informal learning, discovery, personal development and civic engagement. As well as issues of privacy, reputation and safety across a diverse range of contexts and activities which may have wildly differing norms and behaviours.

Research has shown that everyday information literacy is highly contextual, and that differences are shaped through the impact of gender, age, socio-economic group and the activity one is engaged in. Everyday information literacy may also involve interpreting sensory and bodily information, observation of social activities and behaviours, involving friends and family in the information landscape for sharing information and as sources of information, appropriate use of technologies and media and developing detailed understandings of niche areas of knowledge (Lloyd 2017; Martzoukou & Abdi 2017). There is a significant challenge for the IL community and the CILIP Information Literacy Group to impact on these diverse situations, activities and groups of people.

This symposium on Information Literacy in everyday life will use a World Café format to engage the LILAC community in reflection, discussion and dialog about this important aspect of Information Literacy. Participants will be seated in small groups which will be hosted and facilitated by one of the symposium proposers. Participants will be invited to explore a range of questions related to the advancement of IL research, teaching and practice in this field:

• How can IL practitioners working in education at all levels encourage and facilitate the application of information literacy capabilities developed through everyday life into the education context, and vice versa?
• How can the CILIP Information Literacy Group support, enable and effect the development of information literacy in diverse social contexts?
• How can we involve other professional groups (e.g. health and social care professionals) who have information-related interactions with the general public in discussions about IL in their specific contexts?
• Models and standards of IL have been widely used in education to describe and define IL, is it possible or desirable to adapt these for everyday life contexts?

Participants will be asked to move round the tables and contribute to discussions across the topic areas. Hosts will remain at their tables to facilitate cross-pollination of ideas and to advance an on-going conversation on each table. A key aim of this world café will be to understand and record the diversity of perspectives in relation to these questions. Write-on table cloths covering each table will allow every participant to share their thoughts and ideas, even if they do not feel comfortable speaking publicly. The insights gathered will be used to inform the work of the CILIP
Information Literacy Group, and to develop understanding of how our community can move forward with the support and development of IL in everyday life.


‘You get out what you put in’: how students perceive their ‘learner journeys’ at the University of Worcester

Kathryn Devine

The skills and knowledge acquisition, and personal growth, of students through their degree courses is often likened to a journey, but defining this, and creating meaningful, quality interventions based on staff and student perceptions of it, is no simple matter. Such research as is available tends to focus on Further Education and routes into study rather than the skills attained once at university. Students’ perceptions of their journey, its quality, and the scaffolding and support they receive during it is crucial to their experience, as well as their employability on graduation. It is also vital to the university in terms of the NSS and TEF ratings. Student experience and satisfaction, as well as being an important metric in its own right, is critical to maximising attainment and reducing attrition. Likewise, satisfaction with library services is a significant component of the NSS. As librarians become increasingly teaching focused (see Austin and Bhandol 2013; Julien and Genuis 2011; Goetsch 2008; Hardy and Corrall 2007), they have the potential to make a positive contribution to their institution’s TEF outcome, and arguably to their own satisfaction as educators and information professionals.

Following a project carried out by University of Worcester Library Services to explore the views of academic staff around the “learner journey”, this research considered the same question but focused now on the student voice. Five undergraduate students from levels 4 to 6 participated, representing five of the university’s seven academic institutes. The learner journey was defined here as not just the student’s academic pathway; that is, the modules they take and the assessments they must pass to complete them, but the overarching skills they acquire along the way, and indeed beyond their undergraduate course into employment or further study. It encompasses the skillset they build as they navigate the course and the applicability (or otherwise) of this to the workplace or continued education at postgraduate level. (Devine, 2018).

Via focus groups and a focused interview, student perceptions of their learner journey were explored, and, drawing on the principles of grounded theory, five principal themes identified. These were: transition to, and preparedness for, university, progression, personal responsibility and engagement, employability, and communication. The final project is being utilised within University of Worcester Library Services and was submitted as the author’s MSc dissertation, for which it won the Douglas Anderson Award from Robert Gordon University.

In this presentation, the findings of the study will be discussed both as they pertain to Worcester and to the wider academic library and information literacy contexts. It will be argued that whilst the findings were encouraging for our current IL teaching practice, there is more that can and should be done. Students need clarity as to the extent of the library service’s remit. More class time needs to be allocated to scaffolded, embedded information literacy provision and librarians must work in partnership with academic colleagues to ensure this is timely and aligned to module learning outcomes and assessment criteria.

