

# Why, why, why DELILA? A program to promote the open sharing of our information literacy and digital literacy teaching material

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# Why, why, why DELILA?

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- Developing Educators Learning and Information Literacy for Accreditation
- PGCert could make use of generic Information and Digital Literacy material
- Many librarians have already created valuable resources
- Sharing helps model best practice
- Sharing saves time and money
- Sharing is good for your institution and your reputation
- Why, why, why LSE and UoB?



# Project overview

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- JISC/HEA funded as part of the OMAC strand
  - <http://www.heacademy.ac.uk/ourwork/teachingandlearning/oer/phase2?tabIndex=2#tab3>
- LSE lead – Jane Secker
- UoB partner – Nancy Graham



# Aims and objectives

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- To provide a model of embedded digital and information literacy support into teacher training at higher education level;
- To release a small sample of open educational resources to support embedding digital and information literacy education into institutional teacher training courses accredited by the HEA including PGCerts and other CPD courses;
- To customise local repositories to provide access to these resources.



# Work packages

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1. IL Audit
2. Mapping of digital/information literacy to HEA framework
3. Review of content to ensure content can be made open
4. Conversion of material to appropriate format (licensing etc)
5. Repository customisation
6. Deposit of content
7. Dissemination and publicity
8. Quality control and evaluation

