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Ensuring information literacy survives in a changing HE world

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This session will look at:



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How is IL teaching and support developing?

What factors are influencing IL?

Do we need to rethink our strategies and approaches to IL teaching and support?

Why introduce an Academic Skills Strategy at Leeds University?

Is Information Literacy at risk?

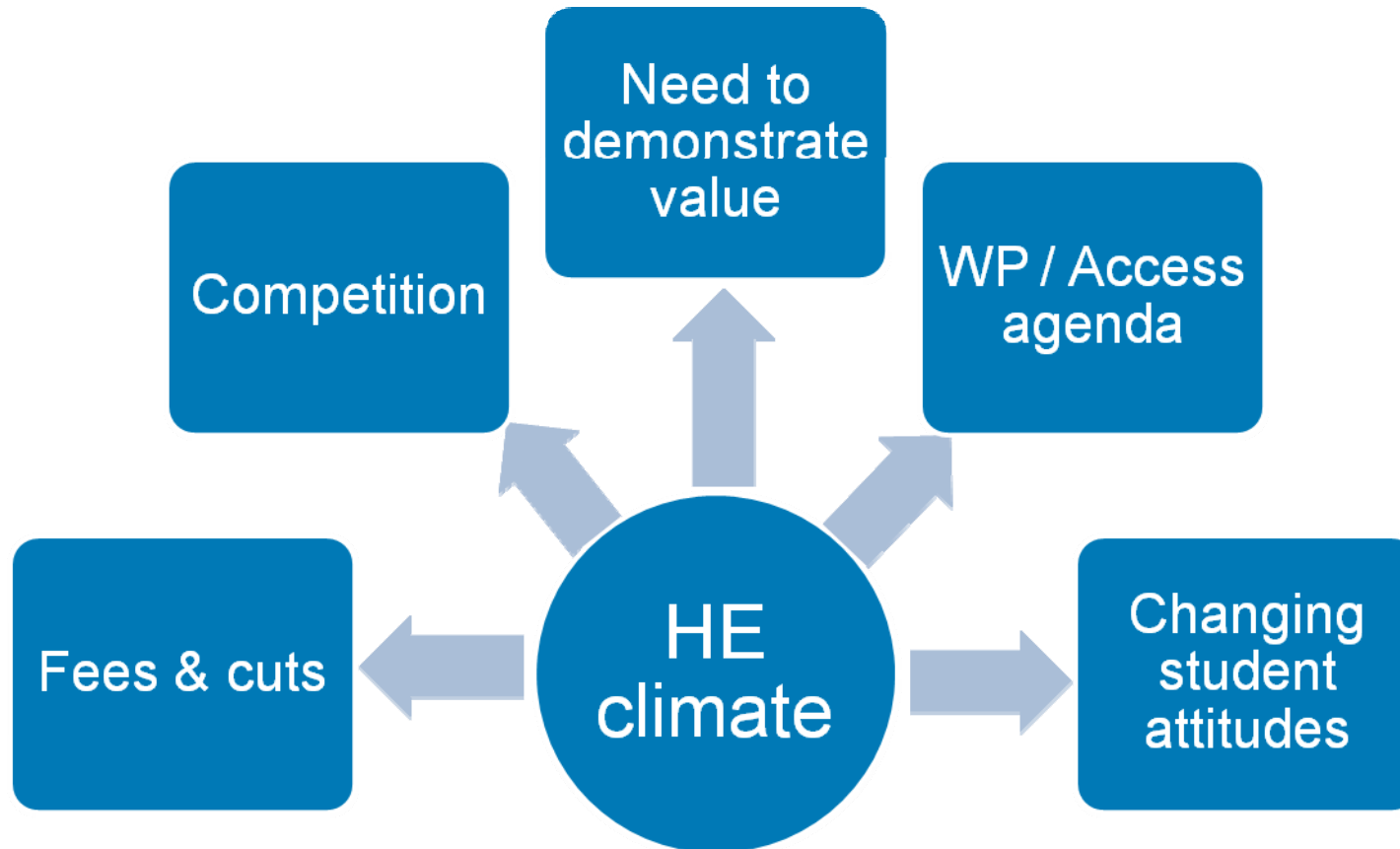


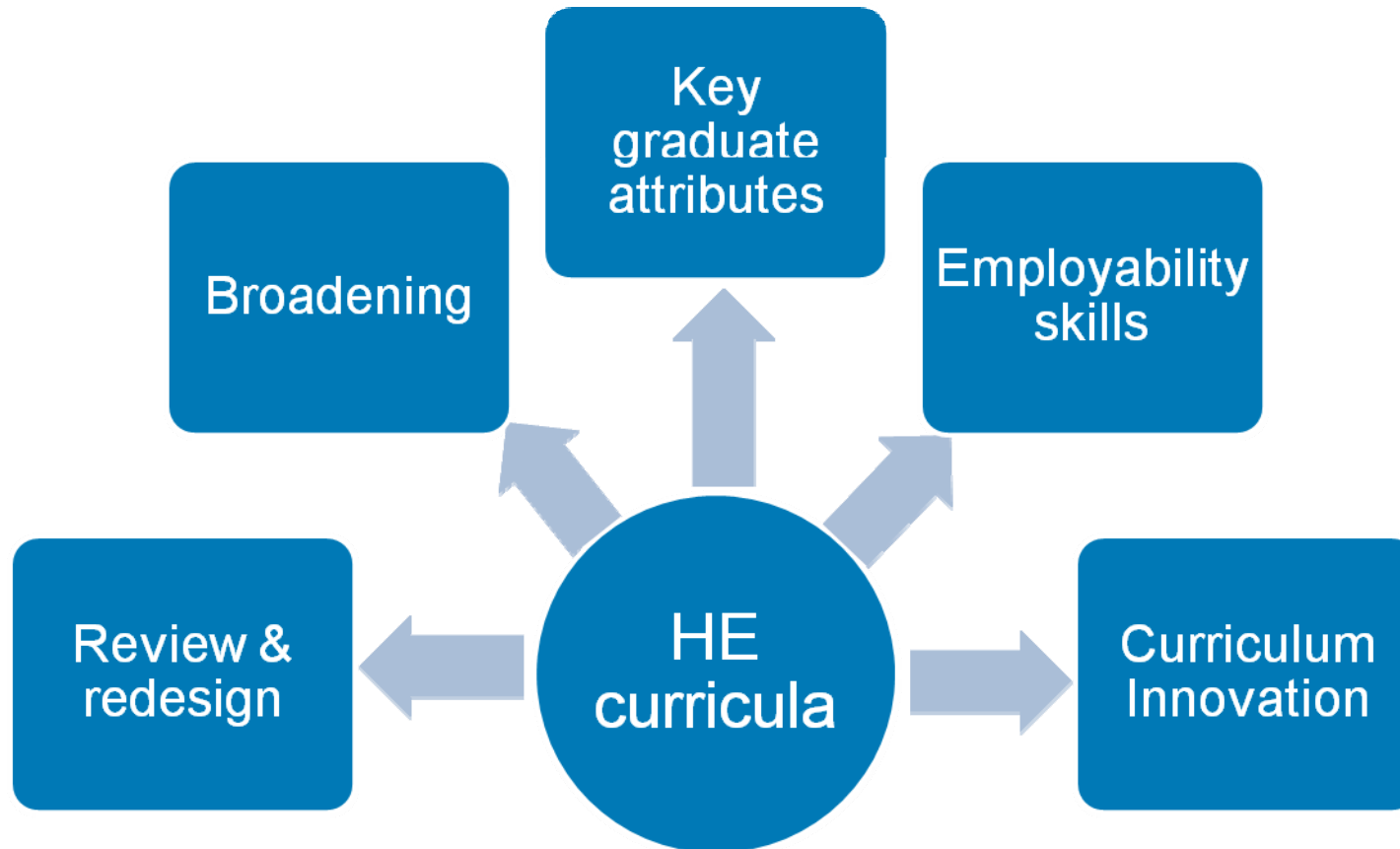
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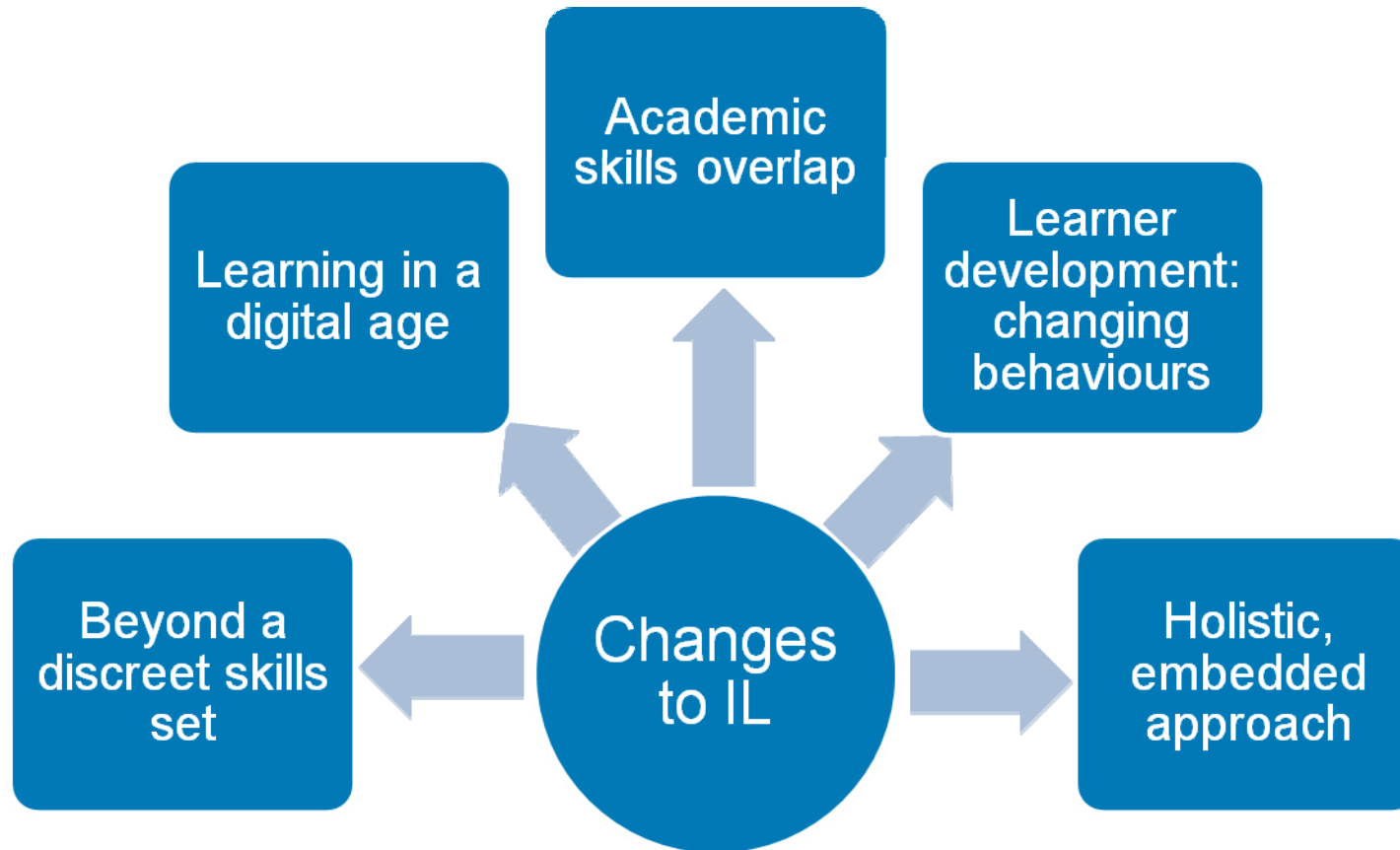
Let's look at the:

- External influences
- Internal pressures
- Changes to IL itself











- Curriculum Review
- Leeds for Life
- Learning Development
- Employability

“We want Leeds students to go out into the world and make a difference, and it’s our responsibility to make sure they have the confidence and creativity and the skills to do that.”

