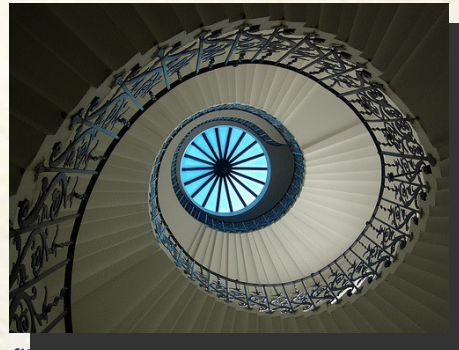


Librarians as teachers integrated with the curriculum



[flickr.com/photos/mcginnly/2197675676](https://www.flickr.com/photos/mcginnly/2197675676)

Dr Jane Secker

London School of Economics and Political Science

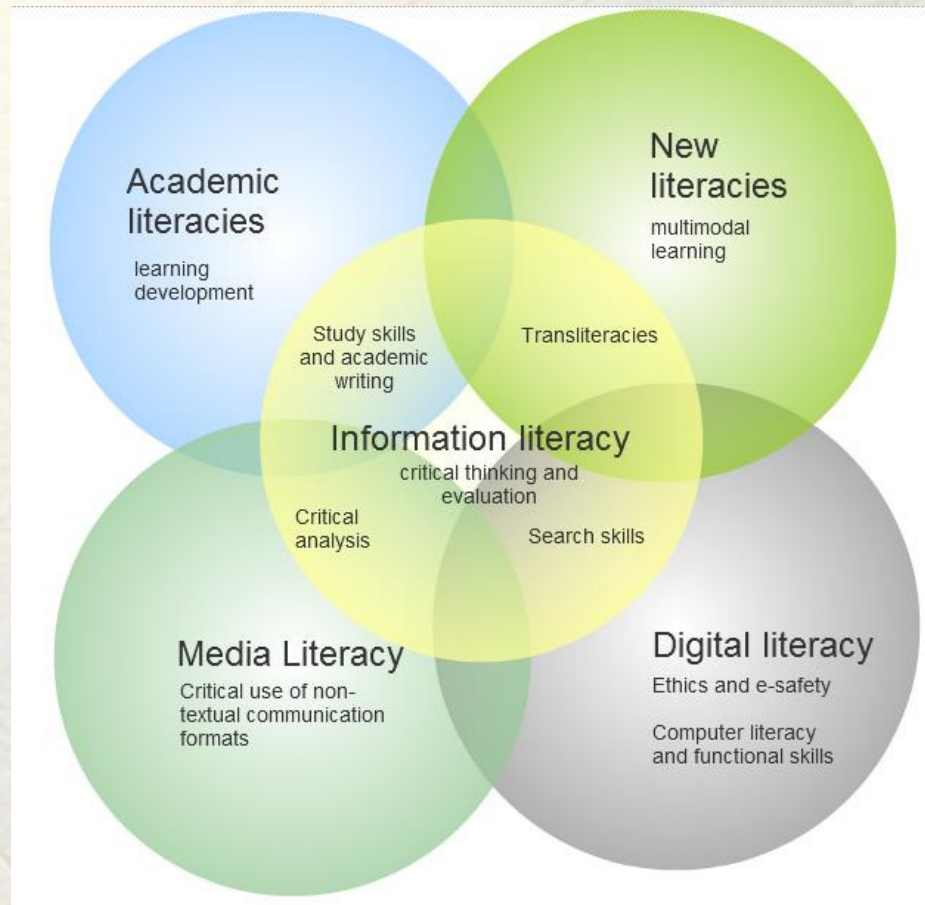
j.secker@lse.ac.uk @jsecker

Future Strategies for University and College Libraries

18th October 2012

Librarians as teachers.....

- We are talking about **information literacy (IL)**
- But what do we mean?



Why does IL matter still?