DEVINE, K., 2018 Undergraduate students’ perceptions of their “learner journey” at the University of Worcester and Library Services’ role in this journey. MSc thesis. Robert Gordon University. Available at: https://eprints.worc.ac.uk/6907/ (Accessed: 14 November 2018).


Exploring the ‘how and now’ of online learning for PGT students

Jonathon Jones

During 2017/8, the Library service at a UK University led an education innovation research project to evaluate information literacy and academic skills provision for postgraduate taught (PGT) students. A major component of the project aimed to derive actionable student feedback on a pilot suite of six online tutorials called "Writing at Postgraduate Taught Level" [https://xerte.cardiff.ac.uk/play_4353]. These tutorials were developed in 2015/16 by a team drawn from across Academic and Student Support Services, including the library, working with academic experts at the University. They were a response to specific PGT student demand for more dedicated and level-appropriate study skills support.

Overall the tutorials received positive feedback. However, the study revealed two key areas for development. Firstly, students desired more subject-specific examples to align their learning with their discipline. Secondly, there were suggestions that the content needed to be more challenging to be suited to PGT level or was even better suited to undergraduates. In contrast, there were a small number of comments from international students whose first language is not English who suggested that the tutorials needed to be "easier to follow" or that they found them too "challenging". This raises questions about how we best meet the requirements of PGT students as a whole.

In this workshop, participants will have the opportunity to discuss, share and consider approaches to identifying and meeting the specific information literacy requirements of PGT students, particularly regarding online delivery. They will leave the session with ideas to take back and try in their own institutions.

LILAC journal club
Sam Aston, Jess Haigh
R2DaLT: thoughts about teaching data literacy

Tibor Koltay

Research 2.0, materialising mainly in data-intensive research, has been present for more than a decade. In academic libraries, it means that Research Data Management (RDM) and data literacy require prime attention and are unimaginable without each other. As a consequence, a number of academic librarians experience a move towards becoming data professionals, even though teaching data literacy is relatively close to the tasks, with which they are familiar.

Defined as a set of skills and abilities related to accessing research data, understanding, interpreting, managing, critically evaluating and ethically using it (Koltay, 2015), data literacy is not only cognate with information literacy by its attention to critical in general, but it is compatible with the information literacy focus of academic librarianship (Cox, 2018). Data literacy also focuses on data quality and involves elements of statistical literacy, numeracy, data governance principles, data science, and open data. Data literacy education's main targets are students. Teaching staff members also should be data literate, but educating the latter is a delicate issue. In this paper, we are summarising the emerging data literacy trends and we offer a review of teaching methods that show the way towards a model of data literacy education. We will take into consideration that – in addition to varied concepts – it is crucial to include mechanics related to research data into curricula, which also should focus on practice and give attention to the importance of using real world data.


Data Carpentry Lessons https://datacarpentry.org/lessons/


Fake news for the masses: evaluating news sources through active learning

Jessica Long. Jennifer Hicks

In today’s 24/7 news cycle, fake news, misinformation, bad reporting, and false claims can run rampant. Constant streams of oversimplified and fragmented “breaking news” pieces spread throughout the internet, and social media in particular, making traditional methods of news evaluation increasingly difficult. For students, assessing the quality of online news content is crucial to understanding whether what they are viewing is, in fact, true. So how can libraries help them find the tools and build the skills needed to successfully analyze the accuracy of their sources? We can begin by breaking down how we teach students to evaluate information.

This session will discuss how we evaluated the growing number of instruction methods, from lectures, video tutorials, assignments, and games, to develop a novel approach on how to analyze sources based on the course subject matter. Using active learning methods, students work in groups to complete different activities, including analyzing websites, writing headlines, comparing articles, and validating images. By alternating between the different activities and having them focus on current topics that they were addressing within their coursework, students were more engaged in the process of evaluating news sources. They learned how to differentiate between categories of “fake news”, identify the reasons for its continued growth, and compare the validity and quality of different news sources. Feedback from course instructors provides further proof of how students translated what they learned into their other coursework.

The presenters will share how to synthesize resources to help teach students better evaluation skills. They will look at how librarians are addressing the issue of “fake news” and how they can teach students to better evaluate news sources. The presenters will also share their creative process and the current model of their “fake news” instructional tools. Participants will leave better informed on tested strategies and tools that they may adopt in their own efforts to link the library and the fight against misinformation.
Providing critical appraisal training to a haemodialysis patient involved in a systematic review

Suzanne Toft

The role of the health librarian comprises running complex literature searches to support patient care, research and improvements in health services, and delivering information literacy skills training (Health Careers, 2019), something which provides “crucial support towards the implementation of evidence-based practice in patient care” (CILIP, 2018). Increasingly there is a requirement for health librarians to have more direct involvement with patients; “from 2017, all NHS-funded library/knowledge services will be expected to evidence some level of direct or indirect contribution to patient and public information” (NHS, 2016).

