UNIVERSITY CAMPUS SUFFOLK

LIBRARY AND INFORMATION LITERACY SESSIONS

APPLIED SOCIAL SCIENCES
BUSINESS, LEADERSHIP & ENTERPRISE

BECKY BLUNK, SUBJECT LIAISON LIBRARIAN
This booklet provides an outline of the sessions that are available for your students. It is the intention that these sessions relate to the information literacy competencies outlined in the Information Literacy Policy document for UCS (included). This booklet has been developed with the assistance of Sarah Robinson (SLL at UCS) and the JISC-funded SMILE project from the University of Worcester.

If there are additional aspects of library or information literacy that you like to see covered, please let me know.

Please contact me to arrange sessions for your students.

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University Campus Suffolk Information Literacy Policy

As students face challenges navigating the rapidly increasing volume of information and coinciding development of technology in our society, they must develop information literacy skills. The library is committed to providing and delivering exceptional support to facilitate students in order to successfully flourish in this information-rich environment, as well as in their future endeavours as independent lifelong learners or employees.¹

The “Information Literate” Graduate

The strategic priority of the Library services Information Literacy Policy is to contribute to providing a high quality student experience that produces confident, employable, enterprising students.² We will do this by establishing the link between the students’ learning to the world of work through library session content, learning activities and the development of transferable and employability skills.³

Specifically, we will work towards the production of graduates who are information literate, and are subsequently able in a professional context to:

- Recognise the concept of information literacy as a graduate attribute and a prerequisite for lifelong learning.
- Understand economic, legal, social and cultural issues relating to the use of information.
- Access and use information ethically and legally.
- Classify, store, manipulate and redraft information as appropriate.

Institutional Context for Information Literacy Policy

The library’s information literacy programmes will be informed by and reflect the objectives of the:

- University’s Strategic Plan 2010-2015
- University’s Learning, Teaching & Assessment Strategy
- UCS Ipswich Library Service Development plan for academic years 2011/12-2013/14

Specifically the vision aim of Development and delivery of an information portal, including digital information literacy tools. Based on the SCONUL 7 pillars on information literacy, the Library will work closely with other areas of

¹ Adapted from the UCS Information Literacy Mission Statement


³ Adapted from the UCS Learning, Teaching and Assessment Strategy development considerations
Learning Resources to provide core academic skills including, sourcing and researching appropriate materials, referencing-principles and the use of tools, and aspects of academic integrity-plagiarism, copyright.

- UCS Self-Assessment, Review and Evaluation Report 2011/12
- UCS Libraries Development Review and Statistical Summary 2011/12

**Definition of Information Literacy**

Information literacy is a continuum of developing scholarly, cognitive practices in which students are able to recognize the need for information and actively engage in skills, behaviours, approaches and values which enhance the fundamental foundation of their learning, scholarship, research, and employability.

The information literate person can:

- Recognize a need for information, whilst understanding the production of knowledge, both realised and undiscovered, is infinite.
- Survey their level of knowledge, and, as a result, conclude what information is still needed.
- Construct efficient and effective strategies for locating, required, pertinent information through the use of practical searching techniques.
- Collect, Locate, and access necessary information, including an understanding of the composition and construction of data, statistics, etc.
- Compare and critically evaluate the information they retrieve, including knowledge of research processes and their implications.
- Assimilate discovered information into their existing knowledge base whilst managing the information professionally and ethically.
- Apply, synthesise and demonstrate gained knowledge to effectively accomplish a purpose.

**The Role of the Library**

The development of information literacy skills and knowledge throughout the University community is an essential element of the Library’s mission.

The library has particular expertise to support staff and students in the development of their own information literacy.

Liaison librarians will work with academic staff to ensure that appropriate resources are in place to both support the curriculum and facilitate information literate student learning.

Liaison librarians will lead weekly sessions for both students and academic staff to facilitate the development of information literacy skills. One-to-one librarian-lead sessions will continue to be available by appointment.
Liaison Librarians will offer to collaborate with academic staff during the development of new courses and modules to ensure their availability to host sessions that present an appropriate level of information literacy to complement student learning objectives/outcomes.

The Library will continue to develop and host information literacy sessions where appropriate, for example introductory and orientation programmes.

Evaluation of projects associated with the development of an information literacy strategy by liaison librarians, academic staff and students, will be undertaken on an annual basis in order to monitor progress and review project objectives/outcomes.