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Research at
University of
Cambridge,
Arcadia
Programme

May – June
2011

Academic
advisor:
Professor John
Naughton

Develop a new, revolutionary curriculum for information literacy in the digital age

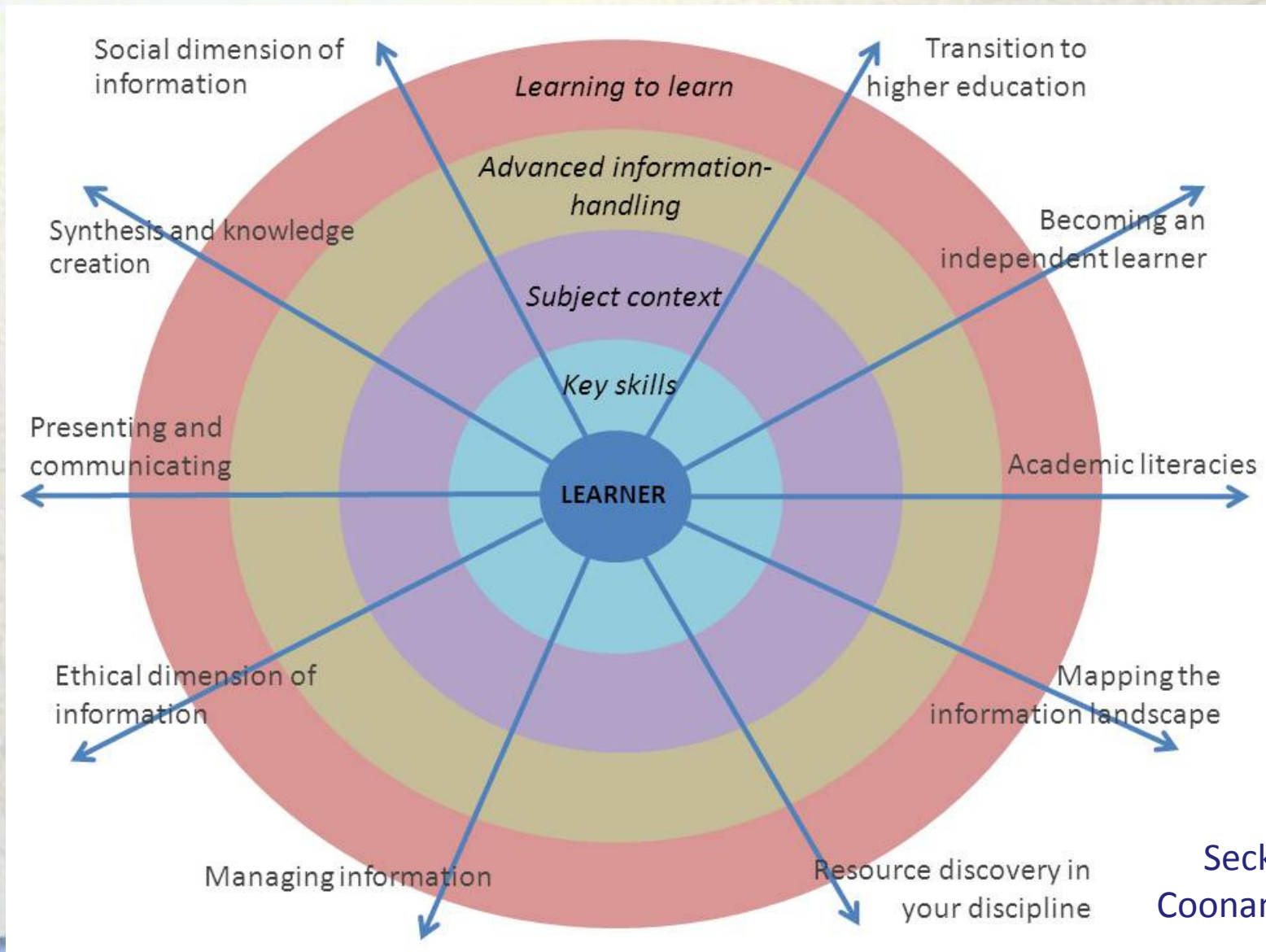
Jane Secker & Emma Coonan

Understand the needs of undergraduates entering
HE over the coming 5 years

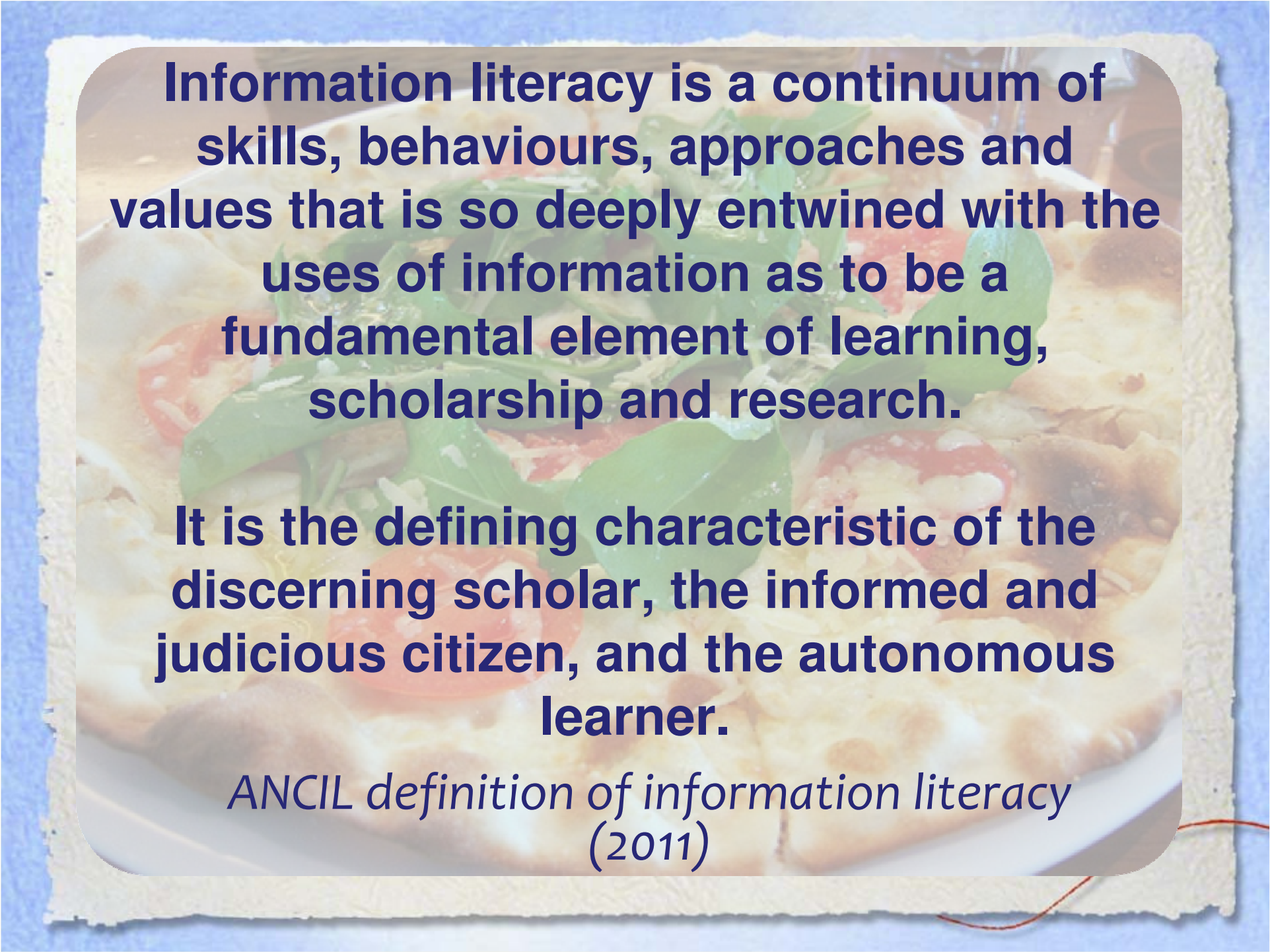
Map the current landscape of information literacy

Develop a practical curriculum and supporting resources

ANCIL: rethinking IL



Secker &
Coonan (2011)



Information literacy is a continuum of skills, behaviours, approaches and values that is so deeply entwined with the uses of information as to be a fundamental element of learning, scholarship and research.

It is the defining characteristic of the discerning scholar, the informed and judicious citizen, and the autonomous learner.

*ANCIL definition of information literacy
(2011)*

What do we know about IL?