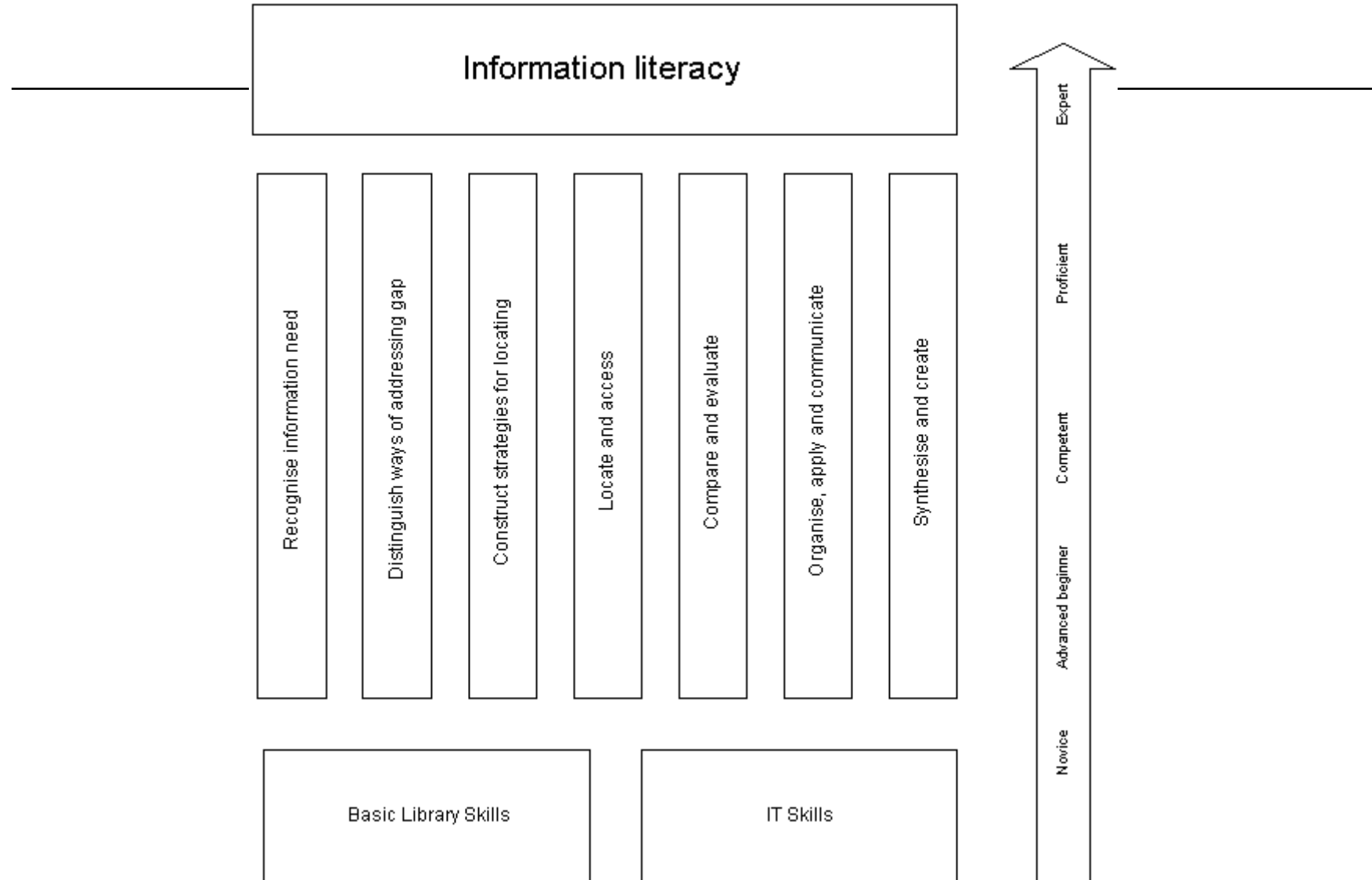


# Frameworks

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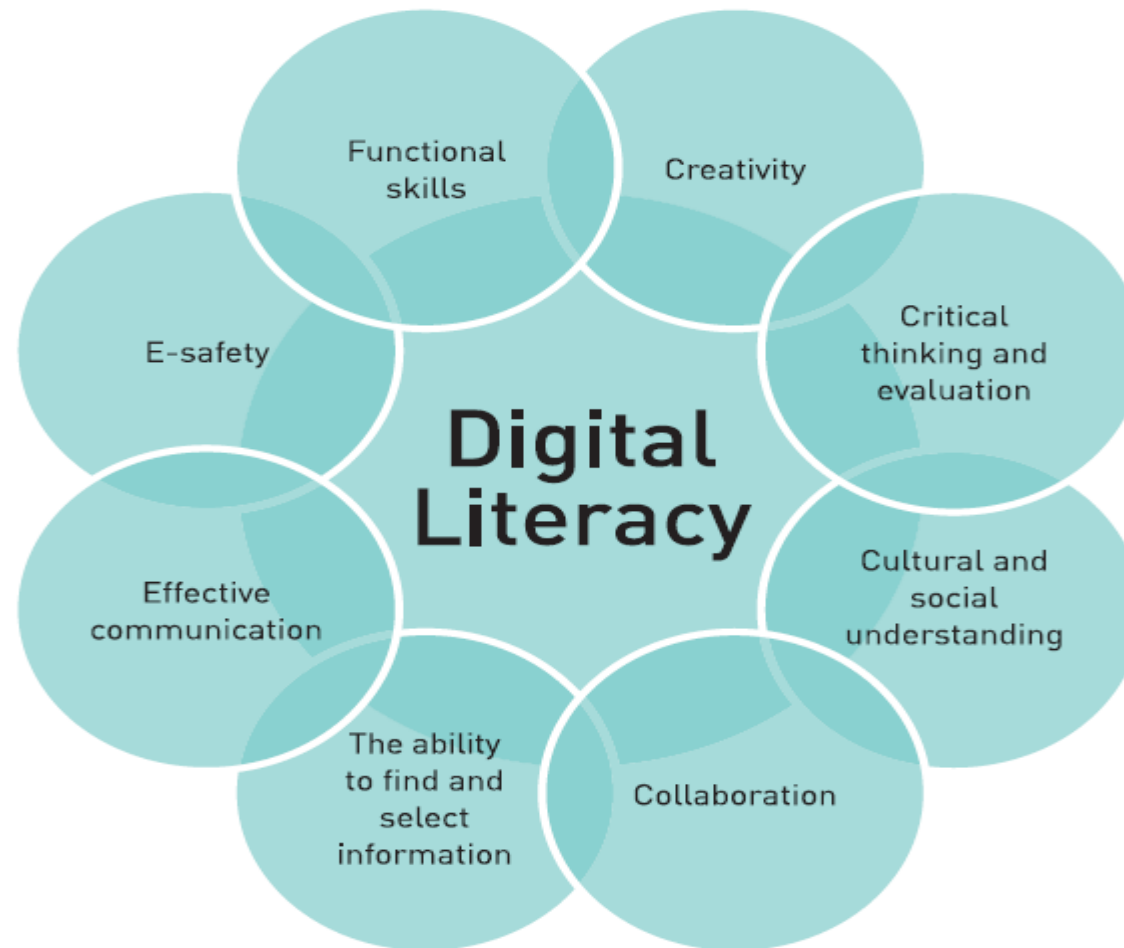
- UKPSF (UK Professional Standards framework)
  - <http://www.heacademy.ac.uk/ourwork/universitiesandcolleges/accreditation/ukpsf>
- CORRE framework (Content. Re-Use and Repurpose. Evidence.)
  - <http://www2.le.ac.uk/departments/beyond-distance-research-alliance/projects/otter>
- FutureLab Digital Literacy framework
  - [http://www2.futurelab.org.uk/resources/documents/handbooks/digital\\_literacy.pdf](http://www2.futurelab.org.uk/resources/documents/handbooks/digital_literacy.pdf)

