From information literacy to the learner journey:

using what academics really think to develop the teaching offer at the University of Worcester

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We knew we had some fantastic pockets of integrated IL but it wasn’t across the board
1st year - using Library Search
2nd year - advanced search techniques
Final yr - systematic reviews and referencing tools
The challenge – this menu is focused on library skills.

How can we address curriculum/student needs?
The learner journey:

The study, research and information skills that students bring to university with them and develop throughout the course of their degree programme

What expectations do staff have? How are these articulated amongst course teams and to students?
Our manageable little project grew somewhat...
Drilling down into the data: what did staff tell us?

They agreed that students should be independent learners – but didn’t agree on much else!
For example, this relates to final year undergraduates:

“I would expect a publishable standard of writing from the most able students”
But so does this!

“Some students still appear to not understand what the differences are between peer reviewed journals and magazines. Some still struggle to understand that what they think of as their original has to be referenced as someone has had that idea before them”
Themes from research

- Learner independence & staff frustration
- Assumptions & expectations
- Confidence
- Transition, progression & developing skills in the curriculum
- Demographics
- Practitioner vs researcher tension
- Employability
- Technology
What have we done with this data?
Revisiting the **menu**

1st year - developing student confidence

2nd year - making the transition to independence
It includes a quick navigation menu organised by level & student need

<table>
<thead>
<tr>
<th>Level</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
<th>Level 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developing confidence as an HE learner / supporting transition to HE</td>
<td>Preparing for the first assignment</td>
<td>Understanding feedback on the first assignment / developing resilience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consolidate skills learnt at level 4 / increase learner independence &amp; confidence</td>
<td>Catch up on skills not learnt at level 4</td>
<td>Preparing for independent study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preparing for independent study</td>
<td>Develop confidence and familiarity for top-up students</td>
<td></td>
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<tr>
<td></td>
<td>Familiarisation for those who studied elsewhere at L4-6</td>
<td>Understanding of expectations of level 7 study, particularly for international students, or those returning to study</td>
<td>Planning a L7 dissertation</td>
<td></td>
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</tbody>
</table>
Each level of study is linked to evidence from our research

3.2 Level 4
You said:

- Students need to use the library ‘proficiently’

- Students need hand-holding and confidence building. They need the resources to cope when a search doesn’t work the first time. They need to embrace academic debate rather than ‘find the right answer’

- Staff challenge the use of Wikipedia, discuss sources in class, and use Resource Lists to signpost quality material and scaffold learning

- Level 4 students will primarily use textbooks for information
Student need

Suggested interventions

Delivery recommendations

How the menu is organised

E.g. making the transition to Higher Education

E.g. subject relevant tasks, using basic search tools & evaluation of types of source

Including:
- timing (when & how long)
- delivery examples
- beyond the classroom

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How the menu is organised

Student need

E.g. making the transition to Higher Education

Suggested interventions

E.g. subject relevant tasks, using basic search tools & evaluation of types of source

Delivery recommendations

Including:
- timing (when & how long)
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E.g. @Dr_Sarah_P
“Serving” the menu
Auditing what we do

<table>
<thead>
<tr>
<th>Institute of Humanities/ Institute of the Arts</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses/subjects</td>
<td>4</td>
</tr>
<tr>
<td>CPWT Creative Writing</td>
<td>Meets many criteria in teaching policy</td>
</tr>
<tr>
<td>ELAN English Language</td>
<td>Meets some criteria in teaching policy</td>
</tr>
<tr>
<td>ENGL English Literature</td>
<td>Meets some criteria in teaching policy</td>
</tr>
</tbody>
</table>
Developing a learner journey self-audit tool for course teams

@Dr_Sarah_P
Thanks for listening!
Any questions?

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