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Pedagogical experiences: equipping and enabling staff for  
information literacy teaching



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Universidades  
Españolas

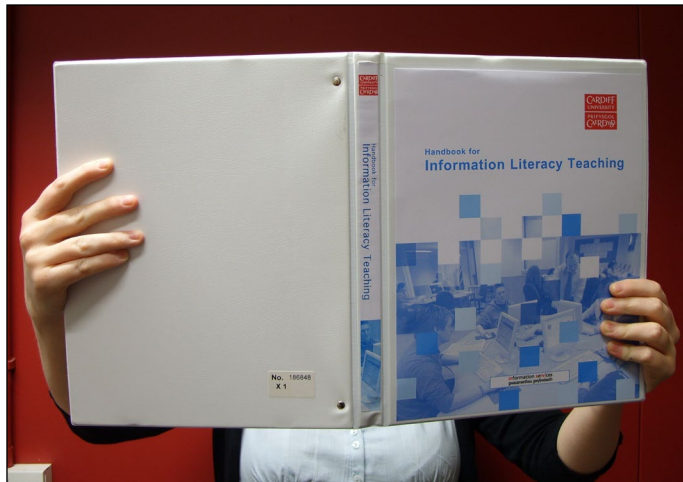
Red de Bibliotecas  
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# **Pedagogical experiences: equipping and enabling staff for information literacy teaching**

Cathie Jackson  
University Library Services  
Cardiff University

# Outline



**insrv**



# Great Britain



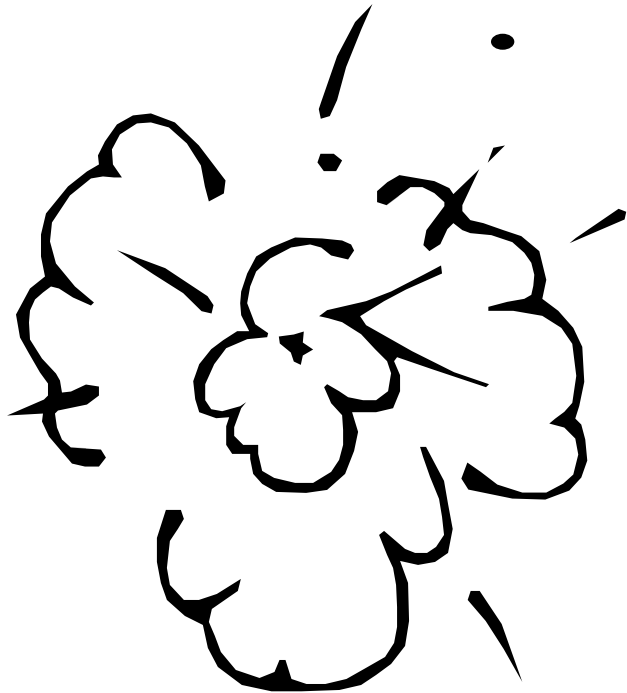
CARDIFF  
UNIVERSITY

PRIFYSGOL  
CAERDYDD

Founded in:



27,000 students

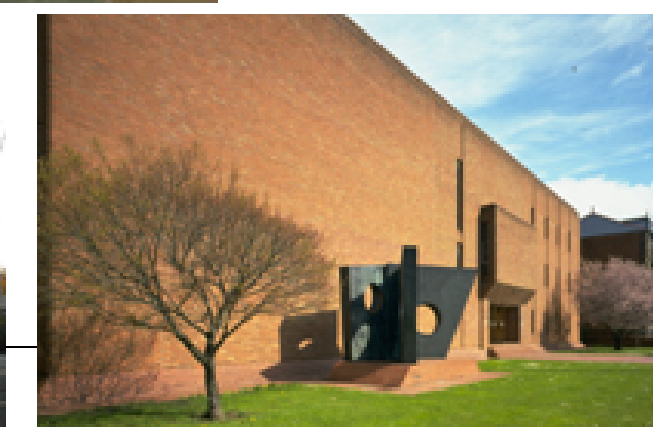


Research-led





# 28 Schools





# University Library Service

160 staff  
(66 professional)



