

Information literacy in LIS education: Exploring the practitioner view.

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Dublin

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Welcome

- Discuss how Library and Information Studies students can develop the skills and competencies required to deliver good practice information literacy instruction.
- Participants will discuss and share their own experiences as students and as professionals.
- Insights into cross-sectoral skills needs
- Recommendations on how and whether these could be delivered within the Library and Information Studies curriculum - or if they are more suited to be delivered outside the Higher Education framework.
- Whether or not you have a library qualification, your views are important!

Purpose

- Contribute to a deeper understanding of the needs and motivations of library and information professionals through reflection and discussion.
- Recommendations drawn from the workshop will be circulated amongst the wider community for use in LIS curriculum development and CPD.

Format

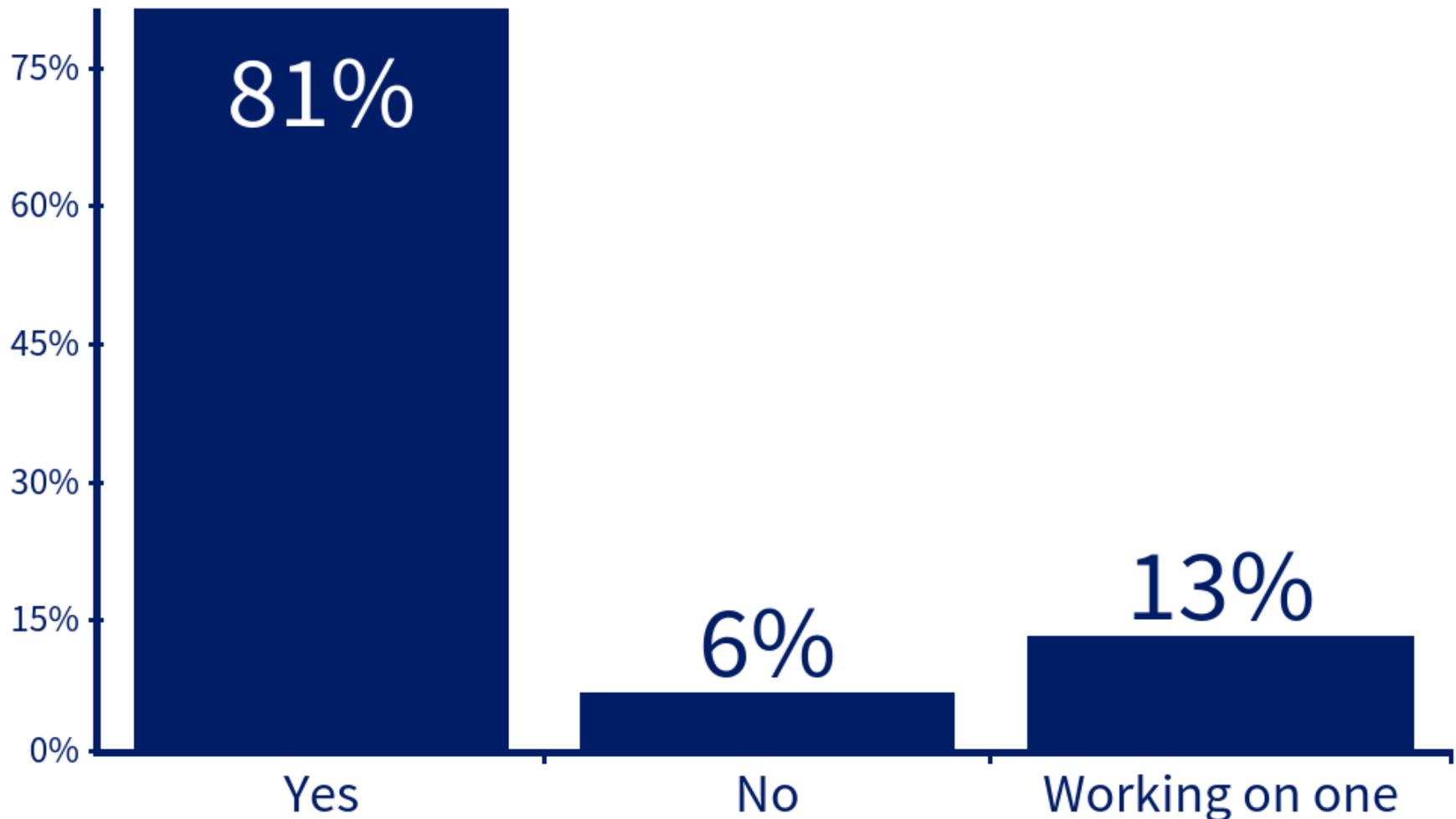
- Introductory context
- Cross-sector discussion groups
- Wider debate
- Some (tentative) conclusions and ideas for moving forward

