

EVENTOS

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Information Literacy in UK Higher Education

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Literacy



S C O N U L

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Society of College, National and University Libraries



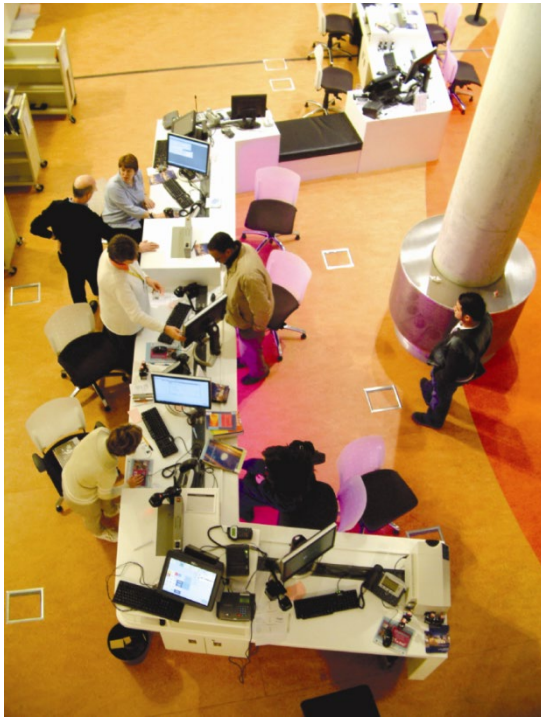
Environment:

- UK aim 50% participation in Higher Education.
- Debate and change in scholarly communication: data repositories, bundle deals to access a vast number of journal titles, collaboration, open access, virtual publishing.

And then there is this:

Instant, multimedia, mass collaboration and creation of information. [generation y](#)

Google generation report



<http://www.jisc.ac.uk/news/stories/2008/01/googlegen.aspx>

“A new report, commissioned by JISC and the British Library, counters the common assumption that the ‘Google Generation’ – young people born or brought up in the Internet age – is the most adept at using the web. The report by the CIBER research team at University College London claims that, although young people demonstrate an ease and familiarity with computers, they rely on the most basic search tools and do not possess the critical and analytical skills to assess the information that they find on the web. The report ‘Information Behaviour of the Researcher of the Future’ also shows that research-behaviour traits that are commonly associated with younger users – impatience in search and navigation, and zero tolerance for any delay in satisfying their information needs – are now the norm for all age-groups, from younger pupils and undergraduates through to professors”

A model, different agendas, overview.



- SCONUL's model of information literacy.
- Information Literacy and learning – models, pedagogy, UNESCO, Bologna.
- Information literacy and research
- The employability agenda
- Overview

Model applies to all of the above contexts but I will explore it more closely with learning and the student experience today.

