University of Ulster Library

Information Literacy Strategy (2014/15 – 2015/16)

A.   Executive Summary and Key Recommendations

1.   The Library defines information literacy as being able to find, evaluate, organise and use information. It is an essential skill for all staff and students to support their academic studies and professional life. Information literacy skills are vital whether using traditional print resources or digital technologies and online resources.

2.   It is often assumed that students know how to find the information resources they need to undertake research. They seem very comfortable using Facebook, Twitter, YouTube, Google and many other online services. However, while many students are frequent users of technology for social purposes, they often struggle in applying effective search strategies to more academic resources in a systematic way and evaluating the results once they find them. In developing an Information Literacy Strategy, the Library wishes to formalise the development opportunities currently offered to students at all levels. Such a Strategy will help develop even closer collaboration between academic staff and subject librarians in order to improve integration of information skills into university programmes for the benefit of all. The importance of information literacy is recognised not only by those working in the information field but also by employers, professional associations and the Government as an important graduate attribute that is applicable to study, employment and lifelong learning. Through partnership, the subject librarians' expertise can be harnessed to the discipline expertise of academic staff to create a better co-ordinated curriculum-based approach to information literacy skills development.

3.   The key recommendations for embedding the Strategy into the curriculum are:

a)   All new students and researchers should attend a mandatory Library/ICT induction session as early as possible following registration. Sessions will be arranged during the daytime and evening to ensure all students, including part-time students, are able to participate.

b)   All new students and researchers should attend at least one post-induction library session (subject class) which covers finding, evaluating and using specific subject resources relevant to the course/research being undertaken. This session(s) should be timed to tie-in with the start of the research process for an assignment or dissertation. To facilitate active learning, it should be arranged to take place in an IT Room (ideally, within the library where available) to allow for the inclusion of practical exercises with class sizes being kept fairly small – no more than 40, wherever possible.

c)   Further library sessions should be arranged on a needs basis although all final year undergraduates, new postgraduates and PhD researchers should be offered a 'RefWorks' training session as well as an advanced searching workshop.

d)   To supplement the formal information literacy programme, one-to-one sessions will be available, usually by appointment with the subject librarian, and 'drop-in' sessions which are open to everyone will be organised on specific topics, for example, 'how to reference'.

e)   Particular support for 'non-traditional' students, such as international students and distance learners, will be provided through liaising with relevant departments such as the International Department and through developing and maintaining online library tutorials for induction and information skills.

f)   The Library will continue to participate in University programmes which contribute to developing information literacy, for example, the Generic Research Skills Training programme for new PhD research students and the Step-Up programme for introducing secondary school children to the study aspects of university life.

B.   Definition of Information Literacy

4.   Information literacy is a broad term encompassing both information and digital skills. Using information literacy skills includes accessing information in traditional learning resources such as books and journals as well as using new digital technologies such as wikis, blogs or podcasts.

5.   Students and academic staff can often be unclear as to what information literacy actually implies, why it matters in a university context and who is responsible for teaching these vital skills. The term has both national and international significance. In 2003, UNESCO pronounced its basic information literacy principles in its Prague Declaration which included:

> *Information Literacy encompasses knowledge of one's information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in the Information Society, and is part of the basic human right of lifelong learning. (UNESCO, 2003)*

6.   The UK Chartered Institute of Library and Information Professionals (CILIP) defines information literacy as:

> *"…knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner". (CILIP, 2013)*

7.   The Society for College, National and University Libraries (SCONUL) defines information literacy under 7 headings known as the "*Seven Pillars of Information Literacy*" (Appendix 1). An information literate person is defined as someone who demonstrates:

> *"…an awareness of how they gather, use, manage, synthesise and create information and data in an ethical manner and will have the information skills to do so effectively*". (SCONUL, 2012)

The SCONUL model has been used by the Library to develop a set of post-induction information literacy competencies (Appendix 2B).

C.   Importance of Information Literacy

8.   Information literacy is important at all levels of study and research. It is best developed within a generic framework to ensure a measure of consistency and embedded within the academic curriculum in the context of the discipline rather than as a 'bolt-on' removed from the subject context.   QAA Subject Benchmarking Statements for most disciplines, for example, refer to the need for students to acquire information handling and presentation skills. The QAA Quality Codes are designed, in part, to "*ensure that higher education providers have given thought and developed an approach to enabling student development and achievement whose quality is adequately assured and which meets the needs of all students*". Information literacy skills are included in the list of skills itemised within Chapter B4 of the QAA Code which students are expected to acquire. Indicator 8 states the requirement that "*higher education providers make available appropriate learning resources and enable students to develop the skills to use them*". The University's current Statement of Graduate Qualities also specifies that Ulster graduates will demonstrate "*subject–specific knowledge and skills informed by current research and professional/vocational practice*"

9.	Academic staff often report that students rely on insufficiently constructed search strategies and searching for information via search engines such as Google, rather than the high quality and expensive information sources to which the University Library subscribes. It is equally reported that students do not sufficiently evaluate the information they retrieve and can be both indiscriminate and unethical in its use. It is too easy for students to overestimate their own information skills, especially in an electronic environment where they are surrounded by information at the click of a button.