Using the technology

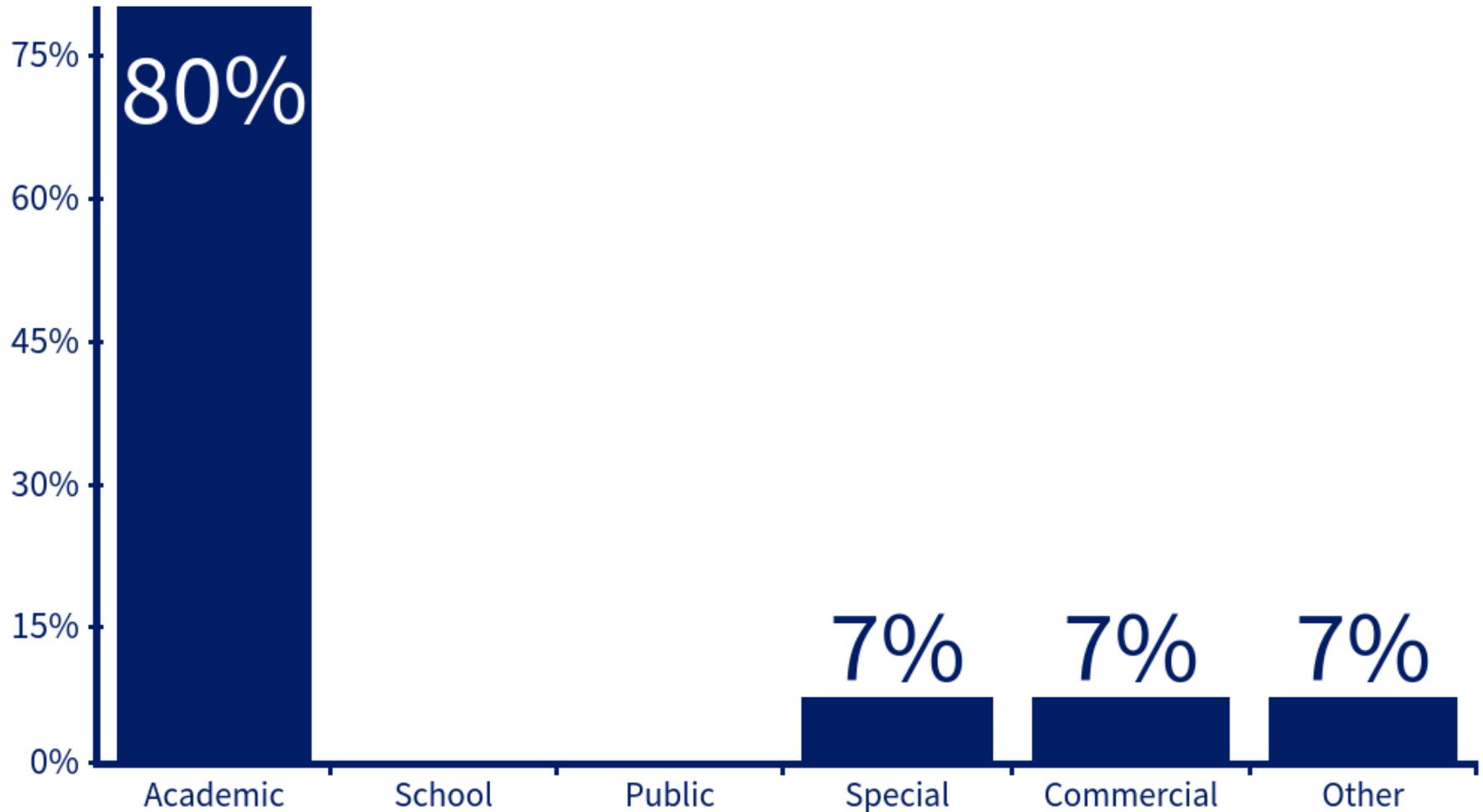
We used  **Poll Everywhere** and some flipcharts