# SCONUL 7 Pillars



# Digital Literacy framework

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# Review process

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- Worked examples:
  - Follow a template – overview; resources available; format; credits/hours; which parts of IL/DL frameworks met; which parts of UKPSF met; module breakdown
  - LSE
    - Already has material embedded in their PGCert
    - Worked example has timings etc
  - Bham
    - Doesn't have material embedded in PGCert
    - Used generic material which fitted nicely with existing modules in PGCert



# Practical process of the audit

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- ❑ Comprehensive spreadsheet
- ❑ Volume of material
- ❑ Getting release of material signed off
- ❑ Generic topics covered
- ❑ UoB – Information Literacy and LSE – Digital Literacy
- ❑ Gap analysis



# Review against existing frameworks

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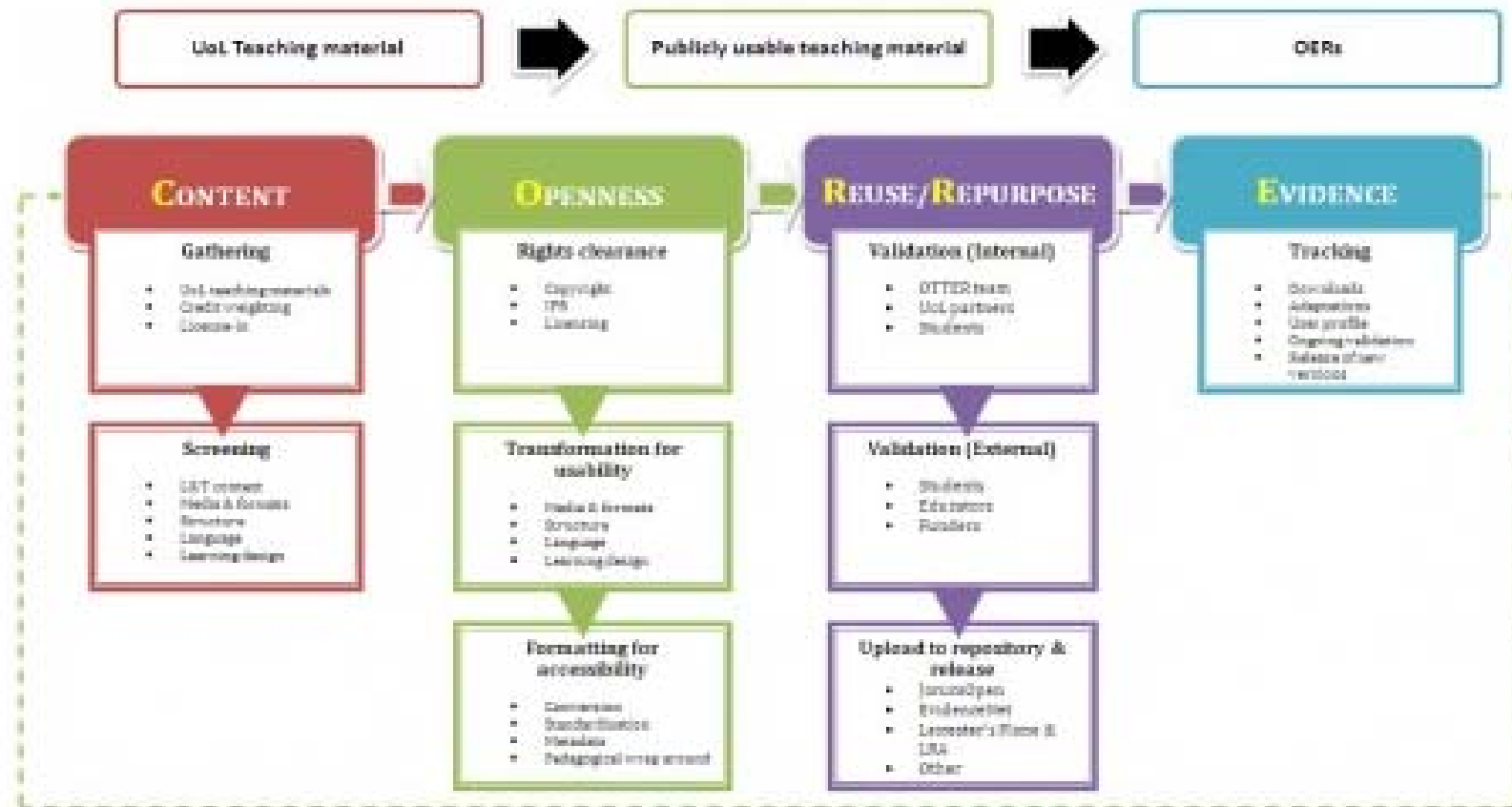
- ❑ Review against UKSPF, SCONUL 7 Pillars (S7P) and OER best practice
- ❑ Aim to enhance value of material by increasing it's opportunity and likelihood of re-use
- ❑ Created 4 worked examples
- ❑ No clear digital Literacy frameowkr equivalent to S7P