Information literacy has been defined as “the ability to think critically and make balanced judgements about any information we find and use.” (CILIP, 2018). By helping to develop the patient’s information literacy, this can improve their health literacy. “Health literacy is about people having the knowledge, skills, understanding and confidence they need to be able to use health and care information and services.” (Health Education England, 2019). It includes “…the cognitive and social skills which determine the motivation and ability of individuals to gain access to understand and use information in ways which promote and maintain good health” (WHO, 2019). By receiving training from a health librarian this may have the additional bonus of providing information therapy for the patient (Health Careers, 2019).

The Renal Unit at the Royal Derby Hospital is a research active department. The Senior Clinical Educator is currently undertaking a systematic review and is involving the patient as a co-author. This will have the benefit of adding the patient perspective to her study; “patients, far more than clinicians, understand the impact of disease and treatment” (Richards et al., 2013; Truccolo, 2016), and will also ensure ethical responsibility (Forster, 2013). The Training Librarian was approached by the Senior Clinical Educator to provide critical appraisal training to the haemodialysis patient involved in the study. The aim of the training session was to develop the patient’s information literacy by addressing the ‘Evaluate’ pillar from the Seven Pillars of Information Literacy where “A researcher can review the research process and compare and evaluate information and data” (SCONUL, 2011).

By attending this session you will learn how health librarians can interact and engage with patients involved in research, considering the role of ‘expert patients’, while enhancing the patient’s skills around information literacy, and in doing so enriching the systematic review by direct patient and public involvement.


Defining moment: how we are using the new CILIP definition of information literacy to engage with academics and students

Emma Burnett, Rachel White

At LILAC 2018, the CILIP Information Literacy Group launched a new definition of information literacy: "Information literacy is the ability to think critically and make balanced judgements about any information we find and use. It empowers us as citizens to develop informed views and to engage fully with society" (CILIP, 2018). One aim of the definition was to make it clearer for those outside of the library world (CILIP Information Literacy Group, 2018).

At Royal Holloway, we decided to use this new definition to engage our community with information literacy. New academics take a Postgraduate Certificate in Academic Practice in Teaching and Learning. They receive a workshop that focuses on information literacy from a member of the Academic Liaison team. For the Autumn session, the definition was given to academics and they were asked to discuss how it could be applied to Higher Education.

The definition has also been used in the teaching of English undergraduate students as part of their Thinking as a Critic module, using the definition as a gateway to introduce the concept of information literacy and to create discussions.

The use of the definition was successful in sparking more in-depth conversations relating to the library and the information literacy teaching we provide, illustrating why our teaching of these skills is not only vital for students’ academic success but also the wider world. As using the definition has proved helpful in initial sessions, we plan to use it more widely throughout our teaching and also as part of larger conversations across our institution.

Delegates will have an opportunity to discuss how they could use the definition in their own institutions and how this could be used to enhance their own sessions.


All inclusive – creating a web course in academic information literacy and its effects on library teaching

Marie-Louise Eriksson, Linda Borg

In light of a growing focus in society on media and information literacy (MIL), Karlstad University Library undertook several initiatives in 2017 to improve and develop the teaching of MIL to first-year students.

One of these initiatives was to design a web-based course in academic information literacy. The aim of the course was to ensure that all students at the Karlstad University have the same possibility to develop their information literacy skills.

The course is available to all university teaching staff in the current learning management system (Canvas). It is intended as a complement to the library classroom teaching, and to be part of a more flexible and student-active approach to learning.

In addition to the skills traditionally included in the concept of information literacy (e.g. information retrieval, reference management and critical evaluation of sources) the course also includes topics such as academic writing and copyright literacy.

For the library course to be as relevant as possible, librarians need to work together with teachers and students on the content and design to ensure that student needs are met and that staff can successfully implement it in their courses.