Resources budget £3.7m

Approx 1.4m volumes

16,200 journals & newspapers



>30 qualified subject librarians  
Working across 18 libraries  
Diverse roles and responsibilities



Always up for trying new ideas  
Collaborating closely  
Involved in lots of projects

**insrv**

# Developing an IL Policy

- **2001** – IL Policy developed by the Information Services' Learning & Training Group
- Approved by University in May/June 2001
- **2001/02** – Pioneered by Law Library



# Learning, Teaching and Assessment Strategy 2004/5-2007/8 Implementation Plan

## Objective 10:

To ensure that all our graduates are of the **highest quality**, sought after by employers and equipped with the **necessary knowledge, understanding** and **skills** to enable them to make an **effective contribution** to society

### Action:

To **ensure information literacy skills are embedded** within taught programmes of study.



# Information Literacy Group



- Post of Senior Consultant IL (Aug 2004)
- Information Literacy Group (Nov 2004)
- IL Group remit:
  - ▶ Supportive role
  - ▶ Membership from across Division
  - ▶ Implement IL action plan
  - ▶ Initiate IL projects
  - ▶ Monitor external IL developments

# Communicating the message

- [IL Guidance Note](#)
- Working with other parts of the University
- Contributing to University seminars and events
- Engaging with the Learning and Teaching Committee



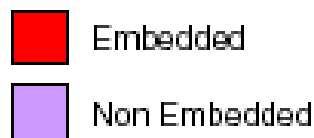
# Measuring success



## Annual IL Audit

- Level of provision to each programme across all Schools
- Whether embedded into the curriculum