The next 3 slides show the responses of the workshop attendees

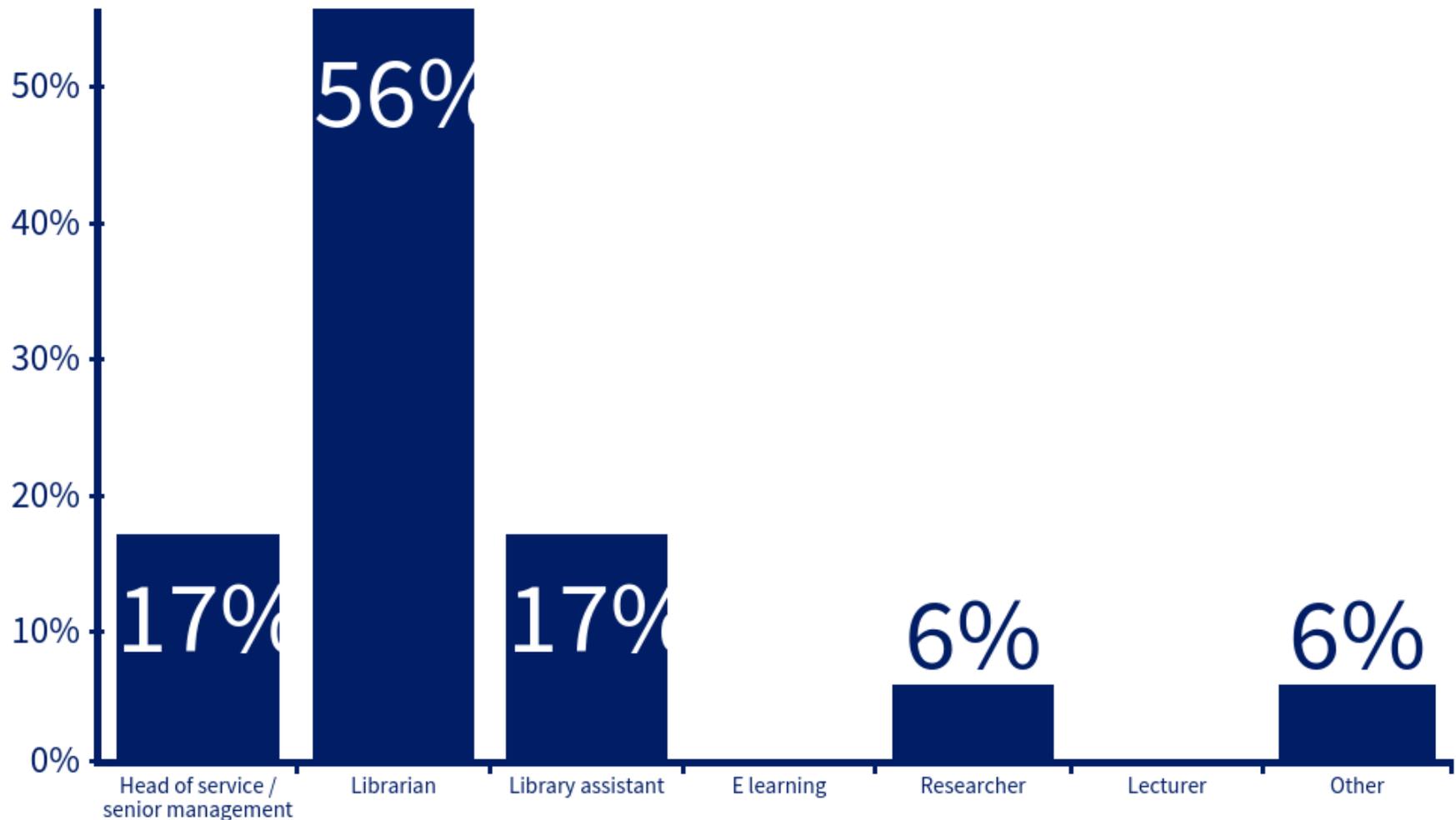
Have you got a library qualification? (n=19)



What sector do you work in? (n=19)