This presentation will focus on the development of this web-based course, the evaluation of it and its effect on face-to face teaching.
Getting to work: information literacy instruction, career courses and digitally proficient students

Alexandra Hamlett

As students navigate their way through their first years of college, they are often grappling with decisions related to career paths or entering the workforce. Accordingly, many higher education institutions offer courses centered on career development and provide resources at Career Centers to better prepare students to enter the job market. Unfortunately, studies have shown that students are not equipped with adequate information literacy skills that employers desire (Head, Van Hoeck, Eschler, & Fullerton, 2013; Abel, Deitz, & Su, 2014). Following graduation, students often enter the job market unprepared to find, evaluate, and use information in the digital environment effectively. Essentially, students are lacking fundamental information literacy skills, impeding their success in higher education and as new members of the labor market.

At a public university, students in the First-Year Experience (FYE) are enrolled in a series of mandatory Ethnographies of Work (EOW) courses. During these courses, students learn about workplaces, occupations, and career paths. During multiple semesters, a librarian has collaborated with EOW faculty in planning how to best integrate essential information literacy skills pertaining to career development, success in the workforce, and their educational development in higher education. Instructional sessions include activities and interactive exercises to help students navigate the information environment so they better understand the choices available to them in the labor market, understand how to find the necessary sources to make educated career choices, and better evaluate the overwhelming information available as they navigate the digital landscape.

This short paper will discuss how collaboration between a librarian and EOW instructor has influenced instructional design for information literacy instruction on career studies at an urban community college in the United States. It will discuss applications of student-centered pedagogy for librarians from a practical lens and focus on strategies to integrate essential informational literacy skills that students are lacking when they enter the workforce. The paper will provide examples of innovative lesson plans, illuminate collaboration techniques, and present methods to assess the effectiveness of teaching. Practitioners will identify ways to apply these lessons at their own institutions and discover new ways to infuse teaching sessions with student-centered learning aimed at creating information problem solvers in the real world.


Freeman, V. F., Lenz, J. L., & Reardon, R. C. (2017). Career course impact on college students’ career decision and affective states. VISTAS Online.


This could get messy: critical library pedagogy in practice

Elizabeth Brookbank, YiWen Hon, Sajni Lacey, Clare McCluskey-Dean, Darren Flynn

The concepts of critical information literacy – and their real-world social justice consequences – can be difficult and complicated to bring into the library classroom. It takes time to unlearn ideas that have been formative to so many of our lives, such as the idea that a search box, be it on the Internet or in a library database, is a blank space that simply brings back whatever one puts into it, and that the results it presents are objective and neutral (Noble). It also takes time to learn new ideas, such as the concept that information, and therefore access to it, is valuable and that academic information specifically is part of a larger power structure that we would do well to understand, question, and critically engage with (ACRL). And time is, quite often, something that librarians simply do not have when they are in the classroom, rather they are generally limited to one short class session with students. Even given the classroom time to tease out these issues in a discussion, such topics are often controversial and can be tied to deeply held political beliefs and social values for both students and librarians. Librarians often have not had the opportunity to build relationships with students that would allow them to facilitate these potentially tricky classroom conversations, nor is this something librarians are generally called upon to do in standard instruction situations.

Given these potential challenges, how does a librarian who wants to practice critical library pedagogy and social justice in the classroom do so in an effective, meaningful way? Our panelists will share their experiences in the classroom, discuss their successes, failures, and lessons learned, and will share practical tips that audience members can take into their own teaching.

While the principles and theories of critical librarianship will inform the discussion, the goal of this symposium is a practical one: to empower working librarians to bring social justice and critical information literacy into the classroom using real-life case studies and sample discussion prompts, classroom activities, and assignments. We also want to hear from audience members about their experiences with, and perspectives on, teaching critical information literacy to students and will leave ample time for this participation from the audience.

Panelists:

- Elizabeth Brookbank, Instruction Librarian, Western Oregon University, US
- YiWen Hon, Knowledge Resources Manager Librarian, The Royal Marsden NHS Foundation Trust, UK
- Sajni Lacey, Learning and Curriculum Support Librarian, University of British Columbia Okanagan, CA
- Clare McCluskey Dean, Academic Liaison Librarian, York St John University, UK
- Darren Flynn, Academic Liaison Librarian, Coventry University, UK