# UKPSF standards

## THE STANDARDS

Standard descriptor	Examples of staff groups
1. Demonstrates an understanding of the student learning experience through engagement with at least 2 of the 6 areas of activity, appropriate core knowledge and professional values; the ability to engage in practices related to those areas of activity; the ability to incorporate research, scholarship and/or professional practice into those activities	Postgraduate teaching assistants, staff new to higher education teaching with no prior qualification or experience, staff whose professional role includes a small range of teaching and learning support activity
2. Demonstrates an understanding of the student learning experience through engagement with all areas of activity, core knowledge and professional values; the ability to engage in practices related to all areas of activity; the ability to incorporate research, scholarship and/or professional practice into those activities	Staff who have a substantive role in learning and teaching to enhance the student experience
3. Supports and promotes student learning in all areas of activity, core knowledge and professional values through mentoring and leading individuals and/or teams; incorporates research, scholarship and/or professional practice into those activities	Experienced staff who have an established track record in promoting and mentoring colleagues in learning and teaching to enhance the student learning experience

# CORRE framework





# Conversion to OER

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- ❑ Learning curve quite steep
- ❑ Challenges mostly due to inexperience!
- ❑ IPR issues
- ❑ Review content
  - 3<sup>rd</sup> party content most common issue
  - Dealing with screenshots
- ❑ Add Creative Commons information
- ❑ Metadata



# Customisation of IR

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- ❑ IRs increase the visibility of material
- ❑ IRs assign permanent urls for content
- ❑ Additional metadata for OERs
  - ❑ Based on UKLOM standard
  - ❑ 7 Pillars, UKPSF
  - ❑ JORUM requirements
- ❑ Both UoB and LSE use ePrints repository software
  - ❑ Customise display of OERs
  - ❑ Layout improved to show key OER metadata at a glance
  - ❑ Thumbnails of PDF's and Office docs displayed automatically



# Customisation of IR (cont...)

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- Aim to look similar to HumBox
  - <http://www.humbox.ac.uk/>
- Currently looks like this:
  - <http://epapers.bham.ac.uk/762>
- New version:
  - <http://epapersnew.bham.ac.uk/165/>
- CC licence and metadata added, and external screenshots removed
- Links to Web 2.0 (Facebook, Twitter, Delicious)
- LSE have a created a new instance of their repository.  
A test version is up and running



# Content deposit

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- Identify deposit workflows
- Investigate automatic harvesting and direct download options
  - SWORD (Simple Web-service Offering Repository Deposit )
- Investigate manual deposits



# External evaluators and critical friends

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- Aids transparency
- Different point of view
- Helps to ensure project achieves what it was intended to
  
- Template for evaluation
  - <http://delilaopen.wordpress.com/2011/03/17/evaluating-open-educational-resources-draft-criteria-now-available/>



# Promotion

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- Web 2.0 dissemination
  - Blog - <http://delilaopen.wordpress.com/>
  - Tweet - @jsecker; @cathrobertson; @msnancygraham; #UKOER; #DELILA
- Conferences
  - LILAC(!)
  - OER
- Journal papers
  - Journal of Information Literacy
  - ALISS Quarterly
- Workshop
  - July 26<sup>th</sup> at Senate House / Stewart House
- Final report – due August 2011



# Inter-institutional Collaboration

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- LSE is the lead, Bham partner
- Project teams chosen for skills of individuals
  - Different leads for different work packages
- Steering group
  - Meets 4 times a year
- Dropbox to share docs
- Partner project – CPD4HE
- Critical friend
  - Sandra Griffiths (Queens University, Belfast)
- Project part of Information Literacy Group



# Lesson learned

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- Improve creator workflow
  - Record teaching material creation in a single place
  - Keep IL/DL material in a single place
  - Make OER considerations such as embedding CC information etc, early on
  - Individuals to submit their best material regularly
  - UoB considering changing other items in repository to match look and feel of DELILA items



# Issues

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- IRP issue ongoing
- CC licences
  - <http://office.microsoft.com/en-gb/results.aspx?qu=creative+commons>
- Reusing LSE/UoB material

Any questions?

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<http://www.frikipix.com/web/question-mark-cat/>