# Information Literacy Report 2007/2008



Programme of study

Category  
A B C D E

ULS staff

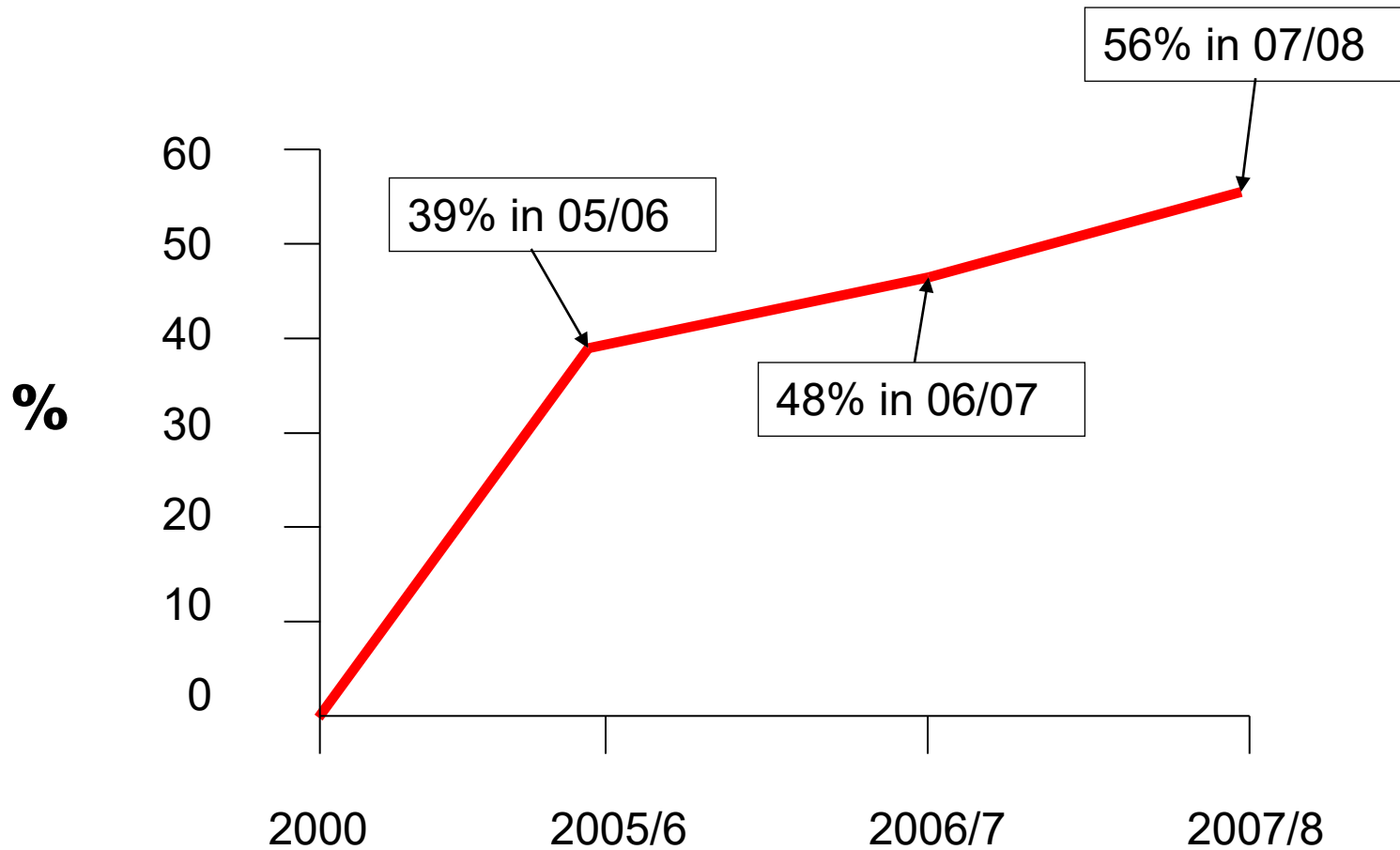
Progress since 2007

Number of students

Contact hrs per student  
ULS staff hours

Programme of study	Category	ULS staff	Progress since 2007	Number of students	Contact hrs per student	ULS staff hours	Notes
<b>OPTOM</b>							
BSc Optometry	ZY	Embedded	↑	96	4.5	10	Incl. citing references, plagiarism
<b>PHRMY</b>							
Mpharm Pharmacy	ZY	Embedded		126	6.5	40	IL linked with assessed presentation
Dip Clinical Pharmacy	ZY	Non Embedded		48			Course taught off campus. IL
Dip Community Pharmacy	ZY	Non Embedded		6	1.5	1.5	Incl. citing references and a
Dip Clinical Research	ZY	Non Embedded	↑	19	1	1	Course not taught on campus
2 MScs Clinical & Community Pharmacy	ZY	Non Embedded		10	2	2	Incl. citing references, avoid
MSc Clinical Research	ZY	Non Embedded		11	1	1	Incl. citing references and a
Non-medical Independent Prescribing	ZY	Embedded		28	1.5	3	Incl. citing references and a
MSc International Pharmacoeconomics				6			Course taught in Germany
<b>PHYSX</b>							
All BSc/MPhys courses	JG	Non Embedded		91			
Preliminary Year (Physical Sciences)	JG	Non Embedded		17			
MSc Biophotonics				4			
<b>PSYCH</b>							
BA/BSc Psychology/Applied Psych	SH	Embedded		173	5	14	
Grad Diploma Psychology	SH	Non Embedded		17			
D Educational Psychology	SH	Embedded		11	4	4	
MSc Occupational Psychology	SH	Embedded		23	2	2	

