

LILAC 2011 - British Library and London School of Economics Library

Day 1 Monday 18th April

Pre-conference workshops:

- [Jackson](#) – 22nd century librarians and the death of information skills
- [Finney & Harrop](#) – Effective approaches to thinking like a researcher
- [Blake, Bell et al](#) – Creativity in practice

[Welcome](#), [official opening](#) and [keynote 1](#)

Parallel sessions (group 1):

- [Walsh](#) – Martini information literacy
- [Lange & Hanz](#) – What do university students want to know?
- [Borg & Fixer](#) – Food for thought?

Day 2 Tuesday 19th April

Welcome and [keynote 2](#)

Parallel sessions (group 2):

- [Thornes](#) – Above and beyond
- [Wang](#) – A practical model for curricular integration of information literacy in higher education
- [Kakkonen & Virrankoski](#) – Together we are strong

Parallel sessions (group 3):

- [Bent & Stubbings](#) – Rebuilding the seven pillars
- [Walton et al](#) – Information literacy: a tick box, skills list or a set of holistic, intersubjective and enriching values?

Parallel sessions (group 4):

- [Howard & Earl](#) – Ensuring information literacy survives in a changing HE world
- [Brewerton & Humphreys](#) – Making space for creativity

Day 3 Wednesday 20th April

Parallel sessions (group 5):

- [Walton & Pope](#) – Does IL have a future?

[Keynote 3](#)

Parallel sessions (group 6):

- [Ishimura](#) – Comparison of domestic and international students
- [Barrett & Callaghan](#) – Bibliometrics support for the research community

Parallel sessions (group 7):

- [Tour](#) of the LSE Library
- [Holland](#) – New to teaching?

Day 1 Monday 18th April

Jackson - 22nd century librarians and the death of information skills ([abstract](#))

With a deliberately provocative title this pre-conference workshop aimed to get delegates discussing 'graduateness' and 'high-end' attributes (such as creativity, intellectual curiosity, ethical behaviour, commitment to social justice, understanding of diversity, global and environmental responsibility) that lead to improved employability. It was an opportunity to reflect on our own roles, thinking about the issues surrounding graduate skills and our relationships with our learners.

New graduates are likely to be working towards different learning outcomes in the future and in order for us to produce 21st century graduates we need to become 22nd century librarians. It may require us to use pedagogies to understand how learners learn and broaden our remit to support academic skills such as IT literacy, numeracy, oral communication, independent learning and time management. Employability is a key focus for HE institutions looking to add value to student experiences post 2012 fee increases and introduces themes such as 'graduates for the 21st century'. It's becoming widely accepted that IL is a key graduate skill - which is obviously very good for us as librarians and IL trainers.

But, these attributes are not merely skills and they're difficult to teach. It means that we need to possess a range of these skills and be competent with advanced learning tools. Some of the challenges we face include predicting how these might affect education/libraries and aligning our organisations to meet the needs of new learning and teaching behaviours.

In conclusion Jackson emphasised that the death of information skills has been widely exaggerated but as attributes develop and new pedagogies emerge it's important for us to widen our IL teaching strategies and engage with diverse learning environments.

Finney and Harrop - Effective approaches to thinking like a researcher ([abstract](#))

This fast-paced session introduced us to bite sized samples of information literacy activities to get us thinking like researchers. In groups we were asked to explore two of the following four research components in relation to exercises designed for use on a four year mixed mode research programme with biosciences:

- Exploratory research – initial stages of exploring a subject;
- Analytical research – analysing content and making sense of self;
- Evaluative research – developing a standpoint;
- Interpretative research – conceptualising research to offer meaning.

My group looked at analytical and exploratory research attributes. Getting to grips with the question was difficult and we had to ask for some help, but this seemed to be the point of the exercise. It was supposed to be difficult in order to get us thinking about research approaches and how we can better support new researchers in the early stages of their studies.

During the first exercise we played the role of peer reviewer – analysing a piece of text to assess its impact. We managed to spot all eight deliberate 'errors' before moving on to the trickier exploratory aspect of research. This exercise got us discussing the issues around measuring the impact of IL training and some of the ways we might address learners at

different starting points. One way we thought we could market IL sessions was with challenging titles such as 'how to write a research paper in 24 hours'.

Following the smaller group exercises we moved on to discuss measuring the success of IL training through formative and summative assessment. This got the whole group debating the role of librarians as teachers and whether teacher training should be built into librarianship/information management masters programmes.

11:15 - Blake, Bell et al - Creativity in practice ([abstract](#))

My final pre-conference workshop was all about developing creative techniques in IL teaching to make learning more exciting. The session's aim was to have fun – facilitating discussion and ideas on how to engage with learners at all levels. It was also an opportunity to have a go at planning IL sessions with a range of methods: mind maps, lateral thinking and pedagogic planning tools (e.g. [Xerte](#)).