Index of Presenters

Andreassen, Helene N. .................................................................................................................. 107
Andrew, Deirdre .......................................................................................................................... 102
Archer, Anne .............................................................................................................................. 114
Arnal, Francois .......................................................................................................................... 118
Asher, Darla .................................................................................................................................. 25
Aston, Sam ................................................................................................................................... 65, 127
Ball, Caroline ................................................................................................................................ 113
Barker, Eleanor ............................................................................................................................ 20
Baume, David ............................................................................................................................... 27
Binsfield, Anne ........................................................................................................................... 15
Bird, Nora ...................................................................................................................................... 93
Borg, Linda ..................................................................................................................................... 133
Brookbank, Elizabeth ................................................................................................................ 51, 136
Burnett, Emma ............................................................................................................................ 87, 132
Carey, Aine .................................................................................................................................... 68
Clark, Sarah ................................................................................................................................... 37, 38
Cleary, Ann ................................................................................................................................... 63
Cole, Penelope ............................................................................................................................. 60
Corrall, Sheila .............................................................................................................................. 5, 63
Courage, Kate ............................................................................................................................... 97
Coveney, Cheryl .......................................................................................................................... 24
Cox, Katie ....................................................................................................................................... 115
DaCosta, Jacqui ............................................................................................................................ 99
Dalton, Sally .................................................................................................................................... 102
Delaney, Mary ................................................................................................................................ 63
Devine, Kathryn ............................................................................................................................ 124
Divall, Pip ....................................................................................................................................... 71
Driesens, Joost .............................................................................................................................. 66
Durham, Fiona ................................................................................................................................ 70
Eriksson, Marie-Louise ................................................................................................................ 133
Evans, Lorrie ................................................................................................................................... 40, 84
Faure, Gilbert .................................................................................................................................. 118
Flynn, Darren .................................................................................................................................. 80, 136
Gadd, Elizabeth ............................................................................................................................ 61
Glasse, Hazel ................................................................................................................................... 82
Grant, Vicky ..................................................................................................................................... 98
Grey, Steph ....................................................................................................................................... 91
Grundy, Dawn ............................................................................................................................... 94
Haigh, Jess ...................................................................................................................................... 65, 127
Hamlett, Alexandra ..................................................................................................................... 134
Hammel, Niamh ............................................................................................................................ 53
Harrow, David .................................................................................................................................. 75
Hartiss, Rachael ............................................................................................................................. 79
Haworth, Amy .................................................................................................................................. 98
Hickman, Hannah .......................................................................................................................... 116
<table>
<thead>
<tr>
<th>Name</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hicks, Alison</td>
<td>73, 89, 122</td>
</tr>
<tr>
<td>Hicks, Jennifer</td>
<td>129</td>
</tr>
<tr>
<td>Highton, Melissa</td>
<td>100</td>
</tr>
<tr>
<td>Hill, Adam</td>
<td>90</td>
</tr>
<tr>
<td>Hon, YiWen</td>
<td>136</td>
</tr>
<tr>
<td>Houtman, Eveline</td>
<td>106</td>
</tr>
<tr>
<td>Hutchinson, Elizabeth</td>
<td>36</td>
</tr>
<tr>
<td>Inskip, Charles</td>
<td>89</td>
</tr>
<tr>
<td>Intrator, Miriam</td>
<td>10</td>
</tr>
<tr>
<td>Jetten, Mijke</td>
<td>107</td>
</tr>
<tr>
<td>Jones, Jonathon</td>
<td>126</td>
</tr>
<tr>
<td>Kahout-Tailor, Jessica</td>
<td>31</td>
</tr>
<tr>
<td>Karshmer, Elana</td>
<td>25</td>
</tr>
<tr>
<td>Kassem, Hossam</td>
<td>24, 70</td>
</tr>
<tr>
<td>Kolak, Tibor</td>
<td>128</td>
</tr>
<tr>
<td>Kontou, Venetia</td>
<td>24</td>
</tr>
<tr>
<td>Lacey, Sajni</td>
<td>136</td>
</tr>
<tr>
<td>Lacey, Trish</td>
<td>91</td>
</tr>
<tr>
<td>Låg, Torstein</td>
<td>107</td>
</tr>
<tr>
<td>Laverty, Cory</td>
<td>22</td>
</tr>
<tr>
<td>Leurs, Greg</td>
<td>87</td>
</tr>
<tr>
<td>Lloyd, Annemare</td>
<td>89</td>
</tr>
<tr>
<td>Long, Jessica</td>
<td>129</td>
</tr>
<tr>
<td>Mallalieu, Ruth</td>
<td>98</td>
</tr>
<tr>
<td>Mallon, Melissa</td>
<td>48</td>
</tr>
<tr>
<td>Martzoukou, Konstantina</td>
<td>43, 104, 122</td>
</tr>
<tr>
<td>Matthews, Catriona</td>
<td>97</td>
</tr>
<tr>
<td>McAndrew, Ewan</td>
<td>100</td>
</tr>
<tr>
<td>McCluskey-Dean, Clare</td>
<td>43, 136</td>
</tr>
<tr>
<td>McKinney, Pam</td>
<td>58</td>
</tr>
<tr>
<td>McKinney, Pamela</td>
<td>122</td>
</tr>
<tr>
<td>Mears, Wendy</td>
<td>24</td>
</tr>
<tr>
<td>Moes, Sylvia</td>
<td>109</td>
</tr>
<tr>
<td>Morris, Delyth</td>
<td>8</td>
</tr>
<tr>
<td>Morris, Laurence</td>
<td>41</td>
</tr>
<tr>
<td>Morrison, Chris</td>
<td>61</td>
</tr>
<tr>
<td>Nijhoff, Coco</td>
<td>19</td>
</tr>
<tr>
<td>Omar, Davina</td>
<td>120</td>
</tr>
<tr>
<td>Panes, Mathilde</td>
<td>14, 30, 54</td>
</tr>
<tr>
<td>Pearson, Amy</td>
<td>95</td>
</tr>
<tr>
<td>Perera, Sharon</td>
<td>44, 79</td>
</tr>
<tr>
<td>Perris, Kate</td>
<td>111</td>
</tr>
<tr>
<td>Phillips, Deborah</td>
<td>87</td>
</tr>
<tr>
<td>Phillips, Kathleen</td>
<td>29, 50</td>
</tr>
<tr>
<td>Phillips, Veronica</td>
<td>20, 32</td>
</tr>
<tr>
<td>Pichel, Jaro</td>
<td>77</td>
</tr>
<tr>
<td>Pitts, Joelle</td>
<td>48</td>
</tr>
<tr>
<td>Prescott, Graeme</td>
<td>94</td>
</tr>
<tr>
<td>Reid, Catherine</td>
<td>55</td>
</tr>
</tbody>
</table>