# % of students with embedded IL



Year

# Staff development



Science made simple

Advanced error fixing

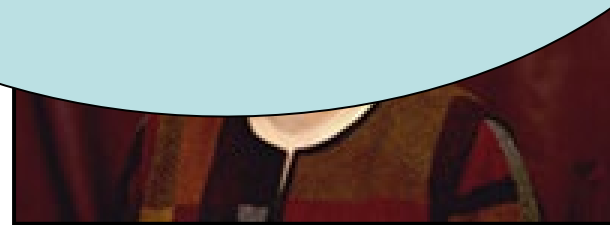


© www.science.made.simple.co.uk



Out-googling Google

the nod





# LILAC

*Librarians' Information Literacy Annual Conference*

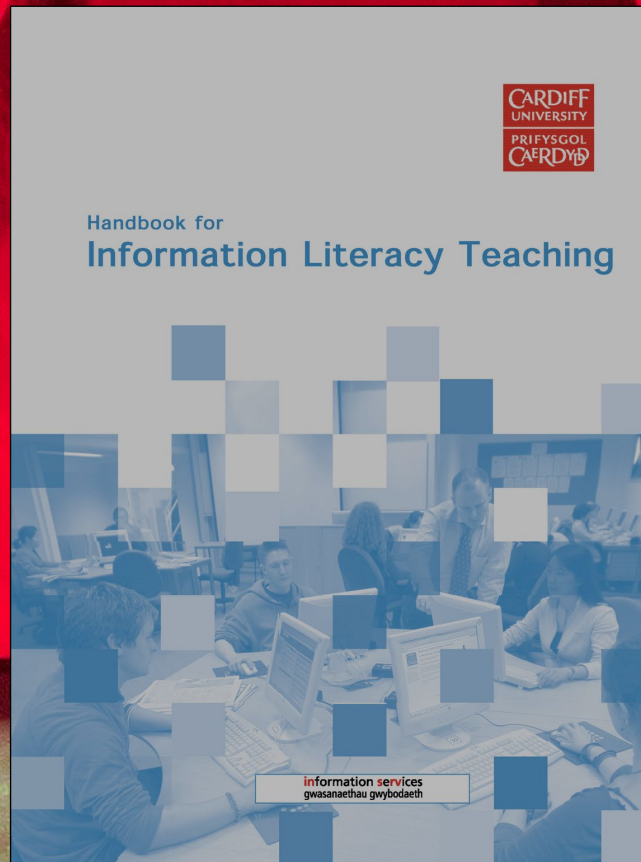


# Annual Peer Review of Learning and Teaching

- Reflective process for developing skills and methods
- Personal development through discussion
- Triad structure
- Supportive and non-threatening



# Handbook for Information Literacy Teaching



# HILT: what is it for?

Develops IL staff skills in:

- promoting and embedding IL
- planning teaching and preparing learning outcomes
- delivering and evaluating learning experiences



**Practical / readable / non-prescriptive!**

# HILT: what's in it?

1. Information Literacy: Key issues
2. Library Orientation
3. Lesson Planning
4. Lesson Formats
5. Teaching Aids
6. Lesson Delivery
7. Evaluation
8. Assessment



# HILT: tell me more!



- Highly practical
- Case studies
- Checklists
- Examples of materials / practical exercises
- Research trails / marking schemes
- Tips on evaluation and reflection
- Sourcebook of ideas / inspiration



**Have you tried....?**

## **Using the Cephalonian Method for library orientation**

I've been using the Cephalonian Method for my first year undergraduate library inductions. It makes the presentations a lot more interactive, interesting, humorous and attention grabbing – for the student as well as the librarian. It puts the fun back into inductions and motivates the Subject Librarian again, increasing the students' willingness to participate in future information literacy sessions. Use background music, colour-coded cards with questions about available information services and lively presentations to introduce INSRV to the students – I can highly recommend it!

