

## Information literacy strategy

The paper provided below is part of CoLRiC's collection of exemplar papers demonstrating practice in Library/Learning Resource Centres in the post-16 sector. The name of the organisation has been removed. It is hoped the examples in the collection will be of help to CoLRiC members and CoLRiC welcomes further contributions – please send to CoLRiC at the address below.

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## Information Literacy Strategy

We live and work in an information rich world where the growth of information resources is rapidly expanding and the different methods of access appear limitless.

All students at the College need to develop independent information literacy skills to enable them to seek, critically appraise, use information appropriately and effectively and to communicate research results, thus maximising their opportunities for:

- Academic achievement
- Employability
- Lifelong learning

### 1. Mission

To promote and support information literacy throughout the College in order to underpin key objectives and core values and to provide a framework for embedding core transferable, information literacy skills throughout the curriculum.

### 2.Aims

The LRC aims to support student progression, independent learning and personal development through the development of confident and competent information literacy and critical awareness as a core skill.

Working with Curriculum Areas, the LRC will provide the framework, content and support in order to help tutors embed the key stages of information literacy at appropriate stages throughout the curriculum, thus enabling students from all backgrounds to effectively identify and exploit available information sources to find, access, evaluate, manage and use the resulting information. Our aim is to work towards a parity of information skills sets for students in all areas across the College.

### **3. Context**

The progression to independent learning with students from a variety of backgrounds with different skill sets, have elevated the need to promote information literacy.

Information Literacy can be defined as the ability to:

- recognise the need for information
- value information in a variety of formats
- locate information using effective search strategies
- compare and evaluate information from a range of resources
- organise, apply and evaluate information
- synthesize information and create new knowledge

### **Supporting Teaching**

Varying studies have acknowledged the importance of the development of higher level transferable skills for students and that all students are entitled to be given the support they need to learn effectively. Information literacy (IL) teaching enables students to determine the types and extent of information required to meet research objectives, and to manage, communicate, exploit and critically evaluate information.

The advantage of such high level skills is that students become effective independent learners, able to complete their assessments successfully, improve the quality of their research and avoid plagiarism; it also provides them with the transferable skills required when they enter the workforce.

### **4. Framework**

A framework for information literacy has been established by the Society of College, National and University Libraries (SCONUL) which has been adopted globally by many higher education institutions. This model has been adapted by the LRC for the development of Information Literacy competencies.

The framework explains what information literacy competencies would normally be expected at a basic, intermediate and advanced stage. Basic is level 2 students; Intermediate - yr 12 & 13; and Advanced for Varsity/EPQ/Oxbridge students. Students should progress through the steps as appropriate, building on previous skills learnt. However, the level of competency required will vary according to different disciplines and prior knowledge and experience. The framework therefore aims to provide an example outline that can be tailored to individual disciplines and courses.

<b>Steps to Information literacy</b>	<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>Recognise information need</b>	Recognise the need to use quality information in support of studies	Recognise the need to use a variety of research based resources and good quality information in support of studies	Recognise the need to use a comprehensive range of research based resources and good quality information to support research
	Recognise where to find general help, face to face and online. Use the VLE site	Recognise where to find specialist help, both face to face and online Use the VLE site	Recognise where to find specialist help, both face to face and online. Use the VLE site
<b>Ability to access information</b>	Access a range of key online finding aids including LRC resources	Access a range of key online finding aids including: LRC resources, online catalogue, subject resources, subject reading lists, e-books	Access a range of key online finding aids including LRC resources, online catalogue, subject resources, subject reading lists, e-books, university reading lists
	Locate and borrow material in the LRC efficiently	Locate and borrow material in the LRC efficiently; able to use Dewey (DDC) to locate resources	Locate and borrow material in the LRC and from other sources e.g. Interlibrary Loans; able to use Dewey (DDC) to locate resources
		Access a range of appropriate material in different formats	Source the full-text of an article and access a range of appropriate material in different formats
	Access resources off-site	Access resources off-site using the College Gateway	Access resources off-site using the College Gateway
	Know how to use basic services, e.g. printing, photocopying	Know how to use basic services, e.g. printing, photocopying	Know how to use basic services, e.g. printing, photocopying
	Have a basic understanding of copyright legislation	Have a basic understanding of copyright legislation	Have a basic understanding of copyright legislation
	Know how to access and use online resources safely	Know how to access online resources safely; be conscious of their digital footprint	Know how to access & use online resources safely; be conscious of their digital footprint

<b>Construct strategies for locating information</b>	Select a limited number of appropriate sources to search for information	Select a wider range of appropriate sources to search for information	Select a comprehensive range of appropriate sources to search for information
	Select appropriate key words to search for an item in the catalogue	Select appropriate keywords to find information on a particular topic using the catalogue	Develop search strategies for more advanced literature searches using the catalogue
	Select appropriate keywords to find information on a particular topic	Develop advanced search techniques	Develop advanced search techniques using other college online resources
	Revise search strategy as appropriate	Revise search strategy as appropriate	Revise search strategy as appropriate
<b>Ability to evaluate information</b>	Identify when to use different formats of information	Recognise the value of different literature formats and their appropriateness for use, using the CRAAP (Currency, Relevancy, Authority, Accuracy, Purpose) Test	Recognise the value of different literature formats and their appropriateness for use, using the CRAAP Test
		Recognise the bias and authority of information freely available from the web, using the CRAAP Test	Recognise any potential bias of chosen resources, using the CRAAP Test
		Recognise the problems of finding too much/too little/not relevant information using the CRAAP Test	Redefine searches as appropriate using the CRAAP Test
<b>Ability to apply and disseminate information</b>	Basic note taking, reading and writing skills	Note down pertinent points and piece information together to form a reasoned argument	Formulate a structured argument using the information found
	Understanding the concepts of plagiarism; understand how to submit work via Turnitin	Understanding the intricacies of plagiarism and the need to avoid it; understand how to submit work via Turnitin	Understanding the intricacies of plagiarism and the need to avoid it; understand how to submit work via Turnitin

<b>Ability to organise information</b>	Understand what a bibliography is	Create a bibliography of references following a standard referencing system (Harvard); understand how to use citations	Create a bibliography of references following a standard referencing system (Harvard); understand how to use citations; understand how to use packages/apps such as EndNote to create bibliographies
<b>Ability to share and communicate information</b>	Understand web 2.0 tools such as wikis and blogs as an opportunity to share information	Utilise web 2.0 tools such as wikis and blogs to share information	Utilise web 2.0 tools such as wikis, blogs, social bookmarking to share information and references
			Utilise tools such as academic discussion lists and professional online networks to communicate with researchers

## 5. Delivery

Delivery methods for information skills will depend on student numbers, timetable availability and the appropriateness of delivery method, but may include:

- Hands-on training in classrooms
- One-to-one sessions as appropriate
- Online through tutorials, via department VLE pages.

## 6. Evaluation

The strategy will be reviewed annually.