UAL Library Services information literacy learning outcomes

This document contains information literacy learning outcomes devised for UAL Library Services. They are intended to be used by librarians when planning teaching sessions with students and/or staff.

They are not intended to be prescriptive, rather they should be understood as a ‘bank’ of learning outcomes, from which you can select the most appropriate ones for the group you will be teaching.

How many you select each time is your choice, although we would recommend selecting the one or two key outcomes you would like the students and yourself to focus on and understand, rather than every possible outcome you foresee from the session.

Why have we done this? Why use learning outcomes?

Carefully selected learning outcomes play an important part in teaching students skills for life. They enable us to look beyond a checklist of resources to facilitating a more active style of transformative learning.

Across the department there are currently different levels and confidence in teaching practice. These outcomes can be used by those already facilitating an active style of learning and also provide a framework for those who aspire to.

Creative Attributes:

Although the learning outcomes were devised primarily with our own offer and priorities in mind they have been loosely structured under the UAL creative attributes. This enables us to more easily match our teaching to the aspirations of the courses themselves and to more persuasively explain the employability benefits of time given to information literacy teaching.

The new information skills offer document designed to promote our teaching practice to academic staff also closely links our teaching to the UAL creative attributes.

UAL Library Services information literacy learning outcomes

[1.0] Enabling proactive and agile researchers

[1.1] Proactivity // taking initiative

i. Navigate the physical spaces and collections of the library.

ii. Recognise the library is part of a wider information landscape which they are also able to navigate.

iii. Engage in the research process by undertaking independent, self-led research.

iv. Engage in active learning.

[1.2] Becoming an agile researcher

i. Have the skills to be an agile/responsive researcher; able to choose the approach most appropriate to the topic and information need.

ii. Employ flexible research techniques; recognising they may need to search across multiple formats/media in order to form a cohesive argument.

iii. Evaluate information and sources by such criteria as relevance and coverage, authority, accuracy, objectivity, currency, and peer review process.

iv. Assess sources in and out of context; engaging in interpretation using subjective and objective analysis.

v. Recognise that information has value, and that this value changes according to the context of use.

vi. Understands what is meant by ‘authority’ (extensive knowledge within an academic area) and recognises that this is constructed and contextual; it can be contested and changes according to the context of use.

[2.0] Empowering able communicators and collaborators

[2.1] Becoming an able and engaged communicator

i. Work effectively with a group; engage with peer learning, give and receive feedback.

ii. Collaborate and share ideas **(see Appendix one)**.

iii. Visualise/ demonstrate connections between concepts/ ideas (**see Appendix two**).

iv. Summarise and analyse information and experiences and use to formulate reasoned arguments.

v. Present their ideas.

[2.2] Collaboration // finding their place

i. Understand the academic terminology employed within their subject area (**see Appendix three**).

ii. Recognise they have a place in the wider academic community and can (and should) take part in the academic conversation (by engaging in creative research and output).

iii. Recognise that while information can be seen as a human right, it also has a commercial value, and is therefore not always accessible to all.

iv. Organise information in a cohesive manner (**see Appendix four**); citing references and producing bibliographies as a means of acknowledging and communicating their sources.

v. Understand copyright as it relates to their work.

[3.0] Equipping researchers with skills for life

[3.1] Curiosity // exploration

i. Build on existing knowledge; use research as exploration rather than as a tool to back up what is already known.

ii. Recognise research is a creative process; take an enquiring, analytical and explorative approach (**see Appendix five**).

iii. Understand connections between information sources and ideas, and be empowered to take risks in order to make further connections.

iv. Recognise the inter-disciplinary nature of ‘arts’ research (this can encompass, amongst other things, arts, design, materials, marketing, philosophy, science, management).

v. Identify and locate major journals in arts and design fields.

vi. Distinguish between and effectively use the diverse range of specialised sources specific to the field, including but not limited to:

Artist's books
Arts councils and arts information centres
Auction catalogues
Audio Visual (features, documentaries, artists films)
Books
Catalogues raisonnés
Ephemera
Exhibition catalogues
Forecasting resources
Industry publications
Major organisations/institutions within their subject area
Museum directories
Newspapers
Periodicals
Self-published/ marginalised voices (e.g. zines/ counter-culture publications)

vii. Utilise practical research techniques to access and navigate non-typical resources (otherwise known as special and/or archive collections).

viii. Interrogate and critically analyse an object; be able to read the object, making and taking meaning from it (see Appendix six).