***Sonja Haerkoenen, Arts and Social Studies Library***

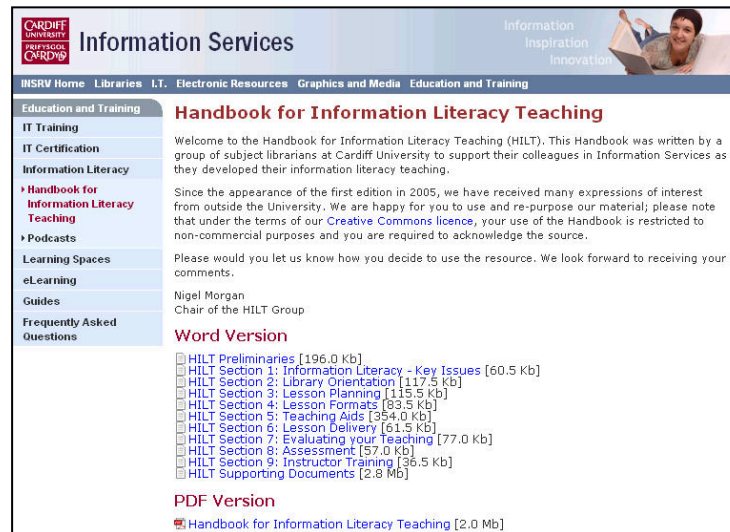
For further information see:

Morgan, N. and Davies, L. 2004. Innovative induction: introducing the Cephalonian Method. *SCONUL Focus*, 32, pp. 4-8.

# HILT: it's for sharing!

- Creative Commons licence permits use and adaptation of materials providing Cardiff is acknowledged

[www.cf.ac.uk/insrv/educationandtraining/infolit/hilt](http://www.cf.ac.uk/insrv/educationandtraining/infolit/hilt)



The screenshot shows the Cardiff University Information Services website. The header includes the Cardiff University logo and the text 'Information Services' and 'Information Inspiration Innovation'. A navigation bar contains links for 'INSRV Home', 'Libraries', 'I.T.', 'Electronic Resources', 'Graphics and Media', and 'Education and Training'. The main content area is titled 'Handbook for Information Literacy Teaching' and includes a welcome message, a description of the handbook, and a list of sections available in both Word and PDF versions. A sidebar on the left contains a menu with options like 'IT Training', 'IT Certification', 'Information Literacy', 'Podcasts', 'Learning Spaces', 'eLearning', 'Guides', and 'Frequently Asked Questions'.

**Handbook for Information Literacy Teaching**

Welcome to the Handbook for Information Literacy Teaching (HILT). This Handbook was written by a group of subject librarians at Cardiff University to support their colleagues in Information Services as they developed their information literacy teaching.

Since the appearance of the first edition in 2005, we have received many expressions of interest from outside the University. We are happy for you to use and re-purpose our material; please note that under the terms of our [Creative Commons licence](#), your use of the Handbook is restricted to non-commercial purposes and you are required to acknowledge the source.

Please would you let us know how you decide to use the resource. We look forward to receiving your comments.

Nigel Morgan  
Chair of the HILT Group

**Word Version**

- HILT Preliminaries [196.0 Kb]
- HILT Section 1: Information Literacy - Key Issues [60.5 Kb]
- HILT Section 2: Library Orientation [117.5 Kb]
- HILT Section 3: Lesson Planning [115.5 Kb]
- HILT Section 4: Lesson Formats [93.5 Kb]
- HILT Section 5: Teaching Aids [254.0 Kb]
- HILT Section 6: Lesson Delivery [61.5 Kb]
- HILT Section 7: Evaluating your Teaching [77.0 Kb]
- HILT Section 8: Assessment [57.0 Kb]
- HILT Section 9: Instructor Training [36.5 Kb]
- HILT Supporting Documents [2.8 Mb]

**PDF Version**

- Handbook for Information Literacy Teaching [2.0 Mb]

# **HILT**: where has it travelled to?

- Used and adapted across the UK
- Intentions to use HILT from
  - ▶ McGill University, California
  - ▶ St Vincent's University Hospital, Dublin
  - ▶ University of Stockholm
- Enquiries from
  - University of Auckland, New Zealand
  - Holland College, Charlottetown, Canada
- Finnish translation