Before we began our group-work the presenters each took a turn in sharing their own experiences at LSE. These included initiatives such as:

- PhD postcards – targeting research students with snappy strap lines such as 'sometimes a scream is better than a thesis - but when screaming doesn't help' to promote library support;
- Skills bursts – key research skills training in context;
- Google generation debate – debating the importance of IL at a Teaching Day event;
- And the development of an information literacy strategy to embed skills training in the PGCert for all new lecturers and graduate teaching assistants at LSE.

For the group activity we looked at planning a blogging session for PhD students with mind maps. It was a great way to visualise our ideas and something I would probably use again.



To fuel all this creativity each group was provided with either grapes or chocolate and asked to feedback at the end whether we thought these made us more creative – surprisingly the grapes won.

Welcome and introduction to committee

The 7th Librarians' Information Literacy Annual Conference, organised by CILIP's Information Literacy Group, attracted over 250 delegates from 26 countries this year. Defining information literacy (IL) as the ability to find, use, evaluate and communicate information, the conference serves as an opportunity to share knowledge and be inspired by the work of information professionals around the world.

Official opening - Caroline Brazier (Director of scholarship and collections at the British Library)

LILAC has developed as an internationally renowned conference bringing librarians from all over the world together to share ideas and best practice. Some of the themes include the evolving development of information skills and how we teach these – 'the survival of the subject/liason librarian role in libraries is dependent on an agile and flexible response by staff in those roles and their managers (RLUK)'.

This year the main focus of LILAC is very much on employability and the development of IL teaching to encompass a wide range of key graduate attributes¹. We often leave a lot of the lower end learners unequipped with skills that they'll need in employment and although we've been teaching IL in various forms previously (under the user education banner) it is still as important as it ever was. To target the wider skills agenda we must continue to focus on lifelong learning and support all new and emerging ways of learning – not just those of the traditional under-graduate.

Keynote 1 - David Nicholas (Director of the Department of Information Science, University College London)

David's thought-provoking keynote focused on digital transition, information behaviour and (of course) information literacy. Starting off he suggested 'we fear the future rather than embrace it and when we think about it we think of another conference where we can go and talk about it'. I'm not sure I entirely agree with this but he does have a point.

The digital transition

This is what creates unbelievable access to everything, which brings search and evaluative skills to all aspects of life. The consequence of a digital transition is disintermediation, or rather massive choice! As everyone learns to manage information it's arguable that everyone is a librarian.

With new technologies emerging all the time the digital transition is gaining momentum and it is introducing us to remote and anonymous work. Wherever we go now we can take the library with us. The result of this is that we know less and less but more and more people. This leads to decoupling and professional/subject meltdowns. The ways we thought people seek and communicate are different to the ways we think about them now and it's time for us to start acting on it. We need to be visible and conceptualise what's really going on.

¹ The Sydney Graduate was used as an example here: <http://www.itl.usyd.edu.au/graduateattributes/>.

The need for new and appropriate research methods has never been more prevalent. For an e-environment we need e-methods that relate to information seeking behaviours which make sense to the users. In order to do this there needs to be some deep log analysis that presents a picture of what users actual do, not what they say they do.

Information behaviours

Information is phenomenally popular and the erosion of traditional office hours means they we need to develop services that encourage more productivity e.g. 24/7 access to information.

Often over half the users conducting information searches only view 1-3 pages from thousands available. Bouncing and skittering around information is by-passing in-depth consultation of information. It could be that we are starting to care less and less about information overload. We're moving quickly across surfaces and change directions along the way without planning – it's like flicking between TV channels to watch everything instead of one thing. Is it right then for us to say that we don't read things anymore but instead 'view' them?

Power browsing as an information behaviour is conditioned by the distracting nature of technology. We tend to look for short snippets of information – 15 minutes is a long time to spend reading online. We like things to be simple and fast! Advanced search mechanisms are rarely used, even by highly-rated institutions (although the librarians are still clinging on). We're looking at fast information for a fast food generation, which has similar ailments – obesity, cancer etc.

What can we do about this?

Wake up to what is happening by profiling web usage. Librarians should be looking at search patterns, click-throughs, and developing greater understandings of information behaviours in digital spaces. We should be contextualising IL so that learning information skills appeals to the next generation of learners – 'if you do this you will be good at doing this'. Developing social ways of using information might be something we want to think about.

We should also be looking at new ways to brand our resources. There are so many 'players' in the digital environment that it's almost impossible to tell whose information it is. Our users go to services provided by the library but the lack of branding is still a massive problem, which in some cases leads to poor decisions from those holding the purse strings looking to cut back library budgets.

15:00 - Walsh - Martini information literacy ([abstract](#))

Andy's session aim was to get us thinking about IL in the future and update us about his research into the use of mobile technologies and mobile IL models.

The mobile web is changing what it means to be information literate and our traditional IL models no longer meet the needs of users who access information any time, any place, anywhere. Explosions in mobile phone Internet use is leading to a new norm, integrating remote services with everyday life.

For Andy there are four big areas where mobile IL varies from the traditional model:

- Where – information needs identified whilst on the move means that people are increasingly opting to meet these as they arrive;
- What – normally quick information that is often context or location specific (e.g. route planning);
- How – mobile applications are becoming more widespread with users preferring apps to mobile web pages;
- Time spent – mobile devices are much better at quick information retrieval (quick and dirty searching).

