A word about terminology...
A New Curriculum for Information Literacy (ANCIL)

Diagram:
- Learning to learn
- Advanced information-handling
- Subject context
- Key skills
- LEARNER

Branches:
- Social dimension of information
- Transition to higher education
- Becoming an independent learner
- Academic literacies
- Mapping the information landscape
- Resource discovery in your discipline
- Managing information
- Presenting and communicating
- Ethical dimension of information
- Synthesis and knowledge creation
LSE Context

- LSE: specialist social science institution – world class library
- Highly ranked for research
- Cosmopolitan students - relatively small undergraduate population
- Compulsory core course for undergraduates (LSE100)
- Traditional teaching and assessment
- Moodle used by all courses for readings and resources
Why audit?

- To inform Library / CLT teaching provision
- To highlight good practice and any gaps in provision
- Put information literacy on the agenda at LSE
Methodology

- Interviews with key members of staff to explore provision in central support departments,
- Interviews with Deans of UG and PG Studies
- Interviews / online survey with academic staff
- Questionnaire for Academic Support Librarians
- Student focus groups
  - How prepared are they for study at LSE
  - What support students they need
  - Their preference for delivery
Results of the audit

- Not embedded
- Belief that IL is important: find, evaluate and manage
- Some good practice but inconsistent
- Time main barrier
- Students ‘should’ have IL skills
- Information use largely driven by reading lists and resources in Moodle

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Developing an LSE Framework

- Covers digital and information literacy
- Based on ANCIL and other frameworks
- Purpose to inform academics and provide examples
- Enable mapping of existing provision
- Tool can be used by teaching librarians and learning technologists

Building IL partnerships

- Collaboration with academics
- Closer working between librarians and learning technologists
- Aligning digital and information skills programmes
- Working with Teaching and Learning Centre and educational developers
- Joined up approach to liaising with academic departments
Embedding IL in the online environment
Student ambassadors

- Used in several JISC Digital Literacy projects
- Will be piloting this as part of 1 year SADL project
- Recruiting 20 undergraduates from Statistics and Social Policy
- Planning workshops, reflection, peer support and more...

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http://lsesadl.wordpress.com
Working with schools
What does success look like?

- How do we measure embedded IL?
- Is it sustainable and scalable?
- Are there staff development needs?
- Do we repeat the audit?
- The future......
Further reading and resources


Bell, Maria and Moon, Darren and Secker, Jane (2012) *Undergraduate support at LSE: the ANCIL report*. The London School of Economics and Political Science, London, UK. Available at: http://eprints.lse.ac.uk/48058/


Thank you

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