Implementing a New Curriculum for Information Literacy: lessons from LSE

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Overview of workshop

- Introducing the New Curriculum for Information Literacy (ANCIL)
  - Discussion and thoughts
- Strategies for implementing ANCIL
- The ANCIL audit at LSE
  - How might it be useful in your institution?
What is ANCIL

- Developing the new curriculum
  - Arcadia Fellowship with Emma Coonan at Cambridge
  - Academic advisor: Prof. John Naughton

- Research remit: Develop a new, revolutionary curriculum for information literacy in a digital age
  - Understand the needs of undergraduates entering higher education over the coming 5 years
  - Map the current landscape of information literacy
  - Develop a practical curriculum and supporting resources

- Multiple outputs from the research
Methodology

Modified Delphi study

- means of obtaining expert future forecasting
- consulted widely in the fields of information and education

Literature review

- theoretical overview of the field
- revealed conflicts in terminology, pedagogic approach, values

Expert workshop

- method, findings and preliminary curriculum presented
  - curriculum refined in light of feedback
Rethinking information literacy?

Information Literacy Landscape

- **Academic literacies**
  - Learning development
  - Study skills and academic writing

- **Media Literacy**
  - Critical use of non-textual communication formats

- **Information literacy**
  - Critical thinking and evaluation
  - Search skills

- **New literacies**
  - Multimodal learning
  - Transliteracies

- **Digital fluency**
  - Ethics and e-safety
  - Computer literacy and functional skills
truth, lies and the internet a report into young people’s digital fluency
Information literacy is a continuum of skills, behaviours, approaches and values that is so deeply entwined with the uses of information as to be a fundamental element of learning, scholarship and research.

It is the defining characteristic of the discerning scholar, the informed and judicious citizen, and the autonomous learner.

ANCIL definition of information literacy (2011)
ANCIL as a curriculum (discussion)

- What is a curriculum?
  - What does it mean to have a curriculum (as opposed to a model or competency framework) for Information Literacy?

- How might a curriculum impact on
  - your provision to students?
  - your understanding of your own role?
  - your interaction with other professions in your institution (and beyond)?
Implementing ANCIL

Next steps

Image © Katy Wrathall
Implementing ANCIL

Mapping the landscape
Implementing ANCIL

Reaction and Reflection

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Implementing ANCIL

Lessons Learnt
LSE is a specialist social science institution teaching a wide range of subjects.

Highly ranked in terms of research excellence.

Cosmopolitan student body, relatively small undergraduate population.

Compulsory core course for undergraduates (LSE100).

Traditional teaching and assessment: lectures & seminars and end of year exams.

LSE use Moodle.
Why carry out the audit?

- To inform Library / CLT teaching provision
- To highlight good practice and any gaps in provision
- Put information literacy on the agenda at LSE
- Planning various reports for different audiences:
  - Report for Library and CLT
  - Report for LSE100 Course team
  - Short paper for Teaching, Learning and Assessment Committee?
Methodology

- Interviews with key members of staff to explore provision in central support departments,
- Interviews with Deans of UG and PG Studies
- Interviews / online survey with academic staff
- Questionnaire for Academic Support Librarians

- Student focus groups
  - How prepared are they for study at LSE
  - What support students they need
  - Their preference for delivery
Unequal provision across ANCIL strands and support often not joined up
Much provision informal, standalone, not assessed
Services often not coordinated
However
  ◦ Belief that IL is important, needs to be embedded and student learning should be scaffolded
  ◦ Evidence of willingness to change and opportunities to work together arising from work
Key findings 2: academics

- Good understanding of IL but focus on online information: **find**, evaluate and manage
- They tend to cover strands 1–5 in more detail
- Rarely cover ethical and social dimension
- Some courses (quantitative) state Strand 9 not required at UG level
- Highlights examples of good practice and suggested skills embedded at some level
- Time a factor in UG curriculum
- Assumptions that students ‘should’ have IL skills when they arrive are problematic
Key findings 3: librarians

- Clear engagement with strands 1, 5 & 6 while strands 8, 9 and 10 not well covered
- Less evidence that IL is truly embedded although recognised as ideal
- Recognised need to work with other professionals (Careers, Teaching & Learning)
- Belief that embedding is difficult
- Inconsistent coverage across departments
- Not all ANCIL strand titles clear to librarians
Key findings: students

- Information use is largely driven by reading lists and resources in Moodle
- Very dependent on lecturers for direction
- Unaware of expertise of librarians
- More likely to seek support from Careers, IT Training, TLC rather than Library
- No systematic coordination between departments and services
- Often seek out help at point of need (or crisis?)
Carry out a rough audit of your institution’s provision under each strand

Evaluate provision from the student’s perspective and identify overlaps, gaps, and potential for joining up

(15 minutes: discuss and compare in groups)

Include details to form an action plan for taking your findings forward – who do you need to speak to? Where are there gaps in your knowledge of what happens?
ANCIL outputs

Phase 1 reports
- Executive summary, expert consultation report, and theoretical background
- Curriculum and supporting documents
  http://newcurriculum.wordpress.com/

Phase 2 resources and case studies
- Case studies - University of Worcester, York St John University
- Cambridge resources
  http://implementingancil.pbworks.com

YouTube Video
- Search for “ANCIL curriculum”
  http://www.youtube.com/watch?v=vY-V2givlIe
Thank you!

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