But does mobile searching (the quick and dirty method) free up time for critical evaluation? There's a desire for information on the move and whilst this enriches our experiences it diverts us away from our existing 'competency-based IL' models. In order for us to meet the needs of mobile IL these models need redefining to consider the implications of mobile technologies and the skills we develop to access information via fast-paced search and discovery methods.

15:35 - Lange & Hanz - What do university students want to know? ([abstract](#))

For some practical tips on conducting introductory library sessions I went along to Jessica and Katherine's presentation on re-evaluating information sessions based on an analysis of commonly-asked library questions.

At the beginning of every induction class students at McGill University were asked to write down at least one burning question they have about the library or research. Generally we make assumptions about what we think students need to know at a particular level and design IL training around those assumptions. We never really consider the timing of information – but largely this is due to the limitations of access to students.

Once the questions were collected Jessica and Katherine would then attempt to address as many as possible during the workshop. Over the course of the year more than 200 questions were collected and analysed. Each question was entered into Excel and given a number, then randomly sorted. A classification system was used to break down questions into directional, policy and reference. The most common of these were about library policy (how many books may be loaned etc), the availability of resources and research instruction.

The major challenge in conducting sessions like these is the need for improvisation when adding an unknown element, but both Jessica and Katherine agreed it was worthwhile in the end. Teaching in teams helps to manage some of the challenges posed by on-the-fly sessions and it was useful to post up questions for students to read. By encouraging questions early on it was suggested that this sets the tone for their educational experiences.

16:10 - Borg & Fixter - Food for thought? ([abstract](#))

Having recently been looking into the way we provide subject guides I was particularly interested to hear more about the use of [à la Carte](#) at Sheffield Hallam and what the reasons were for them to switch to [LibGuides](#).

We jumped straight in with the first activity to create a wish list of what we'd like our IL tools to be. Mostly we all agreed that we wanted these to be fun, attractive, interactive, short, free,

easy to use, fast, accessible, with levels, successful, not patronising, mobile friendly, not linear and adaptable.

Initially Sheffield Hallam set up something called InfoQuest but this was outdated and included a lot of information that people needed to wade through. It was far too wordy and it was difficult to retain attention. These information skills tutorials were not embedded in modules, which meant that students needed to actively search for these on an already clunky platform. Realising that a brand new approach to online IL teaching was needed a project group embarked on delivering a creative solution.

Having an IL strategy already in place with grandiose statements gave the project the weighting it needed to get underway and by illustrating that their current tutorials didn't particularly live up to the strategy it was easier to get more people on board with the development.

A group across departments, faculties and professional services was established in April 2010. Firstly an audit was undertaken to assess the current provision of materials and what other universities were doing in comparison. The student voice was essential and free food was promised to get their buy-in. It was an exercise to establish what they need and develop ways to meet those needs.

[The Library Gateway](#) , having been developed a couple of years previously, was going to be where the new online IL tools would sit, alongside further subject specific guides and library resources. With the new subject guides it was also decided that they'd move away from static web pages and instead create interactive subject pages with links to relevant resources ([example](#)).

Like the subject guides á la Carte software was used to develop the online IL tutorials aspect of the project – see [re: Search](#). There are links from the Library Gateway but these can also be embedded directly. It mirrors the search journeys students undertake with a visual flow chart as a navigation feature as well as tabs at the top of the page.

Initial feedback has indicated that students really like the new look and the joined up approach to delivering subject specific support alongside skills training.

Before heading off for the day I asked about why they had decided to drop the subject guide aspect of á la Carte and decided to introduce LibGuides. I was told it was really down to the technical input required to develop á la Carte. It runs on [Rails](#) and as it's not hosted software you really need someone who knows what they're doing on the technical side to make it work effectively.

Day 2 Tuesday 19th April

9:15 - Keynote 2 - Nikki Heath (School Librarian, Werneth School, Stockport)

I never had a school librarian and so I was looking forward to hearing all about the kind of things that school librarians do and how having a school librarian might have actually encouraged me to read as a kid.

Getting straight to the point Nikki opened up by talking all about her regular activities and listed some of the work she does. This included:

- IL teaching as well as oracy, numeracy and subject specifics (that's all subjects);
- Advising on stock and resources;
- Keeping up-to-date with the school curriculum;
- Advocating the pleasure of reading (this is an important one);
- Leading reading groups and enrichments activities;
- As well as regular library work – weeding, stock selection etc.

She talked a lot about occasions where school librarians are used as baby sitters for students in the absence of teachers and how the role of the librarian is much more than that. Through advocating the pleasure of reading school librarians are central to the development of students. I didn't agree with some of the more sweeping statements about reading for pleasure being an important indicator of the future success of a child or the comments about reading for at least 20 minutes means you're more likely to be successful but they were interesting points nonetheless.

Some of the reading initiatives Nikki has developed to promote reading to kids and engage them early on are really creative. She's used:

- Murder mystery games (they included 'dead' people in the library);
- Balloon races;
- DEAR – drop everything and read programmes;
- Storytelling;
- Creative writing groups;
- And film and Lego clubs.