10.	Subject librarians routinely respond to requests from academic staff to deliver library sessions for their students and have greatly welcomed the increasing opportunities to do this. However, to date, this process has often been somewhat ad hoc with a lack of consistency in terms of the level and nature of the skills students acquire before graduating from the University. There is, therefore, an ever-increasing need for our students to acquire appropriate skills in order to successfully find and manage information in their studies and research, to become truly independent lifelong learners and to operate effectively in the knowledge economy. All Ulster students need to develop information literacy skills in compliance with the University's Statement of Student Qualities so that they can maximise their opportunities for academic achievement (thereby also reducing attrition rates), employability and lifelong learning. The acquisition of these transferable information skills should be seen as a fundamental aspect of the University experience for all students from undergraduate to research levels.

## D.	Aims of the Strategy

11.	The Information Literacy Strategy has been produced as an outcome of the first Library Services Strategy 2012-16. It has been prepared following initial consultation with academic staff through Faculty Committee meetings and with the Students' Union Senior Course Representatives Group. The Strategy aims to formalise the development opportunities currently offered to students at all levels by the Library's subject librarians and academic staff. It also aims to promote the vital importance of information literacy especially in the context of university learning and teaching; to identify the information literacy competencies our students need in order to fully benefit from their research and studies and to demonstrate ways in which these competencies can be learned in a discipline-specific context.

12.	The Strategy supports the aims of the University's Corporate Plan as well as its Strategies on Learning and Teaching; Widening Participation and Employability and Lifelong Learning. For an Information Literacy Strategy to be adopted and embedded, it requires both institutional and faculty commitment. Our vision is for a university where information literacy learning opportunities are fully integrated into the academic curriculum in a timely and relevant manner and where subject librarians and academic staff are partners in ensuring that all students gain these critical lifelong independent learning skills.

13.	As an integral part of the University's learning and teaching community, the Library takes very seriously the pedagogical role of its subject librarians and all are supported in taking the Postgraduate Certificate in Higher Education Practice (PgCHEP). A significant number of the subject librarians have already obtained this qualification and are current members of the Higher Education Academy. The professional experience and knowledge gained through this programme enhances the Library's role in the University's teaching mission and everyone benefits from theoretically informed pedagogic practice in supporting information literacy.

## E.	Key Objectives of the Strategy

14.	The main objectives of the Information Literacy Strategy are to:

- ensure that all Ulster students (on-campus and virtual) are enabled to become information literate by the provision of effective information literacy learning and teaching opportunities
- integrate the development of information literacy skills into all programmes appropriately
- ensure that all subject librarians, academic staff and students work proactively as partners in developing information literacy skills
- ensure strategic support for the concept of information literacy and recognition by senior managers of the role that the acquisition of such skills can have in student retention and progression
- acknowledge and raise the profile of the good practice that already exists in the University across all campuses and faculties and to build on the current provision to ensure that all students benefit by adopting a more consistent, strategic approach. Some examples of current good practice are outlined in Appendix 3.
- enable the development of the knowledge and skills of the subject librarians, including support for professional development of their skills and the acquisition of appropriate qualifications (i.e. PgCHEP; FHEA)
- develop awareness in all staff and students of information literacy and the contribution of this to the wider retention and employability agenda.

F. Delivering the Information Literacy Programme

15. Integrating and contextualising information literacy into the curriculum is about building skills ('scaffolding') for independent and lifelong learning in a systematic way throughout a student's academic career. The organisation of the Library's information literacy programme is arranged in consultation with academic staff. It is vitally important that this programme is organised and delivered strategically and in a timely fashion. This will help to ensure that it is seen as relevant and valuable by students in helping them to successfully complete their coursework and undertake research for dissertations at the point of need.

16. Whenever practical, the delivery of information literacy sessions should be undertaken in an IT Room (ideally, within the campus library, where available). This will help facilitate small-group teaching (<40 students) and encourage active learning through the inclusion of practical '*learn by doing*' exercises in searching for information.

17. As an initial minimum requirement, all new students should expect to receive a mandatory Library/ICT induction session delivered by library staff shortly after registering for their programme of study. This induction session may incorporate an orientation tour of the campus library. The primary aim of this introductory session is to welcome the students to the Library Service, to explain the facilities available and to demonstrate how to locate material on reading lists using the library catalogue and electronic journal access. Accessing email and the University network through the Portal and the virtual learning environment, Blackboard Learn, are also covered as part of the induction session. Similarly, all new academic staff should meet with their subject librarian as part of their overall University induction to learn about the Library's services and resources. The set of typical information literacy competencies which are developed during induction are highlighted in Appendix 2A.

18. Following on from the initial student induction session at the start of the programme, Course Directors or appropriate Module Coordinators should liaise with their subject librarian to ensure the timely delivery of at least one post-induction information literacy session. Embedding this session within the curriculum will benefit students in a number of ways. It will:

- encourage use of a wider range of appropriate scholarly sources such as subject related databases, journals, textbooks

- improve the students' ability to devise effective search strategies
- improve the students' ability to critically evaluate content of journal articles, textbooks and other relevant materials
- raise awareness of plagiarism and how to reference correctly in order to avoid it
- improve the students' ability to synthesise and to effectively and ethically disseminate the results of their studies and research

19.   Delivery of these post-induction sessions should be timed to align with an appropriate assignment or piece of coursework to provide relevancy and appropriate contextualisation within the subject area.