- Needs to be taught in context: discipline, level
- Value needs to be recognised by faculty and curriculum designers
- Needs support at an institutional / strategic level
- Is not the preserve or saviour of the library



Photo by [Michael Newton](#) licensed under Creative Commons

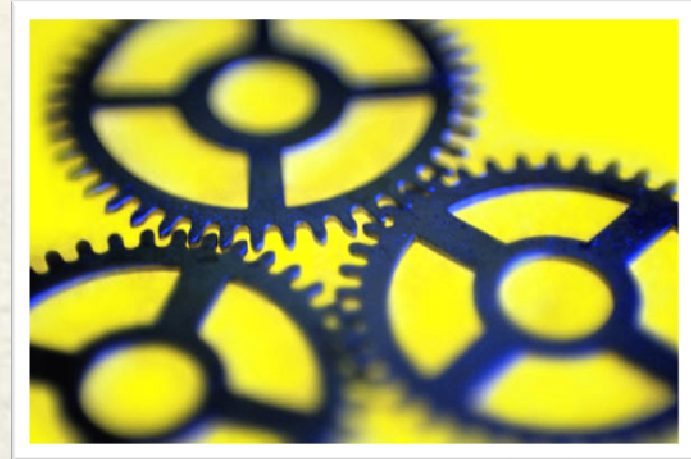
Transitional : Transferable : Transformational

Embedding vs integrating?

- We really mean is *integrating*
- Thus, IL is about changing the curriculum = challenging!
- Academics need an impetus for change which may be:
 - Improving student achievement
 - Graduate attributes / employability
 - Higher Education achievement report (HEAR)
 - Technological developments
 - Changing student expectations / fees

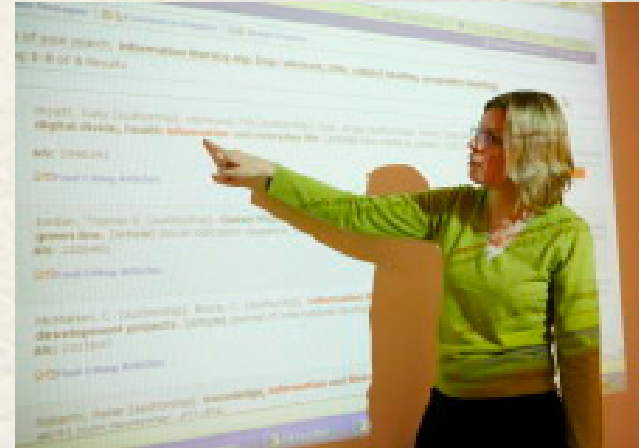
Joining up support

- ANCIL is not prescriptive about who teaches information literacy
- Success involves joining up IL provision across the institution
- A curriculum or *syllabus* can identify roles and responsibilities and make IL visible



The role of staff development

- Librarians to be teachers
- Educational developers to recognise the need for IL
- For faculty to design an 'aligned' curriculum
- For faculty, educational developers and librarians to work in partnership