During timetabled 'library lessons' students are encouraged to read for pleasure and by responding to quizzes about the book they're eligible to win prizes. Research skills are taught interactively through cooperative learning and all students are to take part, even if it's as simple as the [Cephalonia method of induction](#).

The fight against cut and paste starts well before learners head to University and teaching students about IL and plagiarism early on helps to tackle problems later. Librarians are vital in schools if these skills are to be introduced and embedded in key stage curriculums.

A large proportion of LILAC delegates come from HE (higher education) backgrounds and in her closing comments Nikki pleaded for more collaboration across schools, colleges, public libraries and HE to promote library support for learning through IL initiatives. Raising awareness of the importance of IL is fundamental to student development and it needs to be embedded in the curriculum to have the greatest impact.

11:00 - Thornes - Above and beyond ([abstract](#))

The development of [Skills@library](#) at the University of Leeds was an attempt to address the needs of students both on and off campus, providing flexible support for users to work through at their own pace.

This particular session 'above and beyond' focused specifically on a [tutorial](#) produced to work as a stand-alone teaching object, with a more student-focused structure. The rationale for developing online material in this way grew out of the rise of 'non-traditional' students (e.g. distant learners) and the need for more context specific materials.

In order to produce the tutorial Sara worked with an e-learning technologist to improve the look and feel of current material and introduce interactive learning objects. Using [Articulate](#), they began with a PowerPoint slide deck – creating a logical path through skills development and inserted custom built flash objects. Both core and optional activities were embedded to make the tutorial interactive and images were included to break up text.

Once the tutorial was finished a link was created on all Sara's subject pages, emailed to all students via their lecturer and embedded in the VLE (virtual learning environment). Since then Sara has also started to trial blended learning by adding slide icons to indicate what part of the tutorial covers each section and using them in face-to-face workshops.

The response from academics has been great, with some taking on the tutorial and starting to use it in their own sessions to support students – particularly with referencing and plagiarism. Student feedback as always has been challenging with only 2 responses received to questionnaires circulated to all users.

Over the summer Sara intends to review the entire tutorial and update some of the areas that are already out-dated.

11:35 - Wang - A practical model for circular integration of information literacy in HE ([abstract](#))

The first thing Li said that really stood out for me was that the University of Auckland has 50 subject librarians!

During this session Li discussed the limited research based IL models available in practice – using it as an opportunity to showcase four different approaches in HE based on her PhD research². These included:

- Extra-curriculum – not linked to any academic module;
- Inter-curriculum – academic course integration (how to do assignments/use databases);
- Intra/embedded-curriculum – sessions that are linked to the curriculum;
- Stand alone – a course as part of the whole curriculum that includes assessment.

² Wang, L. (2010). *Integrating information literacy into HE curricula – An IL curricular integration model*. Unpublished PhD thesis, Queensland University of Technology.

Through her study Li concluded that learning only happens when you interact with objects and it's important to begin taught sessions with activities – not presentations.

In response to this an IL integration model was developed consisting of three inter-connected elements:

- What – refers to the IL outcomes based on the intended curriculum (e.g. graduate attributes, organisational requirements and institutional policies);
- Who – addresses the key stakeholders including the faculty, academic staff, admin support and librarians;
- How – explores the process of integrating IL in the curriculum, contextualising IL for the academic agenda e.g. designing specific learning outcomes, assignments and class activities to produce information literate students.

In her closing comments Li emphasised the importance of institutional information literacy policies to back up what we do – “if you have an institutional information literacy policy and do nothing with it, it's not worth having”.

12:25 - Kakkonen & Virrankoski - Together we are strong ([abstract](#))

One of the themes running through many of the parallel sessions is the necessity to embed IL teaching in the curriculum and collaborate with academics to support research processes. Anne and Antti's session specifically talked about support for UG students undertaking their first research projects.

IL is a complex topic to teach and Anne argued that it's important for us to capture students right from the word go to develop information-seeking behaviours and deepen understandings of research processes. When students arrive at university librarians should be offering basic skills on how to retrieve information before moving on to focus on honing skills to produce experts. The key point here is the need to embed IL training in the curriculum to make it more meaningful.

Antti explored this idea by discussing some of the sessions he's been involved with designing and teaching at the University of Helsinki. During the planning stages preliminary topics were identified to target students after their first week at university such as how to use the library catalogue. Following these basic skills sessions the programme developed to include workshops on information seeking behaviours and transferring skills to other assessments. Working in collaboration with academics provided context with worked examples and specific subject knowledge to try out during hands on tutorials.

Some of the challenges they faced included timetabling IL sessions, academics not turning up to lectures and the complexity of some of the subjects.