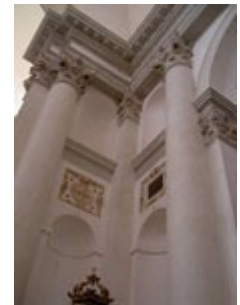
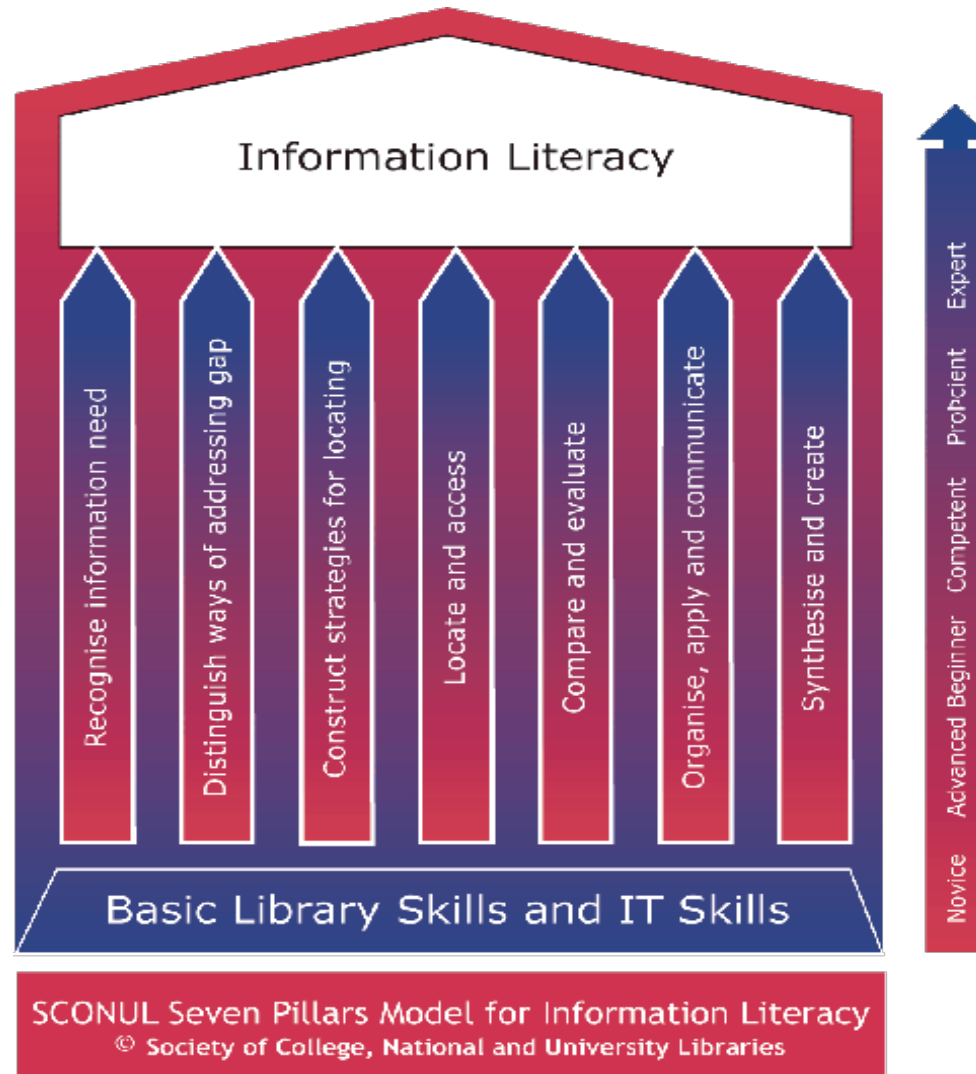


SCONUL Working Group on Information Literacy

Remit:

- Develop, refine and promote the concept and SCONUL model of information literacy within the higher education sector
- Ensure that the role of information literacy in learning and teaching, research, and organisational enhancement is communicated effectively and understood by the wider educational professional groups in HE
- Work collaboratively with other groups (both within and outside SCONUL) and organisations to stimulate strategies and the development of underpinning pedagogies relating to information use in HE
- Develop the Group's web site to provide a focus for IL in HE in the UK
- Inform and advise the SCONUL Executive Board on IL and learning issues

