



A new model for information literacy provision: how to balance cost and quality in an economic downturn



Once upon a time ...



Image: Richard Learoyd, OU Photo Library



Open University students



Image: Karen Parker, OU Photo Library



Allow 1 hour

Activity 5 Information literacy: search a database



ICT

You will find the guidance for this activity on the course website. When you have completed it, return to the comment below.

Comment

On a practical level, the fact that different agencies may have very different structures, or indeed even cover different geographical areas, can at times make it difficult for staff to link together effectively. Where agencies have inadequate resources to meet their objectives, and where there are staff shortages, the quality of the care provided may be compromised. There are instances where conflicts emerge over responsibility for

between or within partner agencies. the differences between organisations is staff may well have different : police and other practitioners within : in people are unsure what each team : do not behave as expected by others.

IL activities

-  **Module Guide Activity 7 - Citing your sources**
-  **Unit 1 Activity 4: Finding out about rights online (IL activity)** (37.6KB PDF document)
-  **Unit 4 Activity 3: Child care second time around (IL activity)** (39.5KB PDF document)
-  **Unit 4 Activity 4: Family group conferences (IL activity)** (20.8KB PDF document)
-  **Unit 6 Activity 6: Investigate difference information sources (IL activity)** (43.7KB PDF document)
-  **Unit 8 Activity 5: Search a database (IL activity)** (263.2KB PDF document)
-  **Unit 10 Activity 3: How are the poor portrayed in the press? (IL activity)** (59.2KB PDF document)
-  **Unit 11 Activity 1 National Service Framework for Older People**
-  **Unit 11 Activity 3: Finding out about risk (IL activity)** (137.3KB PDF document)



Image: Jenny Leigh, flickr.com



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Information literacy levels framework

	Level 1	Level 2	Level 3
Understand the information landscape	<ul style="list-style-type: none">→ Be able to identify a limited number of key sources of information in the subject area or context→ Have experienced using a limited number of formats of information (for example, books, journals, websites), as appropriate to the course e.g. Introduction to ejournals→ Be able to articulate the key characteristics of different information types (e.g. print / electronic, primary / secondary, freely available / subscriber only / invisible web) as relevant to the subject or context	<ul style="list-style-type: none">→ Be able to identify a range of key sources of information in the subject area→ Have experienced using a range of formats of information (e.g. bibliographic records, full text, abstracts)→ Use knowledge of key resources and their characteristics to independently select appropriate resources for the task as relevant to the subject or context e.g. Finding out about databases	<ul style="list-style-type: none">→ Be able to select and use a wide range of sources appropriate to the discipline, from the Library and beyond e.g. Introduction to British Standards Online→ Use knowledge of resources and their characteristics to independently select appropriate resources for the task→ Be aware of sources of current information for keeping up to date and able to select and use those most appropriate to needs



Library Information Literacy

Library Information Literacy (LIL)

Generic activities by skill

Understand the information landscape

How to become familiar with the different types of information sources for your subject area and know which ones to choose.

Plan and carry out a search

Know what information is needed for the task in hand and how to go about finding it.

Critically evaluate information

Be able to apply quality criteria to information from any source, in order to determine its suitability for purpose.

Manage and communicate your results

This covers plagiarism, referencing and keeping track of search results.

Activities re-used or versioned by Faculty

Arts

Business

FELS

HSC

Law

MCT

Science

Social Sciences



Re-use and re-version

Within this document you last viewed:
[Journal article reference](#)

Find a journal article from a reference

This activity takes you through the process of finding an electronic journal article from a reference, using the Open University Library.

Allow approximately **30** minutes.

After working through this activity you should be able to:

- understand the importance of the key components of a reference
- find a journal article from the A-Z list of journals on the Library website
- find a journal article using the Library's online catalogue