13:50 - Bent & Stubbings - Rebuilding the seven pillars ([abstract](#))

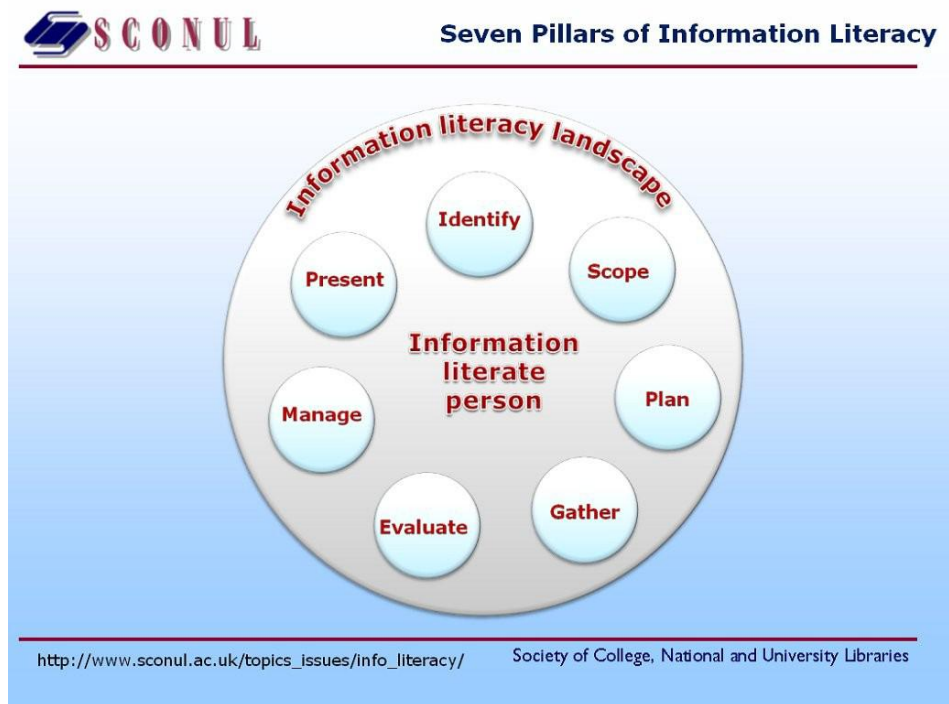
Whether you agree with Geoff Walton that the [SCONUL Seven Pillars](#) model is too 'simple, rigid, linear, not context sensitive and does not recognise that students can create new

knowledge³, or not there's no denying the impact it has had on IL teaching over the last ten years. Undertaking a redesign of this model is not a small task but it's necessary if we are to recognise the ways in which learning and teaching as well as research is changing.

The original pillars came about when there was no real standard in the UK and we were lagging behind the US. The impact these have had on teaching can be seen around the world – sometimes as bench-marks and sometimes embedded in teaching and other standards. Yet the ways people interact with information has changed and the pillars need to start recognising how technology has influenced changes.

The 'new' SCONUL Seven Pillars of Information Literacy makes use of lenses to consider different attitudes, behaviours, skills and competencies of different learners/researchers. In using a lens approach the pillars become 'cyclical or holistic, rather than linear' and encompass habits, as well as skills.

So unlike the original model the new model is circular – to demonstrate a person 'developing several pillars simultaneously and independently':



Maira and Ruth then went on to talk a bit more about the research lens⁵ and how to use it. Along with the [Researcher Development Framework](#) (VITAE) they see this as offering a basis for good practice to help plan, promote and inspire excellence in research whilst enabling researchers to audit their own skills and the information landscape.

³ *Demolishing the Seven Pillars: a warning from research?* LILAC 2010

⁴ http://www.sconul.ac.uk/groups/information_literacy/publications/coremodel.pdf

⁵ http://www.sconul.ac.uk/groups/information_literacy/publications/researchlens.pdf

14:25 - Walton et al - Information literacy: a tick box ([abstract](#))

Following on from Moira's and Ruth's session on the new model of IL I went to listen to a debate between Sheila Webber, Mark Hepworth, Moira Bent, Ruth Stubbings, Chris Powis and Bob Glass on 'information literacy standards - do we need them?'

There are several models of IL which compete to be considered the standard - SCONUL, ACRL, ANCIL. But do these models help us in developing IL skills and is the idea of standards productive?

SW – standards have their place. There needs to be a context for them e.g. for international students. People bring along their own contexts and work in a specific context. Standards can have subject benchmarks. They are a starting point for curricula and are ever changing.

MH – generally when you put standards in front of the public they question 'what is this' and they have no correlation to what they do. The models are too abstract to be of any use.

MB – you need a model to turn the abstract into something you can deal with.

RS – we need a common understanding and a language that we can then interpret.

CP – what we do with these models is the problem. They don't help us as they encourage us to think IL is a subject. Showing people how to use databases isn't IL, it's a tick box.

SW – IL is a subject, an academic subject that involves all kinds of researchers and experts emerging from the practice of.

MH – all this depends of where the models come from. IL models on the whole are so heavily embedded in academia and librarianship that they bear no correlation to other people. Models do have a communicative value but we have to be careful how we use them. The most effective way of engaging with people outside academia is to forget all of this and ask instead about ways they use information.

RS – framework models and standards give us an understanding of how to phrase these problems.

CP (in response to Sheila) – IL is a subject worthy of study but there's a problem when librarians use IL as a subject to align themselves with academics.