SCONUL Seven pillars



Comparison of models of Information Literacy

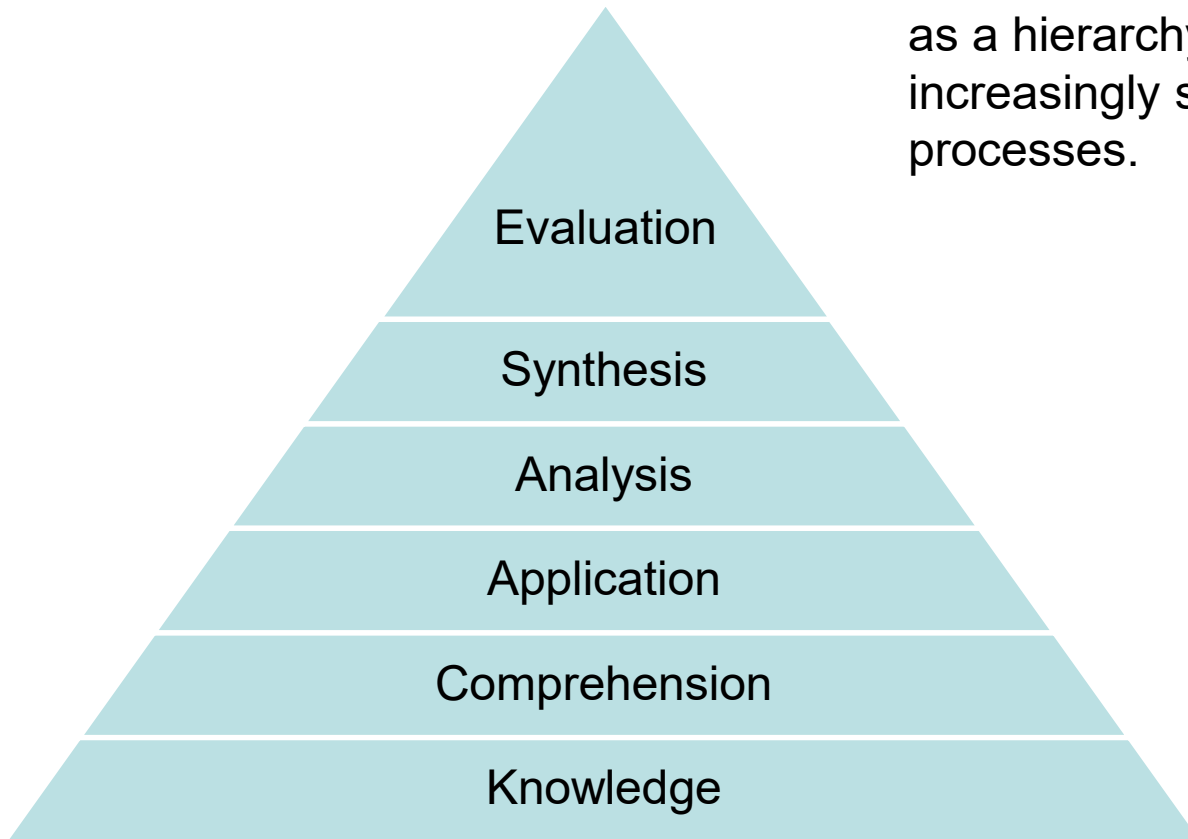
High levels of agreement on definition of Information literacy.

For example: The big blue, SCONUL, CAUL, ACRL, Big Six, etc. See <http://www.library.mmu.ac.uk/bigblue/taxonomyofinformationskills4.html> for comparisons of models.



