Information Literacy
Goes far beyond library introduction and basic search skills

Critical Thinking

Problem Solving

Technology

Communication

Synthesis

Information Literacy
Information Literacy

Recognise information need
Distinguish ways of addressing gap
Construct strategies for locating
Locate and access
Compare and evaluate
Organise, apply and communicate
Synthesise and create

Basic Library Skills and IT Skills

SCONUL Seven Pillars Model for Information Literacy
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January 2014, Bergen
How to Create an Institutional Infolit Program
(Based on the IFLA Information Literacy Guidelines)

Learning / Instruction Management

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IL Learning Menu

Independent curricular courses

Independent workshops

Extra curricular courses

Courses for faculty/teachers

Other activities:
Demonstrations, lectures, library visits, training sessions

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General Guidelines

• A clear focus on an IL standard or standards for every IL activity
• Get assistance from faculty if you need to know how to create a course
• Promote your IL activity well—by whatever means you may have
• Work in teams—any activity can be done by more than one information professional
• Remember that IL is not the solely domain of the library—you need to collaborate with the different members of your learning community
• Be clear about IL objectives with any type of activity
Pedagogy

1. Support different approaches to teaching-learning processes

2. Use convenient information technologies

3. Include active and collaborative activities

4. Foster critical thinking and reflection
5. Consider and respond properly to the different learning styles

6. Support student-centered learning

7. Construct new meaning based on the existing knowledge the students have

8. Link Information Literacy with courses and real life experiences that are appropriate for the program and the level of the students
Part of Faculty Courses

• Meet faculty administrators and share IL benefits with them (del extra spaces)

• Meet potential information literacy professors/teachers

• Distribute documents stating the benefits of a faculty-wide IL program to appropriate parties

• Offer your information literacy services to professors/teachers in their course planning
Part of Faculty Courses (2)

• Prepare IL learning exercises as examples of how to focus the course on information literacy learning

• Make the library the information laboratory

• Prepare a workshop for faculty/teachers where IL concepts and the importance of implementing them in the classroom are discussed
Independent Curricular Courses

• Plan your course or courses to coincide with the school/faculty design

• Base the course on constructivist pedagogy— incentive is on students to practice concepts

• Make the course interesting and appealing to students according to the subject

• Exercises should focus on something that will benefit students in their regular classes
Independent Curricular Courses (2)

- When possible, partner with a professor’s course, so that your exercises are on the same subject
- Adjust course length according to the available time
- Courses should not be too long—four to ten hours is ideal
- Divide topics and distribute present them in more than one course if necessary
Extra-Curricular Courses

- Follow the format and procedures for any regular school course
- Choose course dates when students may have less academic work
- Students have less time to take this type of course at the beginning and end of terms
Extra-Curricular Courses (2)

• Provide some recognition to those who take the course, such as a certificate

• The library can have its own information certificate program

• Take this independent road only if it is necessary, remember that embedded programs are more successful
Independent Short Courses

- Plan information literacy workshops to enhance specific skills

- Workshops should be focused

- Time length should be short and scheduled when students have a study break, i.e., lunch periods or evenings
Independent Short Courses (2)

• Create a program for the whole term with different workshops options
• Workshop facilitation can be shared among other information specialist, if they are available
• Keep the sessions lively
• Name the workshop with catchy words focused on the actual content
Courses for Faculty/Teachers

• Faculty/teachers are the most important member of any education institution to convince of IL benefits

• Create a course or courses tailored to the needs of professors/teachers

• With each course you facilitate for this learning community, you will gain IL advocates

• Design a hands-on experiential course where you can facilitate the IL learning that professors/teachers can adapt for use in their classrooms

• Offer the course before or after the term ends
Courses for Faculty / Teachers (2)

- Make the course part of institutional faculty training program
- Promote the course among those faculty members who are library advocates
- Offer the course at a special time and include a coffee break
- Prepare learning activities that participants can reflect upon, taking into consideration their own teaching needs
- Remember that participants who are faculty members can be more demanding, so prepare your course content and materials well
Other Activities

• Offering faculty/teachers on-request information literacy training sessions
• Creating a menu of options with ready-to-go teaching sessions
• Providing information about objectives and benefits for participants
• Preparing and distributing handouts for each type of activity
Other Activities (continued)

• Providing sessions in classrooms or other venues that may not be as well-suited as the library
• Recognizing academics who offer library IL opportunities
• If your time is limited, reserve dates and times to do this IL work
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Learning Theories

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Keep in Mind that:

• Learning involves change

• This change is fairly permanent

• Learning may involve a change in consciousness (how we think) or behaviour (what we do) or both

• Learning comes about through interaction with elements in our environment, such as, information, events and experiences (including but not limited to teaching and training) (Squires, 1994).
Learning Theories

Cognitive psychology

Teaching techniques

Behaviorist view

Conditioning
Reinforcement
Observation learning

Constructivist

Practical problem-solving activity
Cognitive developmental stages
Building on prior knowledge

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http://www.cardiff.ac.uk/insrv/educationandtraining/infolit/hilt/
LESSONS PLANNING

Writing learning outcomes
Creating lesson plans
Preparing instructor notes
Handouts
Sharing training materials
Considering your learners
Being flexible
Planning and reflection
Teaching overseas students
LESSON FORMATS

Different lesson formats are discussed and planning tips are given for each. This section includes:

- Planning a lecture
- Planning a workshop, including small group discussions
- Planning one-to-one teaching.
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TEACHING TECHNOLOGIES