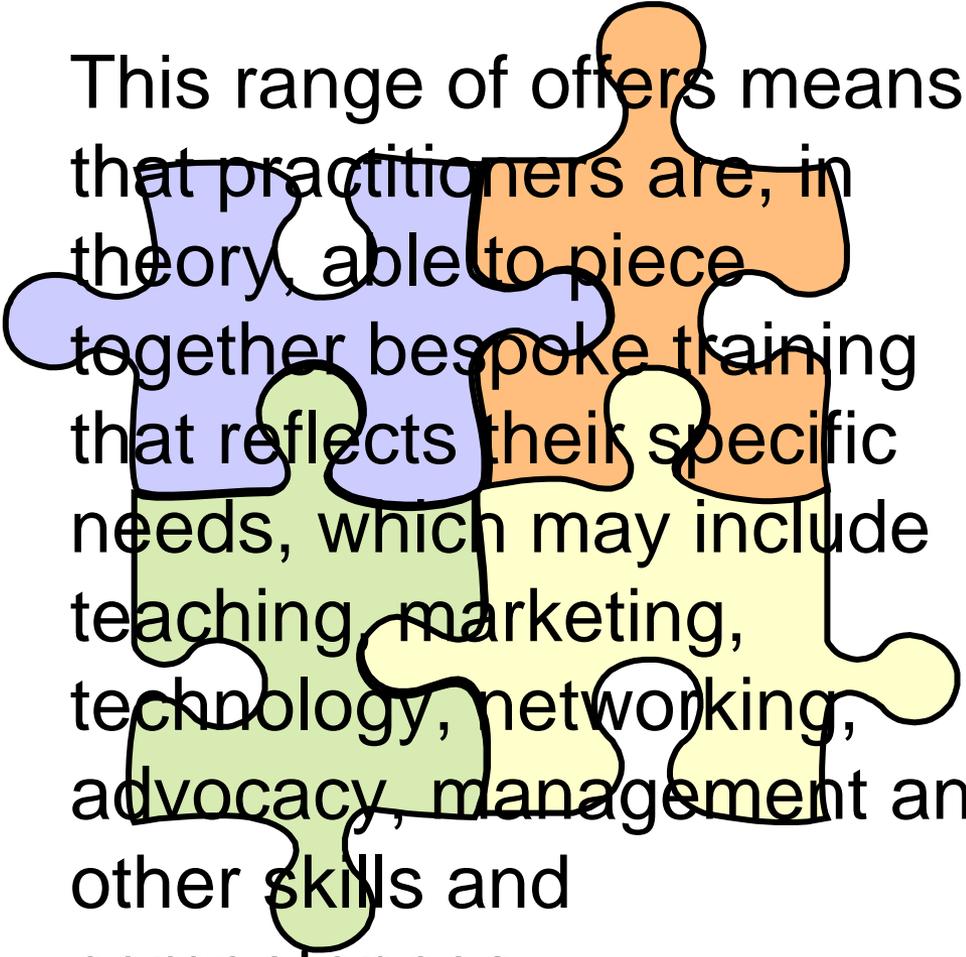
What is your role? (n=19)



Introductory context



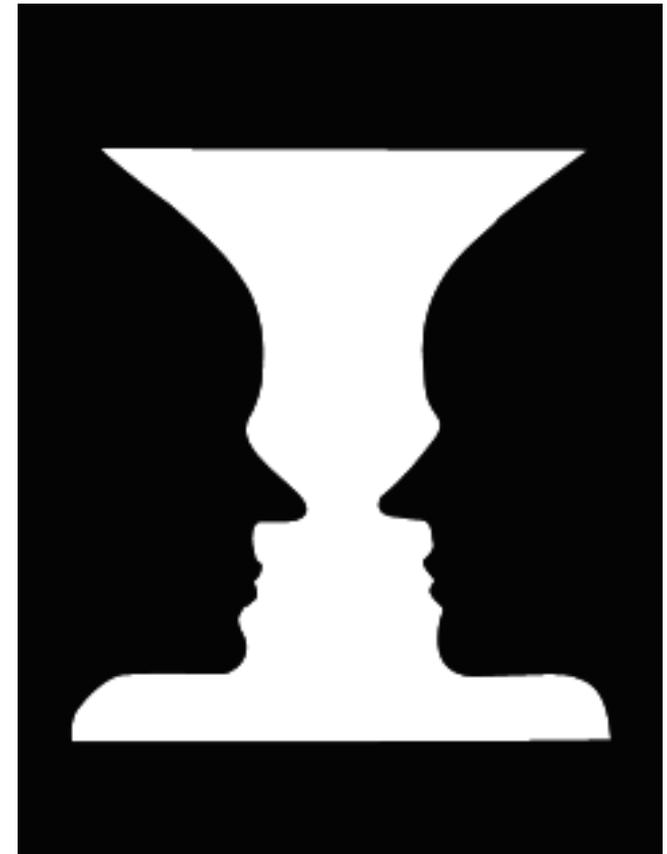
- Practitioners in all sectors of the profession are increasingly expected to design, develop, implement and evaluate good practice instruction.
- Support is offered by employers, particularly in Higher Education, through provision of teacher training programmes, for example.
- CILIP offers continuing professional development support through the Professional Knowledge and Skills Base initiative (CILIP, n.d.).
- Individuals frequently take the initiative in their own development by attending conferences and local events.
- Training is offered by specialist organisations.