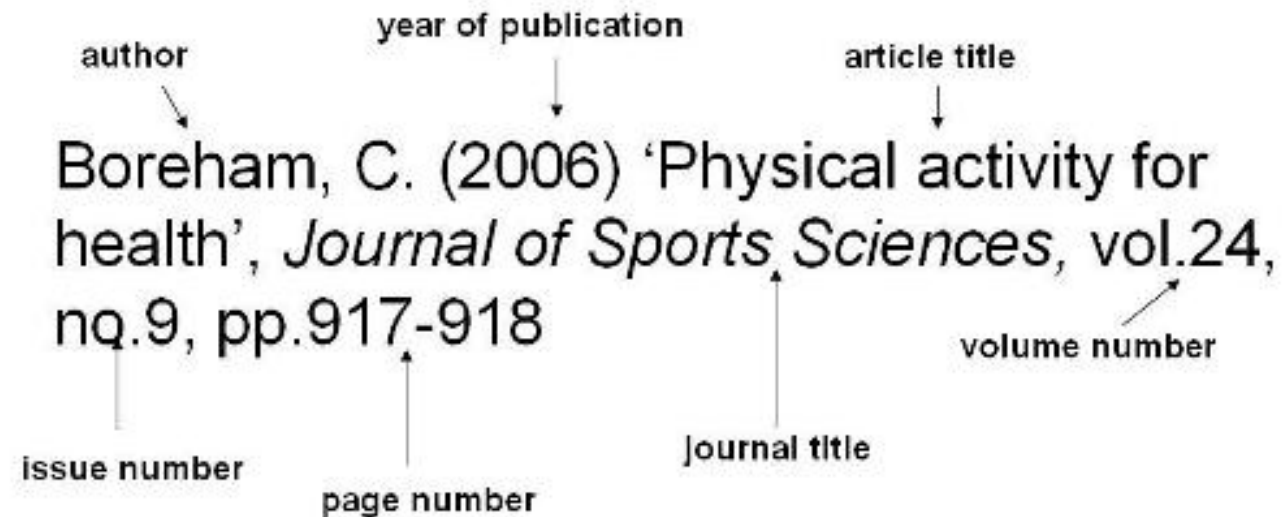
Next: [Journal article reference](#) ►



Re-use and re-version

◀ Previous: [Find a journal article from a reference](#)

Journal article reference



The above image highlights the component parts of a reference to a journal article. The first part we need to find an article is usually the journal title followed by the year of publication.

Next: [Activity](#) ▶



Re-use and re-version

Find a journal article from a reference using the Library's Ejournals page

Follow this example of finding a journal article from the following reference:

Boreham, C. (2006) 'Physical activity for health', *Journal of Sports Sciences*, vol. 24, no. 9, pp. 917-918.

- From the Library home page select the Ejournals link under Recommended links.

You may need to scroll to the right to find the Ejournals link.

It is possible to browse the A-Z list or search to find a journal.


[Previous step](#)

[Next step](#)


Library Services

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Library Guide



How to ...



Open Research

Welcome

The Open University library website is a gateway to a wide range of online information resources. It also provides information about the services and resources at the Open University Library building in Milton Keynes.

News

[This week's online Library training sessions](#)
Date posted 04 April 2011

Library Services is running the following online tutorials for registered OU students and staff this week: Monday 4 April Introduction to Library Services – 7-8pm A great introductory session that will explore the online library, look at how... [read more](#)

[British journal of forensic practice now available online](#)

['Mental health and social inclusion' ejournal available](#)

[Summary of online Library training sessions running in April](#)

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The Editorial Group



Image: Tatiana Don, flickr.com



A stitch in time saves ...



Image: Julian Lim, flickr.com



Library products and services



Image: Sifu Renka, flickr.com

1. Knowledge of appropriate content
2. Guidance on the use of content, and managing content
3. Provide information literacy tools and activities to meet and assess information literacy learning outcomes
4. Provide advice and guidance



Library services module support

Library Services Module Support

View Edit Revisions

Developing students' IL skills

What can Library Services do for you?

Provide information literacy tools and activities to meet and assess information literacy learning outcomes.

Benefits

- You will be able to see the [competency statement](#) in the [Strategy](#), [Faculty IL plan](#) and [IL plan](#).
- You will be able to explore [IL learning outcomes](#).
- You will be able to explore [ICMAs / U120 case studies](#).
- You will help student and daily life.
- You will be able to see [how to integrate IL in your module](#) be presented with a [downloadable set of demonstration cards](#).

The savings and added value

- You will save time as [you will be able to see the competency statement in the Strategy, Faculty IL plan and IL plan.](#)

Library Services Module Support

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How to integrate information literacy in your module

Information literacy learning outcomes and framework

The Open University's Undergraduate levels framework details a range of expected skills across the undergraduate levels and includes indicators for IL:

- Level 1.** Develop your skills in finding, selecting and using information or data in defined contexts.
- Level 2.** Find, critically evaluate and use information or data accurately in a range of contexts.
- Level 3.** Find, critically evaluate and use information or data accurately in complex contexts.

The [information literacy levels framework](#) lists more detailed information literacy learning outcomes for levels 1-3. This can help inform expected skills and activities at the different levels, and help to support progression in IL skills development. See the [About](#) page within the levels framework for more information. To help you think about learning outcomes for IL at different levels, we have produced a downloadable set of demonstration cards.

Our [Integrating information literacy into the curriculum booklet](#) shows how information literacy can be successfully built into programmes of study and what support is available from Library Services to help you achieve this.

Faculty information literacy policies

Library Services Module Support

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Faculty information literacy policies



Image: Stephen & Claire Farnsworth, flickr.com



Thank you!



Helen Clough
h.a.clough@open.ac.uk

Stephen Gray
s.v.gray@open.ac.uk

Image: Vanessa Pike-Russell, flickr.com