BG – the debate itself represents the maturity and development of models. Models are evolutionary rather than revolutionary.

From the floor:

(Germany) Standards fill a role for learning outcomes. The ACRL standards are enough as a framework for curricula to integrate courses into programs. Professors like to hear that there are standards.

(Mexico) The challenge is how we use standards as tools to teach information literacy. The IFLA standards were the first model a lot of countries could get hold of and develop. Standards are not compulsory but we need them to integrate a framework that incorporates our needs.

MB – models and standards are not the same thing. The 7 pillars are not a standard but rather guidance. Models give you a framework for conversation that takes you where you want to go.

BG – it is important to have standards to give credibility to our profession and serve as a benchmark to develop learning.

RS – models and frameworks are essential for us to have to base discussions on. Librarians should be helping to develop IL not teach it.

CP – but there's a danger of setting up 'things' we should teach as they may be reduced to a tick box of skills.

MH – models are useful in our discipline but we have to remember where some of the existing models come from and be wary about others that don't come from the same background.

Summary:

The pros – as a common language it is a good way to describe things to non-specialists. Using them as conceptual frameworks or tools underpins the way we do things.

The cons – there's a tendency to use models as tick boxes and they can be alienating.

15:50 - Howard & Earl - Ensuring information literacy survives in a changing HE world ([abstract](#))

As the [Skills@library](#) team-leader at the University of Leeds Helen came to talk about how IL teaching within HE is developing and the impacts the current HE climate may have on its future.

Having had early successes implementing an IL strategy – leading to over a thousand hours of embedded IL teaching into the curriculum – the Faculty Team Librarians are seeing an increasing overlap between IL and broader academic skills related to learning in a digital age. In order to stay relevant and adapt to changes brought about by curriculum reviews it is important for us to address a much wider range of skills and demonstrate how the development of these relates to the success of both the university and the graduates it produces.

One major influencing factor on the planning of IL's strategic future is the external climate. With the rise of fees and more cuts ahead competition is rife and we need to demonstrate added value by widening participation and engaging with the 'Graduate Attributes' agenda. IL is becoming more than a discrete skills set and its links with media-, digital- and trans-literacy means that its contribution to the overall learning of students is greater.

As the HE curricula is changing Leeds is starting to redesign what they do – what more they can offer students – by gathering evidence of the impact academic skills training has and implementing a development programme early on. The wording of strategies is crucial if they're to be taken onboard and illustrating the transferability of attributes to employment is fundamental. A collaborative approach has been taken by Leeds to package up training so that it means something to academics.

One of the questions asked from the floor was how the librarians at the University of Leeds have responded to the broadening of their roles. Helen replied that whilst a number were reluctant the majority had embraced the changes as inevitable. Dan Pullinger added (via Twitter): "I'm happy to broaden my remit! I see it as a natural progression from my IL activity".

16:25 - Brewerton & Humphreys - Making space for creativity ([abstract](#))

As children we're encouraged to be creative, yet as we move into adulthood this tends to be discouraged. For Antony and Jess however the time for creativity is now and this workshop showcased some of the ways in which the University of Warwick are embracing creativity – through shifting the focus of physical as well as virtual spaces from instruction-based to user-led environments.

Using the 'death by PowerPoint analogy' Antony got us thinking about the meaning of creativity and emphasised the need to think about things in different ways. Some of the barriers we face when trying to be creative include attitudes, environments, skills, technology, time and a lack of support or encouragement. But changes in the learning environment are making education more flexible and it's important to match the ways we work to meet the changing needs of our users.

Teaching information skills is the equivalent of making kids eat their greens. Therefore we need to start building creativity into our teaching practice to empower learners and encourage them to learn in disguise. Collaborative spaces are a great way to do this as it brings together user communities so they can learn from each other.

At the University of Warwick Library they have a mission – to 'connect' users with 'information, support and [their] community' – and by experimenting with space⁶ they are developing new approaches to delivering IL support. Library rovers are making use of new technologies such as iPads to handle enquiries on the go and their growing online communities ([YouTube](#) and [Twitter](#) specifically) are helping to delivery on-demand support in the virtual environment.

⁶ For more on the Learning Grid see <http://www2.warwick.ac.uk/services/library/grid/newvisitors/what/> or for the Teaching Grid see http://www2.warwick.ac.uk/services/library/teachinggrid/what_is_the_teaching_grid/

Day 3 Wednesday 20th April

9:55 - Walton & Pope - Does IL have a future? ([abstract](#))

This 60 minute symposium led to a lively group discussion or rather 'call to arms' about the need to define information literacy and the work of information professionals in a meaningful way to those outside the profession. In groups we were asked to write down some questions about the problems we face in teaching information literacy with the aim to produce a manifesto of solutions.

My group focused specifically on 'where should IL start?' and 'how do we get decision makers to recognise the need for IL training?' We talked about ways to engage stakeholders and the notion of IL being a 'birth-right', not a skills tick-box that begins in HE. The majority of LILAC delegates work within the HE sector and we thought it was important to develop collaborations with school librarians and the wider community through public libraries. It was particularly interesting to have Bidy Fisher in my group and to hear her talk about her passion for advocacy and how CILIP is starting to address some of its earlier failings in this.