# Information Literacy Resource Bank



<http://ilrb.cardiff.ac.uk>

*Grab some inspiration ...raid the Bank today!*

# Why the IL Resource Bank?

- Support Schools & subject librarians in embedding IL
- Develop a central bank of learning resources which are:
  - ▶ Bite-size
  - ▶ Generic but re-purposable
  - ▶ Interactive and interesting!!!
- Enhance our self-help resources for students

[Information Services](#)

## Information Literacy Resource Bank

Information Literacy Resource Bank

About the ILRB  
How to use the resources  
Terms of use  
Contact us  
Comments

## Information Literacy Resource Bank

View the Resource Bank by Type

Citing References

Databases

EndNote

Evaluating Information

Multi-subject

Plagiarism

Search Techniques

Voyager

### Recent additions

#### Wikipedia Cartoon

Cartoon strip in which a student is amending Wikipedia to match his coursework submission.  
© 2008 Alex.

#### Evaluating Information tutorial

Not all information is good quality and so how do you decide whether or not to include it? This tutorial will introduce you to key criteria for evaluating the quality of information.

# Student activities

- Check prior knowledge
- Practise skills
- Formative assessment

**Is it plagiarism quiz**

Is it plagiarism if you...

1. Copy and paste a paragraph of text from a web site without enclosing it in quotation marks and referencing the source?	<input type="button" value="yes"/>	<input type="button" value="no"/>
2. Use the ideas of another author without providing a reference, even if you write them in your own words?	<input type="button" value="yes"/>	<input type="button" value="no"/>
3. Claim work produced by another student as your own?	<input type="button" value="yes"/>	<input type="button" value="no"/>
4. Copy a diagram or data table from a web site, providing a reference for the source underneath?	<input type="button" value="yes"/>	<input type="button" value="no"/>
5. Submit all or part of one essay for two separate assignments?	<input type="button" value="yes"/>	<input type="button" value="no"/>
6. Copy words from a book into your own work, but place quotation marks around them and provide a citation?	<input type="button" value="yes"/>	<input type="button" value="no"/>
7. Include a fact or saying in your assignment which is generally known without providing a reference?	<input type="button" value="yes"/>	<input type="button" value="no"/>
8. Incorporate text from another source, changing one or two words and providing a citation?	<input type="button" value="yes"/>	<input type="button" value="no"/>

