Joining up the dots

Transformative approaches to Information Literacy at UCA
Overview

• Information Literacy defined
• How does IL enhance the skills of your students?
• How has the Library traditionally delivered these skills?
• New interpretations of IL
• Raising our game: skills integration and transformative experiences
What do we mean by Information Literacy?

1. Task definition
2. Information seeking strategies
3. Location and access
4. Use of information
5. Synthesis
6. Evaluation
THE BIG6™
AN INFORMATION LITERACY MODEL

1.1 Define the information problem
1.2 Identify information needed

2.1 Select the best sources
2.2 Determine all possible sources

3.1 Locate sources (intellectually and physically)
3.2 Find information within sources

4.1 Engage (read, hear, view, touch)
4.2 Extract relevant information

5.1 Organize from multiple sources
5.2 Present the information

6.1 Judge the product (effectiveness)
6.2 Judge the process (efficiency)

STEP 1
TASK DEFINITION

STEP 2
INFORMATION SEEKING STRATEGIES

STEP 3
LOCATION + ACCESS

STEP 4
USE OF INFORMATION

STEP 5
SYNTHESIS

STEP 6
EVALUATION
‘IL is *not* a set of generic skills, but a set of abilities to be used in purposeful ways that relate to task, situation and context’ (Limberg, 2007)
How does IL enhance the skills of FE students?

‘Articulate ideas and information comprehensively in visual and written forms’

‘Source, navigate, select, retrieve, evaluate, manipulate and manage information’

(HEA Employability profile for art and design)
What are the ‘drivers’ for this?

- learners develop the literacy, numeracy, language and key skills required to complete their programmes and progress.

- learners develop relevant knowledge, understanding and skills which contribute to their economic and social well-being

- learners increase their employability

- interesting and appropriate teaching and learning methods and resources inspire and challenge all learners and enable them to extend their knowledge, skills and understanding
B4 How effective are the care, guidance and support learners receive in helping them to attain their learning goals?

- learners receive appropriate and timely information, advice and guidance on their next step in training, education and employment
- learners receive individual care and support to promote their learning and development, and to help them achieve their potential
“... there are still some weak areas that need further attention ie. research (amounts of), particularly books being used and not just web sites; Referencing (Harvard Methods). We also need to make a clear decision on where we stand with Wikipedia which has now become a prime resource of research (inevitable?!). But which is being referenced in many bibliographies.”

FE Tutor, Rochester
How do we deliver IL at UCA?

The ‘dots’:

...Library induction..........................
.........Essay workshops......................
Online resource workshops...................
.........Dissertation research...
.........One to one research...
Advanced Research Methods
‘Telling’ or facilitating?
‘students saw little value in information literacy instruction that was repetitive, not building on existing knowledge and skills, not contextualised by specific curriculum content and required learning tasks, and not clearly and explicitly linked to their goal of completing their research efficiently and successfully’
(Todd, 2005)
How would we like to deliver IL?

Students to be able to:

• Formulate *authentic* questions, *construct* and *present* their own positions: *make sense* of the information they obtain: *transform it* to reflect their own emerging views

• *Experience* and *explore variation* in finding and using information; develop a set of *lenses* through which to view a task

• Choose the appropriate approach for the context they are in...
Our definitions of IL

- flexible
- building
- knowledge
- Context-specific
- Deeper
- on
- Criticality
- Integrity
- active
- Student-centred
- engagement
- transferable
- skill
- timely
- existing
- learning
- integrated
Information Literacy does not operate in a vacuum. Students need IL as an enabler of their discipline based learning and research…’ (Markless, 2007)
Good practice so far

‘Mapping the Territory’: a collaborative T&L project investigating links between information literacy and employability.
Cog-ignition

An introduction to research for creative arts students
Experiential approaches
Skills integration

‘we will aim to shift delivery from a transportive approach to information presentation to a more transformative approach to user education (i.e. a shift from ‘telling’ to ‘facilitating’)

(Widdicombe, 2009)
UCA Staff and student feedback

‘I came in today thinking I wouldn’t learn anything new and was completely wrong! The best thing was how to get myself up and ready to start and to structure my dissertation research’

(2nd year Architecture student)
UCA Staff and student feedback

‘I valued the opportunity to have a librarian make the connection between the library resources and the specific brief and believe that this should be embedded in the teaching of stage 1 students’

(Senior Lecturer, Fashion, Epsom)
Joined up dots

‘Active engagement with and transformation of information to achieve changes in individual knowledge structure’

(Markless, 2007)
References


Todd, R (2007). *If information literacy is the solution, what is the solution? If information literacy is the problem, what is the solution?* Paper presented at LILAC conference. 26-28 March 2007, Manchester Metropolitan University.


Image credits

www.surface-blog.com/.../2009/08/hirst-lsd3.jpg
www.techcrunch.com/.../google-video-homepage.png
www.beloit.edu/.../www/images/252849.jpg
ubiquitousthoughts.files.wordpress.com/2006/1...