Further thoughts from other groups in the session:

IL is a life skill and heavily related to employability. Demand for IL training has risen as learners continue to struggle with referencing and plagiarism. Managing expectations of students calls for more dynamic leadership and greater collaboration. Although we, as librarians, are very willing it's difficult to achieve in practice – especially with no IL strategy accepted across the board.

A lot of librarians learn through doing and the things we need to get involved with such as assessment can't really be done without teaching qualifications. We are encouraged to get involved with so many other things that it takes us out of our comfort zones.

11:30 - Keynote 3 - Jesus Lau (Director of the University of Veracruz, Mexico)

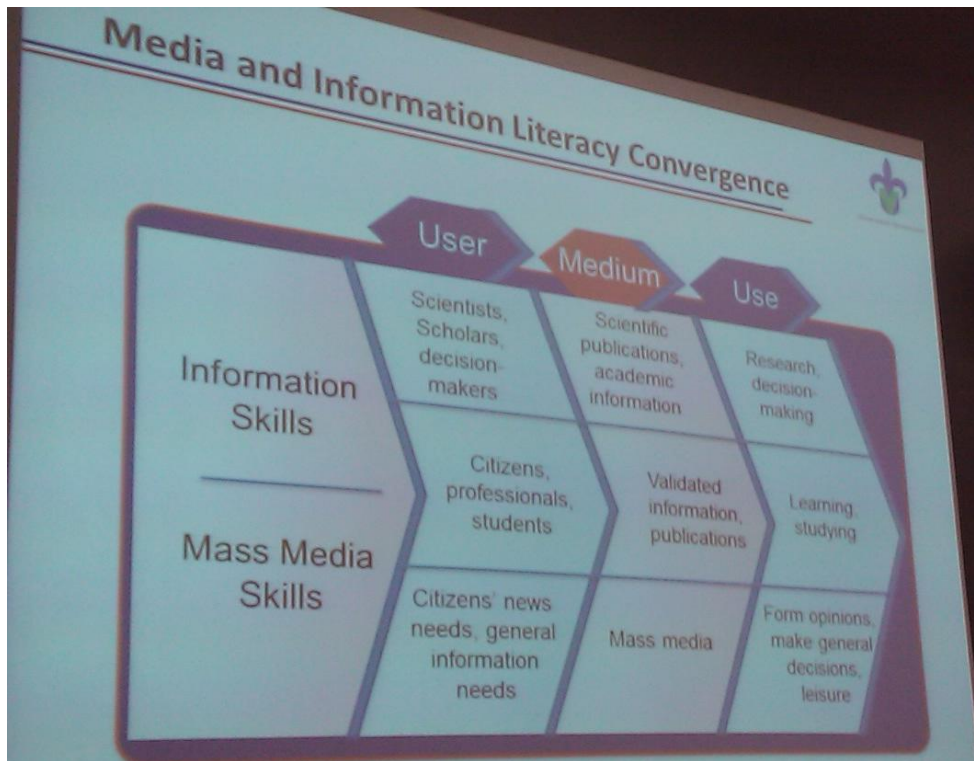
As IFLA's President Elect and the President of Mexico's library association Jesus' keynote focused on international indicators of IL and discussed some of the challenges we face to provide statistics and meaningful data across international borders.

The purpose of IL indicators is to provide a framework of measurement to assess performances and IL attainments, but to develop a framework that considers a range of borders in context is complex. For example there are multiple levels of consideration even when focusing on three key borders – political borders (government/state development), economic borders (work-places and the national economy) and social borders (education, family, religion and language).

UNESCO's conceptual framework⁷ consulted with media and information professionals to produce a document that addresses merged IL. Some of the competencies agreed upon included knowledge, skills and attitudes, as these are the key factors to help individuals meet learning needs and essential in providing equal access to quality education.

⁷ http://portal.unesco.org/ci/en/ev.php-URL_ID=26596&URL_DO=DO_TOPIC&URL_SECTION=201.html

Moving on Jesus talked more about media and information literacy competencies by discussing the importance of the media. He said as it's easy to access it's vital to recognise the need for accessible knowledge. The media plays a key part in the information cycle (from production to dissemination, creation/availability, distribution and supply); yet different contexts – home, work and education – require different competencies. He warned us to not get 'too hung up' about what types of media people use to access information but rather how they use it.



13:30 - Ishimura & Bartlett - Comparison of domestic and international students ([abstract](#))

During this session Yusuke presented the initial findings of his recent research project investigating domestic and international students' research processes in Canadian universities. By comparing how these groups of students conduct research – why they behave in certain ways and the extent of their IL skills/experiences – he found a number of factors affecting their research behaviours and proposed a range of options for academic librarians to facilitate the development of IL skills.

He focused specifically on undergraduate students (from Japan and Canada) to consider what factors are involved in the development of information behaviours during the research task and their actual behaviours in relation to IL.