**Harvard compile the references activity**

**Question 1**

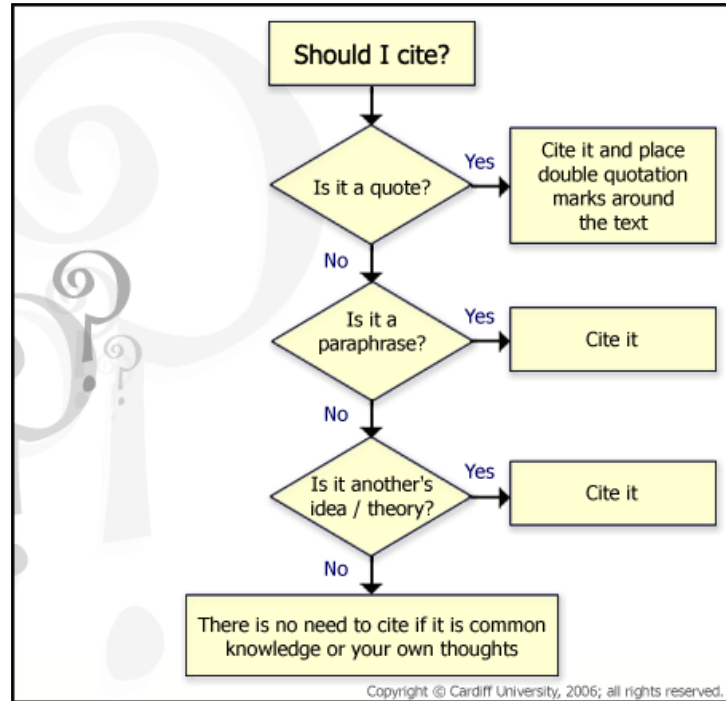
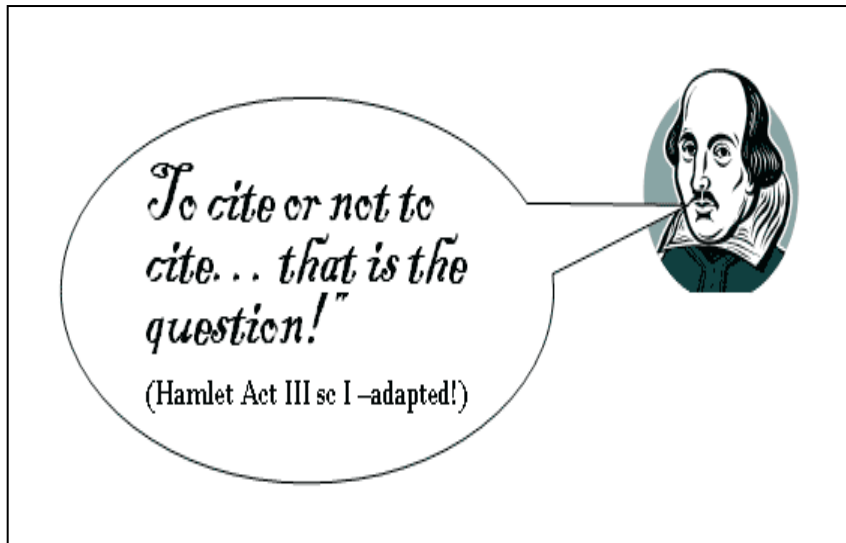
Select the elements of the reference in the order in which they should appear to give a correct complete reference in the Cardiff University Harvard style.

San Diego: Academic Press.      Lewis, J. S. 1997.

*Physics and chemistry of the solar system.*

# Enhancing lesson materials

PowerPoint slides



Handouts

# E-Learning

Embedded or linked to within E-Learning modules:

- ▶ Information Literacy / Skills
- ▶ Study skills
- ▶ PDP

The screenshot shows the 'Distance Learning Service' website. The header includes 'information services' with the Welsh tagline 'gwasanaethau gwybodaeth' and the title 'Distance Learning Service'. The navigation menu contains 'Home', 'Handbook', 'Information Skills', 'Blog', and 'Contact'. The main content area is titled 'Information Skills' and provides a step-by-step guide to searching for and using information. The steps are: Step One: Think about your topic & design your search strategy; Step Two: Search for information; Step Three: Obtain the information; Step Four: Evaluate the information; Step Five: Manage and cite your references. A vertical flow of blue arrows connects the steps. On the left, there is a sidebar with a keyboard image and a list of the five steps.

information services  
gwasanaethau gwybodaeth

Distance Learning Service

Home | Handbook | Information Skills | Blog | Contact

**Information Skills**

Follow our step by step guide to successfully search for and use information.

**Step One: Think about your topic & design your search strategy**

**Step Two: Search for information**

**Step Three: Obtain the information**

**Step Four: Evaluate the information**

**Step Five: Manage and cite your references**

Distance Learning

Step 1 - Think about your topic and design your search strategy

Step 2 - Search for information

Step 3 - Obtain the information

Step 4 - Evaluate the information

Step 5 - Manage and cite your references

# Self-help resources

- Self-help web pages
- Marking feedback
- Sources of further help at the end of handouts
- Student queries

## How to read research critically - an introduction

Page 1 of 1

**Aims**


- Why is critical appraisal important?
- Scientific research
- Social science research
- Summary
- Further help

This brief tutorial will introduce you to:

- Why it is important to read research critically
- Some key questions to ask yourself when reading published research

You can work through the tutorial sequentially. Just click on Next at the bottom of the screen to move to the next page. Alternatively, you can jump to individual sections of the tutorial using the links in the panel on the left.