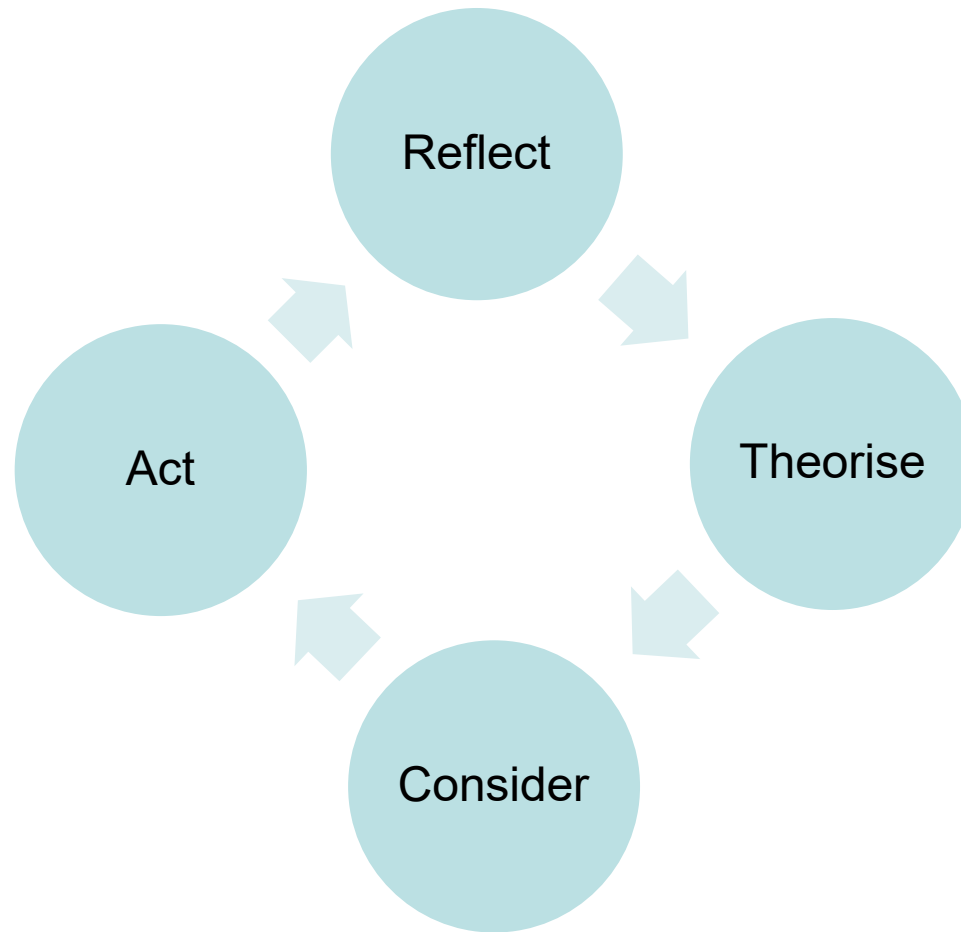
Models of learning – Bloom's Taxonomy

Bloom's taxonomy represents learning as a hierarchy of developing increasingly sophisticated learning processes.