Index of Presenters  138
Reynolds, Cheryl ........................................................................................................... 33
Rohwedder, Matthew ..................................................................................................... 117
Roles, Eryn ...................................................................................................................... 29
Royle, Lucy ..................................................................................................................... 21
Saines, Sherri .................................................................................................................. 10
Salamin, Caroline .......................................................................................................... 54
Saleh, Nasser .................................................................................................................. 22
Sales, Nicola .................................................................................................................. 95
Schmillen, Hanna .......................................................................................................... 10
Schoutsen, Monique ...................................................................................................... 88, 107
Secker, Jane .................................................................................................................. 27, 61, 122
Sewall, Claire ................................................................................................................. 61
Sinclair, Andrew ............................................................................................................ 44, 79
Smith, Lorna .................................................................................................................. 114
Sobel, Karen ................................................................................................................... 12, 40, 84
Stiller, Julianne .............................................................................................................. 46
Taylor, Dom .................................................................................................................... 38
Taylor, Stuart .................................................................................................................. 61
Thomas, Sabrina ............................................................................................................ 29
Tilley, Elizabeth ............................................................................................................ 55
Toerien, Darryl ............................................................................................................... 75
Toft, Suzanne ................................................................................................................. 130
Towlson, Kaye ............................................................................................................... 56
Trkulja, Violeta ............................................................................................................... 46
Turner, Katherine ......................................................................................................... 41
Upson, Matthew ............................................................................................................ 48
Valkenberg, Sebastien .................................................................................................... 109
van de Blaak, Rogier ..................................................................................................... 109
van der Meer, Harrie .................................................................................................... 107
van Putten, Saskia ....................................................................................................... 88
Varela, Michael ............................................................................................................. 99
Velasco, Manon .............................................................................................................. 54
Walsh, Andrew .............................................................................................................. 33
Ward, Abi ....................................................................................................................... 34
Watson, Lindsey ............................................................................................................ 7
Webber, Sheila ............................................................................................................... 58
White, Jonathon ............................................................................................................ 113
White, Rachel ............................................................................................................... 132
White, Senga .................................................................................................................. 85
Whittard, Kelly .............................................................................................................. 115
Wochna, Lorraine ......................................................................................................... 10
Woods, Laura ................................................................................................................ 17
Woolfenden, Katy ......................................................................................................... 27
Workman, Leanne ......................................................................................................... 87
Wyber, Stephen ............................................................................................................ 61
Yearwood-Jackman, Shirley ......................................................................................... 3