This range of offers means that practitioners are, in theory, able to piece together bespoke training that reflects their specific needs, which may include teaching, marketing, technology, networking, advocacy, management and other skills and competences.

Dual-faceted nature of IL

- LIS students as ‘consumers’
- LIS students as ‘producers’
 1. Be aware of IL as a concept
 2. Be information literate
 3. Learn about key aspects of teaching IL (Kajberg & Lorrington, 2005)
- Embedded / explicit



Methodology

- Exam question:
 - “Should information literacy be a core module in the MA LIS at UCL?”
- Thematic content analysis
- Repeated patterns of meaning



Information literacy in LIS education: Exploring the student view.

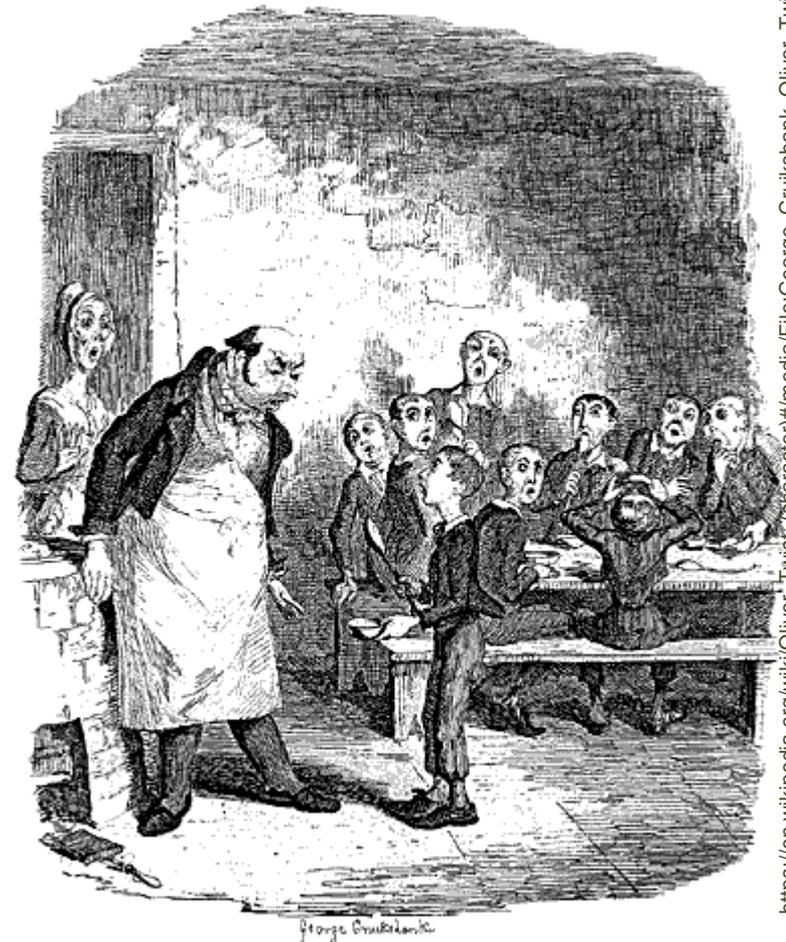
- Librarian role – *“change in the role of information professional from service provider and information custodian to educator”*
- Librarian IL skills - *“what to provide, the best way to provide it, and be able to demonstrate to the user how to turn that information into usable knowledge”*
- Librarian teaching skills – *“many librarians are expected to teach – without having any formal qualifications to do so”*
- Employability and CPD - *“prepare students for the workplace”*
- Learning on the job – *“specialist skills could be learnt on the job”*

Information literacy in LIS education: Exploring the student view.

- Shift from gatekeeper to enabler?
- Although LIS students consider themselves, as library and information professionals, to have a high level of consumer-IL, they do not feel so confident in 'producing' it.
- While they consider themselves to have high levels of consumer-IL, they strongly feel that their studies would benefit from a clearer focus on the offer of producer-IL.
- In their view, this would enable them to secure employment more easily, and, subsequently, to more confidently deliver IL to users once they are engaged in professional practice.