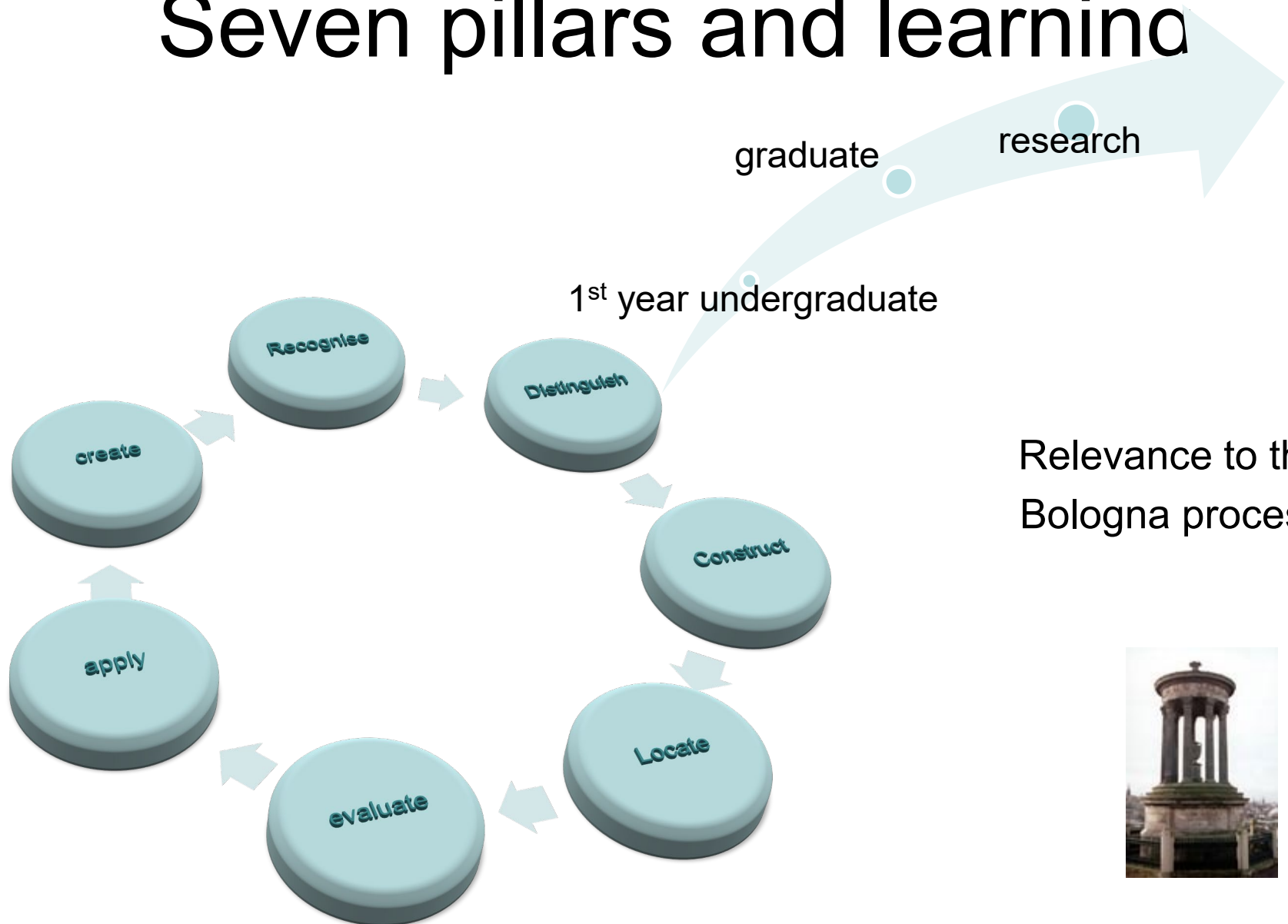


Models of learning – Kolb's cycle

For learning deep learning to take place you must engage with all these stages of learning.



Seven pillars and learning



Relevance to the Bologna process



Use of the 7 pillars model

SCONUL WGIL research- of a sample of 52 of the UK's 178 universities- 40 use the seven pillars model:

- Underpins information literacy programme design -10
- Used in strategy or policy documents – 6
- Library or University information literacy framework are based on it – 5
- Used for learning outcomes or competencies – 4
- Provides a framework for online or VLE information literacy course – 4
- Was the starting point for developing information literacy – 3
- Is linked to an information literacy quiz - 1

Example of Glasgow Caledonian University

Used as the basis for creating a model of life long learning development as part of the university's learning teaching and assessment strategy.

- Model given a pedagogic context
- Examples of learning outcomes for each pillar of the model represent current technology.
- Next step is to develop a range of examples of good practice to support the skills at each level of the student experience.

The model is for everyone supporting curriculum development –not just librarians- and must be identified clearly in new courses. Opportunity for librarians to act a course developers with other support services.

1. Identify how learning can be developed

- For example by:
- reflecting on current knowledge, skills and learning approaches through personal development planning
- identifying the additional knowledge and skills needed, and the appropriate level
- communicating with others to identify problem areas in relation to academic needs
- exploring information in a range of formats – verbal, text, graphics, pictures, numerical, financial, audio, video, digital, online
- demystifying and deconstructing information individually and in groups
- identifying accessibility issues

2. Recognise how knowledge and skills gaps can be addressed

- For example by:
- finding out how and where relevant information and support can be found within the University
- planning for information and knowledge requirements in the context of a particular course of study
- finding out how to access resources effectively and efficiently
- identifying how information is formally and informally produced, organised and disseminated.
- distinguishing between popular and scholarly information and applying these appropriately.
- using e-tools effectively to access information, support and resources

3. Construct strategies for learning

- For example by:
- developing study skills and time management skills
- defining an overall strategy and timeline to obtain information and manage learning
- identifying and using concepts/keywords appropriate to different sources of information
- using e-tools effectively to develop, refine and share strategies for information searching and learning
- breaking down topics into smaller components as appropriate to need
- learning how to reflect and construct critical analysis/argument specific to the subject discipline

4. Locate and access resources for learning

- For example by:
- discovering what types of resources are available to meet your needs, including course content
- understanding how different databases and search tools work and choosing the most appropriate source
- learning how to search specialist information sources
- using e-tools effectively to locate and access resources
- determining when new or alternative search strategies should be used
- collaborating with others to identify resources in a range of relevant formats

5. Compare and evaluate resources obtained from different sources

For example by:

- critically appraising sources of information, and levels of authority, bias and currency
- identifying issues and constraints in locating and evaluating a range of resources
- evaluating, synthesising, reasoning and forming arguments in relation to information found
- analysing concepts/ theories and seeking supporting evidence
- reflecting and constructing critical analysis/argument appropriate to the subject discipline
- using e-tools effectively to evaluate and analyse data

6. Organise, apply and communicate knowledge to others in ways appropriate to the context

- For example by:
- taking notes and recording references and resources appropriately
- understanding and adhering to University guidelines on plagiarism and copyright misuse
- citing and referencing resources appropriately and creating a bibliography using a recognised referencing system
- demonstrating creativity in formulating, evaluating and applying evidence-based solutions and arguments
- communicating effectively in written, verbal, and digital format at an appropriate academic level
- using e-tools effectively to organise, apply and communicate knowledge