You will need to allow 10 minutes to complete the tutorial.



Next →

## Avoiding Plagiarism

Page 1 of 1

**Aims**

- What is plagiarism?
- Defining plagiarism
- Why is plagiarism serious?
- Avoiding plagiarism
  - Good note taking habits
  - Quoting
  - Paraphrasing
  - Common knowledge
  - When to reference
  - When to cite - exercise
- Further practice
  - Question 1
  - Question 2
  - Question 3
  - Question 4
- Further help


This tutorial aims to help you understand plagiarism and how to avoid committing it.

Topics include:

- What is plagiarism?
  - Defining plagiarism
- Why is plagiarism serious?
  - Good note-taking habits
  - Quoting and paraphrasing
  - Common knowledge
  - When to reference
- Further help

You can work through the tutorial sequentially. Just click on Next at the bottom of the screen to move to the next page. Alternatively, you can jump to individual sections of the tutorial using the links in the panel on the left.

You will need to allow 15 minutes to complete the tutorial.



Next →

# Learning objects are for sharing!

**Citing the law: AGLC2**

**Footnotes & Bibliography**

- Cases
  - Reported cases
  - Unreported cases
- Legislation
  - Primary legislation
  - Delegated legislation
  - Bills
- Journal articles
- Books
  - Single author
  - More than one author
  - Later edition
  - Edited book
  - Chapter in a book
- Parliamentary debates
- Newspaper articles
- Looseleaf services
- Conference papers
- Internet materials
- Treaties
- Quiz Questions

**Acknowledgements**

**Citing the law**

Legal citation is the method lawyers use to refer to the various materials used in their writing.

The kinds of materials that lawyers use range widely, but they can be grouped into two basic types: primary sources and secondary sources. Primary sources are those which constitute “the law” — cases decided by the courts and legislation made by parliament. Secondary sources are all the other materials lawyers might use — ranging from books and journal articles to newspaper reports, parliamentary debates and government reports. Good legal citation will identify for the reader just what material is being discussed or used by the writer. It is essential for lawyers and law students to do this properly. Fortunately, it is a simple and easy-to-learn skill.

The menu on the left provides examples of how to cite various types of materials, using the *Australian Guide to Legal Citation*, 2nd edn. For further guidance, consult the [Australian Guide to Legal Citation](#).

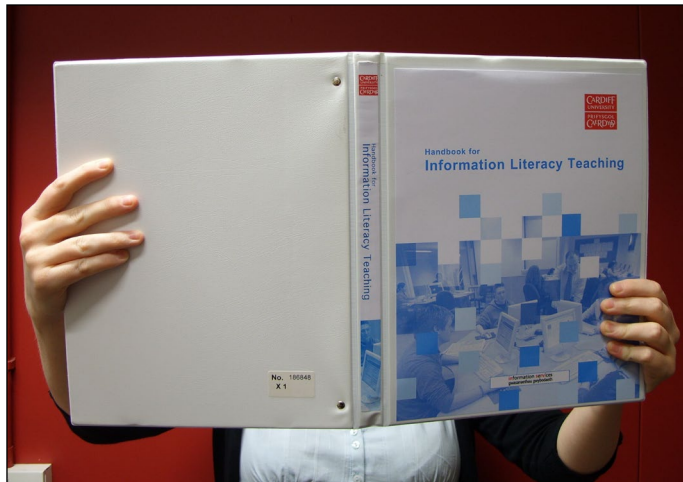
Use the quiz questions to test your knowledge of how to cite correctly.

Next →

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La Trobe University adapting our law citation guide for the Australian legal citation system

# Summary



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