**Design and Delivery / Implementation**

The Library information programme will be:

- Developed amongst the librarians across all UCS centres.
- Developed in association with academic staff.
- Aimed at the whole University community, both staff and students.
- Learner-centred and developmental.
- Informed by current knowledge about how students learn.
- Primarily discipline and subject based.
- Based on curriculum, course, and module aims and learning outcomes.

The Library information literacy programme will make use of the full range of blended learning modes to support student learning through:

- One of more of lecture, presentation, seminar, online tutorial, workshop, online practice exercises.
- Teaching and learning material developed by library staff embedded in key course modules on LearnUCS, as requested by academic staff.
- Individual appointments, an email enquiry service and scheduled drop-in sessions for individual students and groups.
- Click-through tutorials and subject and resource guides on library web pages.
- Establishment of a toolkit for use by all students across UCS which will support them through all stages of their assignments, including reports, essays, presentations and final dissertations.

**Training and Resources**

The Library recognises that staff, particularly liaison librarians, will require time and resources in order to develop and maintain their own skills and the library’s Information Literacy resources. Library staff can expect:
• appropriate staff development and training opportunities to be offered, suggested, considered, etc.
• the provision of appropriate resources (media, teaching spaces, technology).
• the potential involvement of librarians in academic quality processes (validation and review), if ILS is proposed to be embedded in UCS course curriculum.

**Pedagogical Context**

The Information Literacy Strategy supports and complements the University’s Learning, Teaching and Assessment Strategy in its specific aims relating to optimising student and staff learning, as well as teaching whereby students are motivated to undertake personal experiences, enabling them to learn productively. In particular, the Information Literacy Strategy addresses the following aims:

- Maintain a strong focus on what students are expected to learn—hence a “learning outcome” based culture couched in terms of what they should be able to do after sessions, modules or the course. This includes communicating the learning outcomes to all students and relevant staff and ensuring that they understand what is expected of them. (3.1)
- Adopt a planned approach which gradually removes the dependency of students on tutors as they progress through their course and creates autonomous learners. This would include developing learners’ abilities to assess their own current skill levels, to set targets, to organise their own learning and to reflect on it. (3.5)
- Provide teaching that is creative, interesting, motivational and challenging, encouraging higher order cognitive skills, critical thinking and deeper learning, and designed to lead the student towards independence and autonomy and participation in stretching the boundaries of knowledge. (4.2)
- Provide a variety of approaches suitable for different learning styles, backgrounds, subjects and professions, and for the award being assessed, and encourage innovation and experimentation in teaching where this is considered to have potential for improving the quality of the student experience. (4.3)
- Make appropriate, informed and increasing use of information and learning technology in teaching. (4.5)
- Make optimum use of expertise from across and outside UCS to enhance the student experience. This knowledge may come from those with links to industry, clinical practice and the community. This includes the use of mentors in work-related learning. (4.6)

Librarians must be able to demonstrate knowledge and understanding across a broad range of education and strategic arenas, including:

- Learning theory
- Assessment and evaluation
- Pedagogical realignment
- Course reform
- Policy development and strategic planning
- University-wide organizational infrastructure
- Print and electronic resources
- Teaching and learning partnerships
- Staff development
Students will be empowered to develop higher order cognitive and critical thinking skills if their instructors and librarians can effectively demonstrate specialist knowledge and applicable skills mastery.

As with the learning process, information literacy competency is not developed in neatly successive steps, or in a single lesson. Constructivist learning principles hold that learners construct their own knowledge by building on existing knowledge in a process which is fostered by timely input from teaching staff. IL competence allows for students to construct knowledge by using information literacy as a management tool within disciplinary learning tasks.

**Continuing Professional Development in Library Services**

As an integral part of the institutional learning & teaching community, Library Services takes seriously the pedagogical role of its Subject Liaison Librarians and are supported in taking the Post-graduate certificate in Higher Education Practice (PgCHEP) module, accredited by the Higher Education Academy, alongside their teaching colleagues. The experience and knowledge gained through this enhanced the library’s role in the University’s teaching mission and all stakeholders benefit from theoretically informed IL pedagogic practice.
Making sense of the library and its webpages

An introduction to the library for Level 4 students

Time 45-60 mins
Hands-on Workshop – maximum numbers 25-30 (where possible L107 - the library seminar room will be used, this has a capacity of 25)

Aim
The aim of this session is to orientate and introduce library and information resources to new undergraduate students at UCS Ipswich, along with guidance on navigating the library webpages.