7. Synthesise and build creatively upon existing knowledge

- For example by:
- reflecting critically on learning processes
- synthesising critical thinking and reflection in a written context
- demonstrating how current knowledge can be combined with original thought, experience, data collection or reuse, to produce new knowledge
- using e-tools effectively to build new knowledge through reflection, communication and collaboration
- incorporating and recognising life/work experience within academic knowledge
- sharing new knowledge through writing, presenting, mentoring, and contributing to collective learning as appropriate to the context

The Higher Education Academy



- UK academic professional body for learning and teaching.
- SCONUL WGIL collaboration promoting engagement with librarians with learning and teaching as well as promoting significance of information literacy in all academic subjects and as key to appropriate pedagogic processes.
 - SCONUL WGIL research into HEA participation and barriers to participation in professional pedagogic HEA networks by librarians.

SCONUL WGIL survey of university librarian's engagement in Learning and Teaching qualification attainment.

Institutional accredited programmes

- 60% of libraries had supported staff through an institutional HEA accredited programme.
- Another 25% said that it was possible for library staff to participate and that they were considering this option.

Librarians as advocates of information literacy - this engagement with pedagogic skills development with academic colleagues is essential.



HEA co sponsored report



'Higher Education in a Web 2.0 World, May 2009 from Higher Education Academy- on Learner Skills:

'HEIs, colleges and schools treat information literacies as a priority area and supports all students so that they are able, amongst other things, to identify, search, locate, retrieve and, especially, critically evaluate information from the range of appropriate sources - web based and other - and organise and use effectively, attributed as necessary, in an appropriate medium.[paragraphs 39-40;42;73]'



Based on UNESCO Primer guidance for IL development in education institutions – including universities

- IL activity is based on a strategy, model or framework for the institution.
- Evidence of IL practitioner preparation and continuing professional development.
- The strategy and practice is based on external and internal research.
- Evidence of committee or community of practice activity with librarians, learning and teaching coordinators, learning technologists, academics or researchers.
- Active pedagogical practices such as inquiry-based learning and constructivist learning are implemented which both support and are supported by the practice of IL.
- Demonstrable focus on IL learning outcomes or impact rather than inputs and processes.
- Assessment of student learning includes IL outcomes.
- Evidence of regular review of practice, problems, development areas and challenges, and of actions taken to address these issues
- Evidence of sharing of good practice in IL with the wider community through conference presentations and publications.

Researchers



- Rise of graduate student and researcher development - VITAE
- Research Information Network report – RIN 'Mind the Skills Gap' – reviewed good practice and needs for information literacy development for researchers
- Joint working of stakeholder groups. RIN, VITAE, SCONUL, RCUK, etc.

Joint working meeting agenda

- Securing appropriate coverage of information skills and competencies in training and development programmes for researchers, with reference to the relationship and balance between generic and subject-specific skills/competencies.
- Sharing and promulgation of good practice as one means of achieving the above.
- Matching information-seeking skills/competencies to the identification and formulation of researcher attributes.
- Improving communication between those agents (including institutional/faculty research committees, central training units, libraries...) that are involved in the planning, organisation and delivery of training; and developing more integrated approaches and strategies that are aligned with broader research strategies.
- On that basis, promoting joint planning, delivery and evaluation of training.
- Making the most out of the forthcoming RCUK guide regarding Good Research Conduct (GReCO).

Employability



UKCES – *The Employability Challenge 2009*
reviews all reports and skills for employers
from major stakeholders: CBI, Leitch
report, etc:

- Positive attitude
- Literacy+ numeracy
- Learning skills
- Communication skills
- Problem solving
- Teamwork
- Customer awareness

Employability

Information society, knowledge economy -information literacy is implicit rather than implicit – do we need *more* advocacy for information literacy or do we need to change our language?

Information literacy the UK agenda



Learning outcomes in the context of our times and developmental for different levels.

More collaboration between librarians and academics to use IL to underpin HE experience- including disseminating good practice.

We need to do more to disseminate good practice but the LILAC Conference in UK provides a good platform amongst librarians.

Continue to develop strategic partnerships with other UK Higher Education sector groups



Jan Howden

Would argue that Information Literacy is a 'thick concept' a complex mix of facts and values – and as such is essential underpinning to curriculum and research in university level education.

Aiding the development of: deep learning, critical thinking, life long learning attitudes and active participants in social and economic development.