• IL online modules, library toolkits teaching tools
  • Presentation technology
• Other useful technologies (including social media developments).
TEACHING TECHNOLOGIES
Information Literacy Cranfield Modules

http://info-lit.shrivenham.cranfield.ac.uk/index.html
TEACHING TECHNOLOGIES
Information Literacy movies
University of Bergen, Norway Information Literacy plagiarism movie
http://www.youtube.com/watch?v=Mwbw9KF-ACY
Short tutorials
University of Bergen tutorial: Search and write
http://sokogskriv.no/english/

Welcome to Search and Write
Writing a thesis or assignment? Do you need good tips on how to find relevant literature? With Search & Write it is easier to get started on the searching and writing process and to complete it.
LESSON DELIVERY

- Presentation techniques
- Managing the teaching environment
- Facilitation skills (for workshops)

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ASSESSMENT

• Purpose and forms of assessment
• Principles of assessment

Validity, including research trails and other methods

Reliability

Explicitness
ASSESSMENT AND FEEDBACK TOOLS

Turitin Online service
Evaluating your Teaching

The importance of adopting a reflective / evaluative approach to your teaching is explored. The key areas are:

• Reflective practice
• Feedback from students including questionnaires
• Key performance indicator (KPI) for IL
• Feedback from tutors
• Peer Review of Learning and Teaching (PRLT)
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Level and subject</th>
<th>Class size</th>
<th>Date</th>
<th>Time</th>
<th>Room</th>
<th>Duration</th>
</tr>
</thead>
</table>

**Lesson aims**

**Objectives/Learning outcomes**

**Methods of checking learning**

<table>
<thead>
<tr>
<th>Time</th>
<th>Lesson phase</th>
<th>Teaching approach/methodology</th>
<th>Resources</th>
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</thead>
</table>

**DRAFT INSTRUCTOR NOTES**
### Lesson Aims
To raise students' awareness of when citing and referencing are necessary.
To introduce methods of citing and referencing using the Harvard style.

### Objectives/Learning Outcomes
By the end of the lesson students will be able to:
1. Correctly identify, from a selection of scenarios, when a reference would or would not be required.
2. Accurately apply the Harvard style of citing in the text to a given piece of work.
3. Accurately apply the Harvard style of writing references to at least three different types of source, referring to the guide provided if required.

ACRL Standard S1
LLUK Standards: BS1, BS2, BS3, BS5, CS1, CS2, CS3, CS4, DI, DB1
Minimum Core: English language - particularly punctuation and comprehension

### Method of checking learning
Observation and responses to activities
Response to questioning

<table>
<thead>
<tr>
<th>Time</th>
<th>Lesson phase</th>
<th>Teaching approach/methodology</th>
<th>Resources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Introduction</td>
<td>Whole group questioning</td>
<td>Data projector and PC/laptop, PowerPoint presentation, Citing and referencing in the Harvard style guide</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5 min</td>
<td></td>
</tr>
<tr>
<td>10 min</td>
<td>Development 1</td>
<td>When it is necessary to provide a reference? Learning Outcome 1</td>
<td>PowerPoint presentation, Citing References worksheet</td>
<td></td>
</tr>
<tr>
<td>15 min</td>
<td>Development 2</td>
<td>Citing in the text</td>
<td>PowerPoint presentation</td>
<td></td>
</tr>
</tbody>
</table>

**Take answers for each 'mistake' from whole group at plenary. Display correct citation on PowerPoint slide. Student questioning**

**Development 3 Writing the References List Learning Outcome 3**
Teacher presentation
Paraded activity – "Compile the references." Students may refer to 'Citing and Referencing in the Harvard style guide' to complete the exercise. Teacher displays answers on PowerPoint slides and recaps key learning points. Students self-mark exercise. Student questioning

**Summary and recap Re-visit learning outcomes**
Teacher presentation and questioning
Student questioning

Citing and Referencing in the Harvard style guide
Citing References Worksheet
PowerPoint presentation

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### Checklist

**Reference Sources**

Have you tried:

1. Printed encyclopedias / reference works
2. Encyclopedia of Life Sciences (ELS) (available online via MWE)

Now try looking for **Printed text books**
Check these out by doing a **Keyword** search on **Voyager**!

### Finding journal articles

To find appropriate articles, check the Databases. You will already be familiar with most of these. If you need a reminder, guide sheets to some of these resources are available in the room.

1. Scopus
2. Web of Science (available via Web of Knowledge)
3. BIOSIS Previews (available via Web of Knowledge)
4. PubMed (useful if you have a biomedical topic)
To cite or not to cite?

Here are some actions that you might do when writing a piece of work. Tick Yes or No depending on whether or not you would need to provide a reference:

<table>
<thead>
<tr>
<th>Action</th>
<th>Reference required?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy text from another source</td>
<td>Yes</td>
</tr>
<tr>
<td>Include a table of data or a diagram from another source</td>
<td>No</td>
</tr>
<tr>
<td>Mention a fact which is commonly known</td>
<td>No</td>
</tr>
<tr>
<td>Discuss the ideas or research of another person in your own words</td>
<td>No</td>
</tr>
<tr>
<td>Write about your own opinions on a topic</td>
<td>No</td>
</tr>
<tr>
<td>Paraphrase the ideas from two separate sources linking them together using your own words</td>
<td>No</td>
</tr>
</tbody>
</table>
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Information Literacy Assessment Survey

https://www.surveymonkey.com/s/FC2XJ8C
MULTUMESC PENTRU ATENTIE!

THANK YOU FOR YOUR ATTENTION!