Learning outcomes
By the end of this session students will:

- Have explored information seeking behaviour and understand how it can be developed
- Have accessed the library portal subject page for their area of study
- Be able to search the library catalogue for items in their module reading list
- Access their library account and know how to renew and reserve books online

Outline of session
The session will include the following

- Practical library information including hours of operation, loan allowances, librarian contact information
- An introduction to the library including RFID, floor plan, pod availability, IT access/software
- Information seeking behaviour – exploring your own information seeking behaviour and how it can be developed (activity) (not yet included in sessions)

How the library can help:

- Using the library subject pages – what’s on them – hands-on activity
- The library catalogue - hands-on activity based on:
  - Finding items on your reading list
  - Accessing e-books
  - Your library account
- How to access databases and electronic journal articles – find out where to find this information
• Where to find information on referencing
• Where to get help – who to go to and where to find it on the portal

Optional tour of the library
You can’t judge a book.... an introduction to academic books, ebooks and other materials

For Level 4 students

Time 60 mins

Hands-on workshop – Maximum 25-30 (where possible L107 - the library seminar room will be used, this has a capacity of 25)

Aim

The aim of this session is to introduce students to the range of academic books available to them at undergraduate level and beyond.

We will look at the layout and structure of a book so that effective use can be made of material.

Ebooks will also be explored

Learning outcomes

- Understand the range of academic books available in the library and beyond.
- Evaluate the quality of a book and its usefulness
- Understand how a book is structured.
- Be able to use the index and contents page
- Explore the tools that can be used within Ebooks

Outline of session

The session will include the following:

An introduction to the types of book that can be found in the library: textbooks, general books, anthologies, etc. Examples of when you might use each type.

How an academic book is structured. Using the index, contents page, chapters, bibliography.

This is a hands-on session

Students will be given the opportunity to examine a book in detail, using a worksheet to answer questions.

They will also be tasked with using an Ebook to answer questions on a worksheet.
Library Resources and Search Preparation
An introduction to online databases for Level 4 students

Time 60 mins

Hands-on workshop – Maximum 25-30 (where possible L107 - the library seminar room will be used, this has a capacity of 25)

Aim

The aim of this hands-on workshop is to introduce types of resources and search strategies to first year students. RefWorks will be mentioned in this session, however, a further tutorial session is suggested.

Learning outcomes

By the end of the session students will:

- Be able to identify the importance of understanding assignment tasks or research questions
- Understand how to construct a search and use techniques to make a search more effective.
- Be able to identify different information sources and explain when it would be appropriate to use these sources
- Describe elements of a search strategy
- Understand the importance of evaluating their results
- Be made aware of the referencing tool, RefWorks to create a reference list of articles found.

Outline of session

The session will include the following:

- Overview of the various types of information sources available at the library
- Introduction to databases, where to find them and how to access them
- Cross searching databases using Summon
- Hands-on practice - doing a search
- Using keywords – practical activity
- What to do with keywords - structuring your search
- Evaluating your results
- Overview of RefWorks
# Online Resources for Level 5 students

**Time 60 mins**

Hands-on workshop – maximum 25-30 students (where possible L107 - the library seminar room will be used, this has a capacity of 25)

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<tr>
<th>Pre-session activity</th>
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<tr>
<td>Students will be asked to carry out a pre-session audit to assess their knowledge of online information resources.</td>
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## Aim

This is a flexible session that can be modified to suit student needs, the session can be used to address problems and gaps in knowledge (informed by pre-session audit)

The aim is to ensure that students are confident at accessing and using online databases to find information.

The session will include a closer look at databases including specialist resources for the subject.

## Learning outcomes

By the end of the session students will:

- Understand the importance of including journals as part of a literature search
- Be able to cross-search UCS databases using ‘Summon’
- Search individual databases from UCS for their subject
- Use reference databases such as Web of Knowledge to track references
- Apply techniques to a search to make it more effective
- Be encouraged to attend a tutorial for created a RefWorks account
- Evaluate the material that has been found for relevance and quality.