In his research sample the international student population has increased to over 50,000 in the last 10 years. Students are coming from different cultures as well as different countries and providing greater intellectual diversity. One of the knock on effects is the wider range of past experiences and personal strategies (trial and error, serendipity and source preferences) when considering IL.

A conceptual framework was used during this research to look at information behaviour models and their relationships with IL. He found that students tend not to seek help from librarians and it was noted that international students learn a lot of their bad habits from domestic students. Providing a holistic picture of research processes (including time management) is just one approach he explored to address this concern but he also considered the effectiveness of peer-to-peer research strategies and emphasised the importance of spending time to improve writing skills as well as traditional research practices.

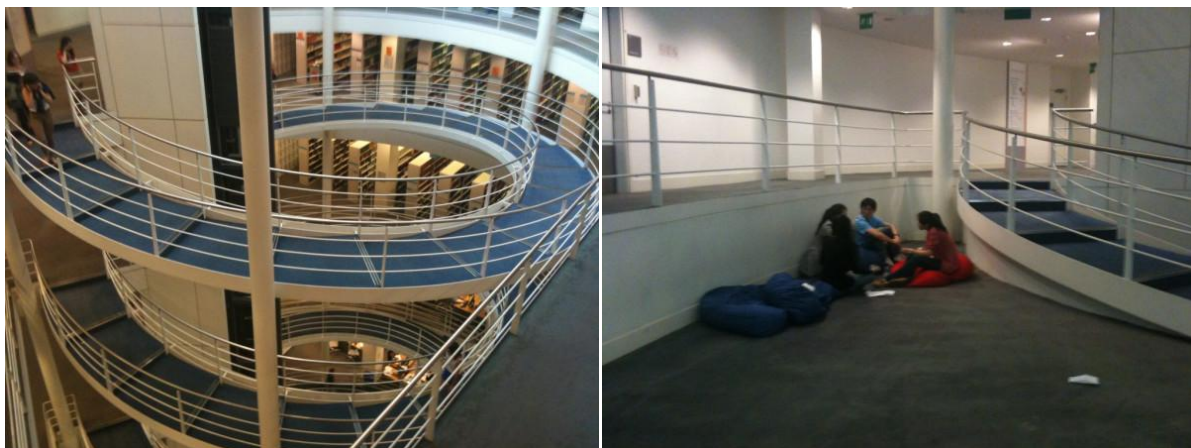
14:20 - Barrett & Callaghan - Bibliometrics support for the research community ([abstract](#))

Providing support for researchers is growing across the academic library space and learning about bibliometrics to assess research impacts is becoming increasingly important. During a time of huge cuts across Irish university libraries the reduced numbers of staff is paving the way for greater collaboration to develop basic material on generic sources, metrics and toolkits.

The Irish National Digital Learning Resources (NDLR) repository awarded four of the five university library bids a grant of 10,000 EUR to promote and support HE sector staff in the collaboration, development and sharing of learning resources and associated teaching practices. The purpose was to produce a range of reusable material that can be adapted to meet the needs of different subject areas (it was tested with geography and computer science).

After circulating all the Toolkit material we were asked to discuss our own experiences of bibliometrics training and what is offered by our own institutions. The majority of my group had very little experience in teaching bibliometrics but wanted to learn more about how to do it. Following feedback from all the groups we moved on to plan a short training session with the MyRI⁸ materials. We decided to keep ours very basic with a brief introduction to bibliometrics and how these can be used to support careers and research strategies.

15:50 - Tour of LSE library



The central staircase and students making use of the popular bean bags on the ground floor.

⁸ <http://www.ndlr.ie/myri/>

16:40 - Holland - New to teaching ([abstract](#))

For my last parallel session I opted for some more practical advice on getting started with teaching IL skills. Dawn's reflective presentation discussed some of her experiences preparing, delivering and evaluating IL workshops for the Faculty of Arts and Social Sciences (22 subject areas) at the University of Hull.

For Dawn the first step should always be to talk to academics to find out what they are expecting from the session i.e. the learning outcomes. She suggested that obtaining a module handbook would be useful to learn more about the structure of the programme and help to identify topics to use in your search strategies. Finding the time to visit the location of your workshop to assess the technology available was also highly recommended to help suppress some of your nerves.

Although she's not a big fan of PowerPoint she said it provides a good structure to sessions and can be used as a reference document in the VLE. Instead of using it as a means to display everything you want to say it should be used to back up what you say. Practicing sessions helps to build your confidence and noting down time markers gives you an indication of where you need to speed up or slow down. Getting into the habit of memorising the first couple of sentences is good because it will also help to suppress your nerves right from the start.

One of the main problems Dawn experienced during her initial sessions was crowd control. She stressed the point that we shouldn't take it too personally when students display a lack of interest and, even though sometimes it's scary, it's useful to have an academic sit in. More often than not they themselves learn something new.

The difficult part of learning to teach is reflecting back on how your sessions went, but this is particularly important if you want to develop skills and highlight some of the things you intend to do differently next time. Writing a diary or making use of a personal development plan could be used to contextualise your learning curve and can be referred to during the planning of your next session.

Conclusion: teaching can be terrifying the first time but it gets easier with practice.