The Road Map: an Information Literacy planning tool for Librarians

Richenda Gwilt
Librarian
rgwilt@ucreative.ac.uk

Kristy Widdicombe
Learning & Research Services Manager
kwiddicombe@ucreative.ac.uk
…a creative place to study

‘To excel as a university for the arts which fosters creativity through local connections and global aspirations’
Context

Jemma Upton (2003) Small Q-Tip Box
BA (Hons) Fine Art
…what did we do?

- ‘Research, information and communication skills; reflection and evaluation’ (UCA:14)
- Source, navigate, select, retrieve, evaluate, manipulate and manage information’ (HEA:6)
- ‘Learning in Art & Design develops…the quality of reflecting on one’s own learning…[and] the ability to conduct research in a variety of modes’ (QAA:3)
...the ‘route planner’

<table>
<thead>
<tr>
<th>Unit Descriptor Connections</th>
<th>AL Planning Aid Connections</th>
<th>Route Planner (Learning aims and objectives for the session)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of workshops:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Content &amp; Syllabus:</td>
<td>Use the ALD Framework to identify areas/skills students will develop in your workshop/lecture/whatever. These may fall into two sections: 1. The Student Journey – these are the “employability” skills 2. The research process and producing work.</td>
<td>Session</td>
</tr>
<tr>
<td>Aims:</td>
<td></td>
<td>Put here the aims and learning outcomes for your session with the students. These to reflect the elements identified in the first two columns.</td>
</tr>
<tr>
<td>Summarise the aims and learning outcomes from the Unit Brief</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation / Impact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Librarian/Study Advisor reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put here your reflections on the success of the planning and the session itself.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Team feedback</td>
<td></td>
<td>Student Learning?</td>
</tr>
</tbody>
</table>
| Put here any comments/feedback from the academic staff. |                             | Summary of feedback from students or other comments on student learning: how did you evaluate the success of the session?
…from planning to reflection


“[the planner] allows for a record of post-session self-evaluation, which can be consulted and acted on to improve future sessions. It has allowed me to be more reflective and it is possible to chart where an improvement has occurred.”
Pilot year

• Ideas exchange
• Repository
• Sharing good practice
• Evaluation

Becky Goosey (2011) *Hybrid*
BTEC National Diploma in Art & Design
Conclusions

Angela Peermohamed (2011) Untitled. MA Fine Art

‘The great thing about combining planning and evaluation…in the same document is that it makes me relate my evaluation exercises to the learning objectives. I now ask student questions that gauge whether or not they have met the learning objectives, rather than simply asking them if they found the session “helpful”’. 
...What’s next?

- Evaluation
- Learning objects & objectives
- Research project
- Dissemination

Ed Thompson (2007) *Utopia*. BA(Hons) Photo-Journalism
Questions

Richenda Gwilt
Librarian
rgwilt@ucreative.ac.uk

Kristy Widdicombe
Learning & Research Services Manager
kwiddicombe@ucreative.ac.uk
References


• University for the Creative Arts (2006) Teaching and Learning Strategy 2006 Farnham: University for the Creative Arts