Case studies from LSE

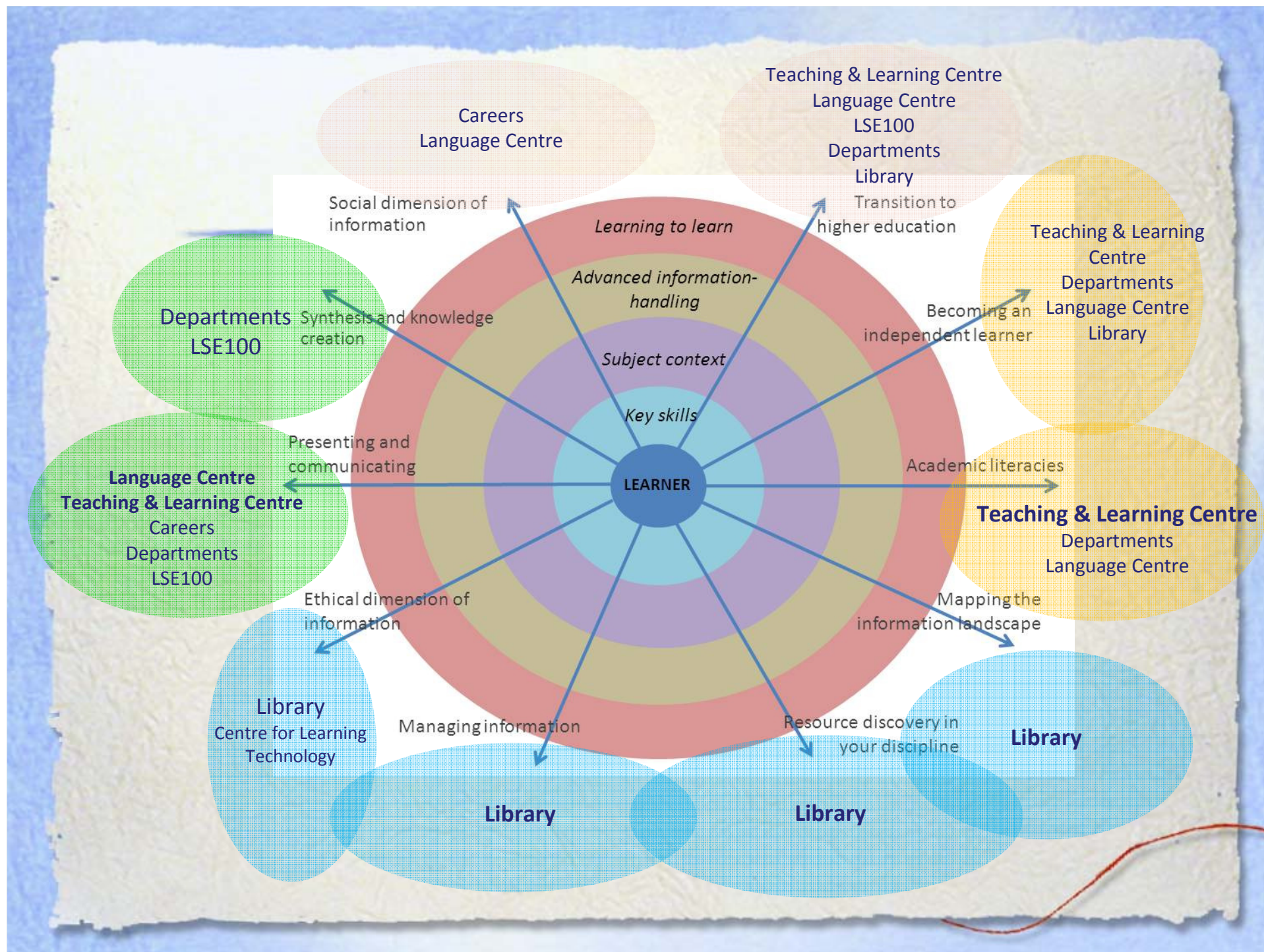
- ANCIL institutional audit
- Integration of information literacy and educational technologies into teacher training



ANCIL as an audit tool

- Piloted by Katy Wrathall as phase 2 of Arcadia research from October – December 2011
- Interviews a key way of gathering information about provision across the institution using ANCIL
- At LSE interviews with deans, academics & support staff
- Questionnaire for Academic Support Librarians
- Also used student focus groups
 - How prepared are they for study in HE
 - What support students they need
 - Their preference for delivery





Key findings: students

- Information use is driven by reading lists and resources in VLE
- Dependent on lecturers for direction
- Unaware of expertise of librarians and more likely to seek support from Careers, IT Training, Teaching and Learning
- No coordination between departments and services
- Seek help at point of need (or crisis?)
- Often don't know about key information resources and how librarians can support them



Integration into teacher training

- First step to changing academic practice is to integrate into PGCert taken by new staff and graduate teaching assistants
- Course design already encourages Biggs notion of 'curriculum alignment'
- Sessions on new technologies, 'digital natives' and information and digital literacies
- Librarians taking PGCert
- These teaching resources released as Open Educational Resources via [LSE Learning Resources Online](#)



In conclusion

- Information literacy is vital for learners to be successful in the digital age
- ANCIL offers a broader way of thinking about information literacy
- IL needs to be taught in context and collaboratively
- All staff need to be information literate and to understand its importance to learning
- Integration into the curriculum is vital but librarians need to be prepared for this enhanced role

Further reading

- ANCIL Curriculum and related documents:
<http://newcurriculum.wordpress.com>
- ANCIL You Tube video: <http://www.youtube.com/watch?v=vY-V2givliE>
- Biggs, John (1996) 'Enhancing teaching through constructive alignment', *Higher Education* 32(3), pp.347-64
- Bartlett, J and Miller, C (2011) Truth, lies and the Internet. Demos report. Available at:
<http://www.demos.co.uk/publications/truth-lies-and-the-internet>
- Beetham, Helen, Lou McGill & Alison Littlejohn (2009) Thriving in the 21st century: learning literacies for the digital age (LLiDA report). Available at:
<http://www.academy.gcal.ac.uk/llida/outputs.html>