You want ... more?

- While LIS students need for information literacy development as consumers of IL is widely accommodated within LIS curricula, evidence suggests that their needs as producers of interventions, or instructors, are not always met.
- This may mean that on completion of their studies they are required to seek out further specific training and other development opportunities from a wide range of sources in order to fill this gap.



Group questions

1. What are the skills and competencies needed to successfully deliver good practice information literacy?
2. How do you currently develop these skills?
3. Who currently supports you in this development (employers, professional association)?
4. Could Library Schools support this development, or is it more appropriately delivered as CPD in the workplace?

The following slides include
comments from the workshop
participants

What are the skills and competencies needed to successfully deliver good practice information literacy?

- Knowing that learning styles are a pile of rubbish
- A loud voice
- Opportunity to specialise in a particular sector while studying -different groups have different levels of need for IL
- Engaging delivery/activities
- Knowledge of databases
- Time to prepare
- Awareness of learning styles
- Reflective practice
- Clear learning objectives
- Power dynamics of info - who make it/who doesn't
- Knowledge of IL
- Flexibility
- Confidence (how to fake it?)
- Marketing skills
- Awareness of learning styles and pedagogy
- Opportunities to practice teaching
- What IL is
- Structure of information
- Learning styles
- Assessment techniques
- Educational learning theories
- Confidence
- How to plan & prepare a lesson
- Convince students they need it
- Knowledge of key resources
- Subject knowledge
- Presentation skills

How do you currently develop these skills?

- Practical experience
- 1 day course about communication
- MOOCs
- Workshops/training sessions
- Watch-assist-do training for the trainer
- Shared experiences
- Peer observation
- Sharing good practice, ideas, etc
- Teaching workshops
- Coaching and mentoring
- Responding to student feedback
- Scholarship of teaching and learning
- Reflective practice
- Experience
- Prof development opportunities
- Teacher training provided by institution
- Peer observation
- Train the trainer program every 8 weeks
- Creating and sharing teaching plans (also saves time)

Who currently supports you in this development (employers, professional association)?

- Mailing lists
- Twitter conversation
- Delivering 121s to faculty teaches you a lot you can roll on to students
- The prof literature / conferences
- Teaching and learning centres at unis
- Watching others
- Online networks (Twitter)
- Not enough people!
- Mailing lists (e.g. Critlib)
- Institutional support
- Mailing lists
- Peers on social media
- Colleagues - library, faculty, wider (Twitter)
- Professional networking
- Professionals on social media
- Library colleagues
- Professional bodies
- International library community
- Colleagues
- Institution/line manager
- Line manager
- its me that supports the librarians in my institution!
- CILIP
- Colleagues
- Employers
- Information literacy group

Could Library Schools support this development, or is it more appropriately delivered as CPD in the workplace?

- You need both!
- Create links with all libraries, not just academic, FE, schools, public, health and learn about how they teach.
- Be honest about the messy reality of teaching IL in the workplace
- Other libraries could host LIS students in practica
- Create links with libraries within their institution to allow practical experience (eg to use LIS students as backup support during IL sessions)
- Library schools should offer IL modules
- Once people are in the workplace - library schools probably not the best people to *continue* this development?
- Bring in current professionals as guest lecturers to do practical teaching workshops
- Help LIS students understand what psychology/educational research has shown about how learning works and how to find that out
- yes... LIS Ed could do a lot of heavy lifting around theory, provide opportunities for practice, reflection, assessment, observation... Could also teach how to develop PLNs, how to maintain currency in IL practices, tools, trends
- Ensure that teachers on the LIS. Courses model best practice - my resourced tutor was a classic death-by-ppt example of what not to do!
- Take away fear of teaching by good practice examples
- Fewer models, more practice
- Yes... Lib schools could do a lot of heavy lifting around theory and provide opportunities for practice, observation, reflection. Also...could facilitate learning around developing PLNs, strategies for developing, and
- Need to get people to the starting point - so they are capable of developing in the workplace. So what is IL? What are the basic mechanics of training / teaching? How can the reflect and improve from there?

Reflect on what are you going to
do to develop your skills and
competences

Thank you so much for your contributions and participation

- For updates:
- Twitter @rilads
- Blog: rilads.wordpress.com