Leading Change: developing information literacy frameworks for library staff and students

Greta Friggens & Lisa White
Leading Change is a development programme which seeks to enable successful applicants to contribute to the continued success of the University while also providing them with a tailored personal development opportunity.
‘Leading Change’ has 3 key elements:

1) Undertaking the preparatory work for and taking an active part in the **seven group sessions**, facilitated by and with inputs from, a range of people across the university

2) Proposing and completing a piece of **change-related project work**

3) Taking full advantage of the **coaching or mentoring support** offered
Information literacy framework for students
## Core Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Can I do this?</th>
<th>Find out more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and contrast information in a textbook and an encyclopedia</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td><strong>Compare information in books, newspapers, magazines and academic journals</strong></td>
<td>✅</td>
<td></td>
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<tr>
<td>Identify what plagiarism is and how to avoid it</td>
<td>✅</td>
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<tr>
<td>Correctly reference key information resources</td>
<td>✅</td>
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<tr>
<td>Identify the principles of referencing</td>
<td>✅</td>
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<tr>
<td>Explain how Turnitin can help to improve your own work</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Be aware of the different modes of access to many Library resources, including accessing from mobile devices</td>
<td>✅</td>
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</table>
Using Library Resources Effectively

Core Skills

Compare information in books, newspapers, magazines and academic journals

I wonder what people thought about punks in the 1970s?
Compare information in books, newspapers, magazines and academic journals.

The Information Landscape will help you to understand what kind of information each of these contain.
What will the project change?

From guidance documentation

Interactive learning tool

Benefiting

Students
- Self-directed study
- PDP
- Distance learners
- Collaborative partners

Academic colleagues
- Link to /embed within Moodle
- Tailor information to suit subject specialisms

Library staff
- At partner institutions
- Enquiry desk staff
- Faculty Librarians
- Developed into an information literacy framework for library staff
How did we take this forward?

The aim of the focus group was:

- To clarify and identify future skills sessions for different groups of library staff in order to support the information literacy framework.
- If we are expecting our students to be information literate, we need to ensure that our staff are fully skilled too, particularly in the changing world of new technologies.
Staff Development Framework

- Information literacy framework
- New programme of events
  - Focused library skills sessions
- Move to mandatory sessions
- Feedback and engagement
- Development plans
  - Supporting staff in secondments and new roles
Information literacy framework for library staff

Information Literacy Framework

Library Staff Development

May 2011

<table>
<thead>
<tr>
<th>Using the library</th>
<th>Using library resources effectively</th>
<th>Searching for information using databases</th>
<th>Using the internet for academic purposes</th>
</tr>
</thead>
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<tr>
<td>Subject layout of the library including the floor split and location of reference collections. Know how to use floor directories and maps, how Dewey works, including prefixes and suffixes.</td>
<td>Consider the user - campus based students, distance learners, students with disabilities, mature students, students on collaborative programmes, staff and visiting academics.</td>
<td>Access an electronic resource using Shibboleth (our current access management system, previously Athens).</td>
<td>Understand the nature of the web as an information and communication source - knowing how the library website can be used as a gateway to appropriate academic sources.</td>
</tr>
<tr>
<td>Special collections - location, understanding of the contents and procedures for accessing archives, reserve stock 1 and 2 including the Bolton and theses collections, rare books room, glass cupboard and the Map Library.</td>
<td>Access the library catalogue in the library and from outside.</td>
<td>Access information on the web proxy such as campus pass and library website.</td>
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</tr>
<tr>
<td>Photocopiers, printers and scanners - location, including large format options in the Map Library, basics of using and associated costs.</td>
<td>Search and navigate the library catalogue - using the keyword function and refining the search by resource type, e.g., DVD, e-book, or by subject.</td>
<td>Help with accessing problems e.g., Library website, library hour's support, section, the IT help desk.</td>
<td></td>
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<tr>
<td>Group study rooms - location and procedures for booking and accessing.</td>
<td>Locate a reading list using Talis Aspire and link to the catalogue to check availability of stock.</td>
<td>Recognise how search results are presented and know how to change the order or refine the results.</td>
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</tr>
<tr>
<td>IT open access area, Postgraduate Suite and Third Space - location, content and access procedures.</td>
<td>Identify key references on a reading list including a book, a chapter in a book, a journal article and know how to search for each on the library catalogue.</td>
<td>Be aware of index features such as thesauri and when it might be useful to use them.</td>
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</tr>
<tr>
<td>Scanners, photocopiers and printers - the basics of how to use and troubleshooting strategies.</td>
<td>Help users to find other good quality resources for their research via My Subject/database pages, for example.</td>
<td>Recognise how to print, save and email results.</td>
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<td>Understand the ‘information landscape’ - knowing when and why it is appropriate to recommend different sources of information, e.g., audio-visual or reference resources, and that some are more authoritative than others.</td>
<td>Be aware of additional database features, such as signing in to save search histories and create RSS feeds or email alerts.</td>
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</tbody>
</table>

handout
8 focused skills sessions

**All Library Staff**
- The Wiki Way
- The Library Website
- Using the Library
- Beyond Books
- Using Key Library Resources Effectively

Developed directly from grouping the skills on the framework

**Enquiries staff**
- Using the Internet Successfully
- The Reference Enquiry – What do our users really want?
- Using Google Scholar and Key Databases Effectively

Handout
Development plans

Skills profile
maps the skills required for all library roles

Training profile
maps training provision to support those skills

“...very helpful in mapping out what is required in new role...what training is available helps me to consider priorities.”
Evaluation

Evaluating Skills sessions –
Achieving aims and learning outcomes increasing:
knowledge
confidence
engagement

“It’s always amazing how these sessions turn up things one has never noticed before!”
Where are we now?

- Suite of sessions
- Feedback to inform their development
- Ideas for additional sessions
- Positive culture change

Treasure Chest, Timetrius, CC. Flickr
What happens next?

**Student information literacy framework**
- Reviewed in light of SCONUL’s updated and expanded 7 pillars model, which will include digital literacies
- Feed into ILF for library staff

**Staff development framework**
- Learning from feedback
- Redeveloping existing sessions
- Developing new sessions

Feed into provision 2012-2013
If you have any questions, please ask!
Alternatively contact us:
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lisa.white@port.ac.uk