Professor Vivien Jones, Pro-Vice-Chancellor for Student Education

At Leeds University Library...



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Academic Skills, including Maths support, transferred into Library in 2006

Considered how to work together: AS, IL and Faculty Teams

Considered how to bring AS and IL together (IL much more embedded in curriculum)

Started to develop an AS strategy for the University

Developing a strategy



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Series of internal meetings / awaydays, looking at different scenarios:



Continue separate provision (and teams) for IL / AS

Merge IL / AS: Central Team provides generic support & Faculty Teams subject-specific

Resources and support for academic staff to deliver skills teaching

Online only provision

Developing a strategy



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Strategy Agreed

- Merger of IL and AS
- Central team of expertise to:
 - provide generic support
 - help Faculty Teams provide subject teaching in curriculum

Strategy rolled out

- Through University:
- Learning & Teaching Strategy Management Team
 - L&T Board
 - All Faculty L&T committees



“The aim is that by 2015 all Faculty Team Librarians will be able to deliver the full range of academic skills, with the exception of Maths support. The Skills@Library Team will provide strategic direction and a high level of support to both Faculty Team Librarians and academic staff for this, particularly in the area of learning technologies.”

Why this approach?



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- Collaborative approach
- Integrated IL / AS
- Embedded, subject-specific
- Developmental
- Package for Faculties
- Fits into University curriculum initiatives



Part 1 Ensuring AS embedded in curriculum

- Discussions with schools
- Scope existing AS / IL provision, incl. that provided by academic staff
- Gather evidence of impact
- Influence Curriculum Review



Part 2 Supporting & developing staff

- Involve Faculty Librarians in AS teaching
- Hold summer school to expand skills / knowledge
- Scope roles within all teams



Graduate Skills Module (TPG) Food Science



Faculty Librarian, Skills Advisor, Academic Staff



Information retrieval & evaluation, scientific writing, research design, data analysis, basic stats



Online tutorials e.g. critical thinking, plagiarism & Workshops e.g. Endnote, academic writing



Recognise changing nature of HE environment, curricula and IL itself

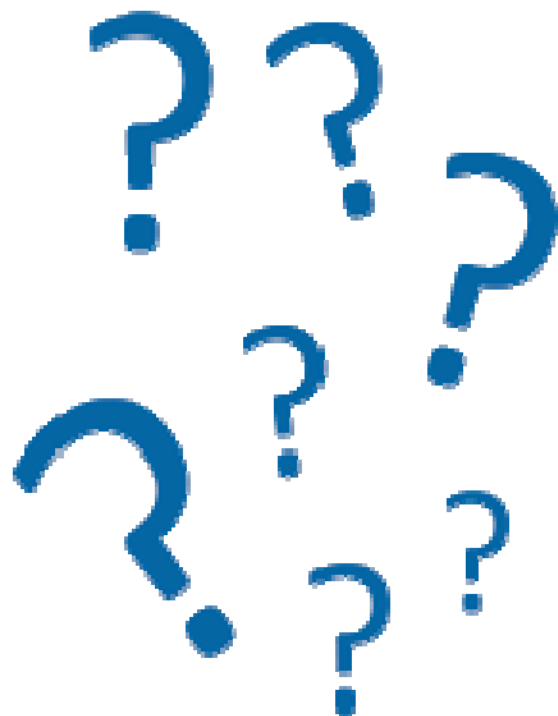
- Link it to key University agendas & strategies

Place it within a wider skill set to demonstrate links, connections, transferability

- Don't limit it to a narrow scope so stakeholders fail to see relevancy and value

Promote holistic development of students to gain both learning and employability skills through IL

- Gather evidence of impact and value of IL





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