## Structure of the session

- We will review search techniques outlined in level 4 sessions and look at how to structure a search
- Time will be spent searching relevant databases available from UCS
- We will explore how reference resources such as Web of Knowledge can be used.
- Students will be shown how a bibliography can be created using Refworks
- Evaluating your results
Searching for information for your dissertation
Managing information specialist resources

Level 5/6

Time 60-120 mins

Hands-on workshop – maximum 25-30 students (where possible L107 - the library seminar room will be used, this has a capacity of 25)

Aim

The aim of this session is to prepare students for dissertation research. We will look at specialist resources and find out how to manage results

Learning Outcomes

By the end of the session:

- Students will be able to use general and more specialist databases to provide information for their dissertations. This may include newspaper databases, reference resources such as Web of Knowledge as well as specialist full-text resources.
- Students will develop strategies for managing information using alerting services from journal and database providers, saving to folders, re-running searches and managing results.
- Students will be able to create a bibliography using Refworks

Outline of session

- We will review search techniques that can be applied to most databases
- We will investigate how Refworks can be used to manage information.
- We will create accounts with specific databases so that folders to store results and searches can be set up
- We will see how alerting services provided by database and other providers can be used.
Harvard Referencing

Level 4/5/6

Time 90 mins

Hands-on workshop – Maximum 25-30 (where possible L107 - the library seminar room will be used, this has a capacity of 25)

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<tr>
<td>The aim of this session is to give students the opportunity to gain practical experience with using the Harvard (or APA) referencing system</td>
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</table>

Learning outcomes

By the end of the session:

Students will have gained experience of using the Harvard (or APA) referencing system to produce references for a range of resources.

Outline of session

Students will work in pairs and be asked to reference examples given during the session. A time limit will be applied for the creation of each reference:

- Book, with a single author
- Book, with multiple authors
- Ebooks
- Chapter from an edited book
- Print journal article with a single author
- Print journal article with multiple authors
- E-journals
- Additional references (image, DVD, newspaper article) depending on time and level.

Feedback will be given on each reference.

Please note, RefWorks will not be used during this session
Using RefWorks

Any Level

Time 60 mins

Hands-on workshop – maximum 25-30 students (where possible L107 - the library seminar room will be used, this has a capacity of 25)

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<th>Aim</th>
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<tr>
<td>This workshop introduces the bibliographic management system RefWorks.</td>
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Learning Outcomes

By the end of the session participants will

- Have set up their account
- Know how to import content from a variety of sources, including databases and other online resources.
- Installed and know how to use the Grab-it bookmarklet tool
- Be able to set up folders to store references in folders
- Create a bibliography of their references
- Know the importance of checking that their reference lists meets UCS referencing standards.

Outline of session

The structure of the session will be built around practical use of the product and will include activities to cover the following

How to import a citation from:

- A UCS database with export to RefWorks option
- A database without the export to RefWorks option
- Import from Saved Text

Using the Ref Grab-it tool
Understanding how RefWorks organises your references
Using Folders
Creating a bibliography
Using Write-n-cite to create in-text citations

Avoiding the Plague of Plagiarism

Level: 4/5/6
Time 30-60 mins

Hands-on workshop – maximum 25-30 students (where possible L107 - the library seminar room will be used, this has a capacity of 25)

Pre-session activity
Students will be asked to carry out a pre-session audit to assess their knowledge of examples of plagiarism to be discussed during the session.

Aim
This is a flexible session that can be modified to suit student needs. The session can be combined with a Referencing or Refworks session

The aim is to ensure that students are confident in recognising and avoiding plagiarism.

The session will include a group discussion over common mistakes associated with plagiarism and provide guidance for student improvement for future assignments.

Learning outcomes
By the end of the session students will:

- Understand the meaning of plagiarism
- Identify examples of plagiarism
- Be aware of the consequences of plagiarism
- Understand the need for proper referencing
- Gain a greater understanding of the components that make up a reference
- Explore the difficulties related to plagiarism and group work, as well as the concept of “common knowledge.”

Structure of the session

- Students will be given several scenarios in which they will be asked to identify whether or not plagiarism is occurring
- Time will then be spent defining plagiarism, including direct, indirect (accidental), self-plagiarism, collusion, etc.
- The examples presented at the beginning of the session will then be discussed
- Students will have an opportunity to discuss their own experiences/questions about plagiarism within the group.

Students will be encouraged to attend a Referencing/Refworks session to complement this session.