[3.2] Confidence in their abilities

i. Match search approach to information need (e.g. databases, library catalogue, and google).

ii. Match appropriate sources to information need (e.g. books, articles, websites, reports, blogs, and catalogues).

iii. Respond to an information need by identifying the type of information needed, choosing the appropriate sources to search, access relevant information, evaluate the findings and select the most reliable information, and apply the findings to meet the need.

iv. Distinguish between primary and secondary sources.

v. Have awareness of the different search tools available when researching non-typical resources; special and archive collections research methodology, special collections databases etc.

vi. Locate accurate and authoritative information on the internet (whether using paid-for or open access resources).

vii. Locate images illustrating fundamentals of visual perception and design, by using a variety of image sources, including but not limited to subscription-based and open access image databases.

viii. Identify acceptable use of images.

ix. Employ complex and multi-faceted search strategies to retrieve specific information.

x. Select and evaluate information, and have the confidence to question what they find.

xi. Properly assign credit for the source of information and ideas by accurately citing both digital and print sources according to a specified style guide (Harvard).

[3.3] Resilience

i. Handle adversity in the research process; able to problem solve and overcome obstacles.

ii. Work with ambiguity, uncertainty and unfamiliarity (**see Appendix seven**).

Appendices

Appendix one

Example: Keyword swopping exercise

> Ask each student to generate a series of keywords for their topic, then ask them to swop lists with the person next to them and generate more terms for their peer's list.

Appendix two

Example: Mindmapping

> Show the class a short video of your selection, on a topic relevant to their work, for example this video on hipster culture/ authenticity (from Peter York's Hipster Handbook).
>
> Ask them to collaborate as a group on creating a mind map of terms related to 'authenticity' (you can do this by using free mind mapping software like 'Mindmeister'. All the students need is a computer/tablet with wifi).
>
> You may then ask them to devise a search strategy by using the terms they have generated.

Appendix three

Example: Keyword generating

i. Give each student (or small group) a copy of a text to read, ask them to create a list or mindmap of synonyms which can then be described/ used as keywords. Explain this should be part of their research practice going forward (to make synonym lists each time they read something).

ii. Give each student (or small group) a term (i.e., consumption, gender, modernity etc), ask them to use google images to search for images of that term. Build a collection of related images then transcribe the images to keywords.

Appendix four

Example: Reference management

> A session focusing on reference management (covering principles of referencing as well as how to use reference management software- Zotero / Mendeley etc).

Appendix five

This refers to researching across subject disciplines. One specific example would be this exercise from the ‘Creative library research’ session run with Academic Support at Conway Hall:

Ask students to pick books from the Conway Hall collection that they believe will be relevant to their work. When everyone has returned with their book ask them to pass the book to the person on their left (or right). Ask each student to connect the book they didn’t pick (which may seem irrelevant) to their topic and share ideas with the group.

Note- the ‘individual’ method may work best with more experienced students/researchers. For less experienced groups this can be a group exercise- ask each person to explain their topic, the book they’ve been given and what they think it’s about. The group can then contribute to discussions about each topic in relation to the books.

Appendix six

Example: Object handling

Give each student (or small group) an object (for example an Artists’ Book or Multiple). The object serves as their primary source. Without giving the students any further information ask them a series of questions which enable them to interrogate the objects. These could be related to the possible origin of the item or identity of the maker as well as how they could envisage the object contributing to their research.

The aim is to give the students confidence in their ability to physically read objects rather than just text-based resources.

Appendix seven

This relates to supporting students engaged in dissertation or major project planning, as well as PhD level researchers.