20.   Proper liaison between academic staff and their subject librarian will help ensure that these sessions incorporate a mechanism for assessing understanding through, for example, the use of practical exercises (e.g. tailored worksheets, online MCQs) or assessed tests which may be for formative learning or summative assessment. The range of post-induction competencies which will be developed during these sessions is highlighted in Appendix 2B.

21.   Further post-induction sessions may be planned throughout the curriculum depending on the varying needs of students and researchers. These sessions may be linked, for example, to 'research methods' modules for dissertation preparation.

22.   Although it is not considered appropriate for Year 1 undergraduate students, training in the use of the bibliographic software package, *RefWorks*, will continue to be offered to students to help them manage their references. Generic training workshops on *RefWorks* will be run every fortnight during semester on each campus – both day and evening sessions will be offered to facilitate attendance by all students. Subject-specific workshops on *RefWorks* will also be organised on demand by subject librarians and promoted strongly, particularly to final year undergraduates, postgraduates and researchers.

23.   A portfolio of pre-arranged 'drop-in' sessions will be organised and promoted to supplement subject-specific sessions and these may include 'how to reference' workshops, training sessions on bibliometrics and advanced internet search techniques.

24.   Subject librarians will continue to contribute to the Generic Research Skills Training programme organised each semester by Ulster's Staff Development Unit for all new PhD research students. This programme is in line with the requirements set by the UK Research Councils in their Joint Skills Statement. The library sessions include credit-bearing sessions on *Developing Information Skills for Effective Research* and *RefWorks*. It is recognised that researchers may require additional tailored information literacy sessions which are focussed on their particular research areas and delivered at the point of need. This more specialised support is provided on a one-to-one basis by arrangement with the subject librarian.

25.   The Library will continue to maintain and develop online modules for induction and post-induction information literacy skills and will promote these, in particular, to off-campus and distance learning students. To further enhance our support to off-campus students, short videos and online tutorials are made available through the library webpages and subject guides which demonstrate how to make best use of our information resources.

26.   The Library will offer extra support in helping to develop information literacy skills to those from non-traditional backgrounds. This will include collaboration with other Departments, such as the International Department, in providing support to international students and also Student Support in offering specific help to disabled students.

27.   The Library will provide support to University students completing Ulster programmes locally in a Further Education College or outcentre. Information literacy sessions will be delivered by subject librarians on-site, wherever practical, by arrangement with local teaching staff. College

students who transfer into the University to complete a degree will be offered induction and post-induction library sessions at the start of their programme by arrangement with the Course Director.

28.   The Library will continue to engage with the local post-primary education sector in helping to develop information literacy skills in schools, for example, through the University's '*Step-Up*' programme.   This will include offering 'taster' introductions to the academic library and the study aspects of university life.

29.   To supplement the scheduled information literacy programme and provide individual support to students and researchers on a needs basis, the subject librarians will continue to offer one-to-one help and support. Depending on the nature and complexity of the subject query, these individual sessions should usually be booked in advance with the relevant subject librarian.

G.   Implementing the Strategy

30.   In order to implement the Information Literacy Strategy, the Library's team of subject librarians, supported by information assistants, will work in partnership with academic colleagues to:

- undertake an audit of current provision across all programmes, identifying and addressing gaps
- produce an action plan which addresses any gaps in provision and highlights any resourcing issues
- develop current awareness sessions for academic staff across each of the Schools to encourage and support the integration of information literacy into all programmes of study and to raise awareness of the full range of library services and resources in each support area
- contribute to the review of the course approvals process ensuring that information literacy is fully reflected in the learning outcomes of all new programmes
- ensure that the Library's forthcoming action plan to implement the University's new 'Learning and Teaching Strategy' makes clear that information literacy must be part of the overall curriculum design for new modules and programmes
- incorporate reference to the importance of information literacy into the rollout of future PgCHEP courses for new staff
- develop measures (qualitative and quantitative) for assessing the impact of information literacy teaching on student achievement. This data may be used to advocate further for the greater integration of information literacy in the curriculum, by demonstrating how it contributes to student learning and academic success.

H.   Monitoring and Review of the Strategy

31.   The Library's Information Literacy Sub-Group will report regularly to the Library Management Team on matters relating to information literacy and in meeting targets contained in its action plan. An annual report will be prepared and submitted to the Management Team which will cover all achievements in the previous year and possible improvements for the future in the delivery of the programme.

32.   It is critical that teaching styles reflect the learning styles of today's students. With developing technologies, the Information Literacy Strategy will be kept under review by the Library's Sub-Group to take account of the changing environment and to incorporate any opportunities to further enhance our teaching methods.

I.   APPENDICES

Appendix 1:   SCONUL Seven Pillars Model of Information Literacy

Appendix 2:   Information Literacy Competencies

        A. Induction
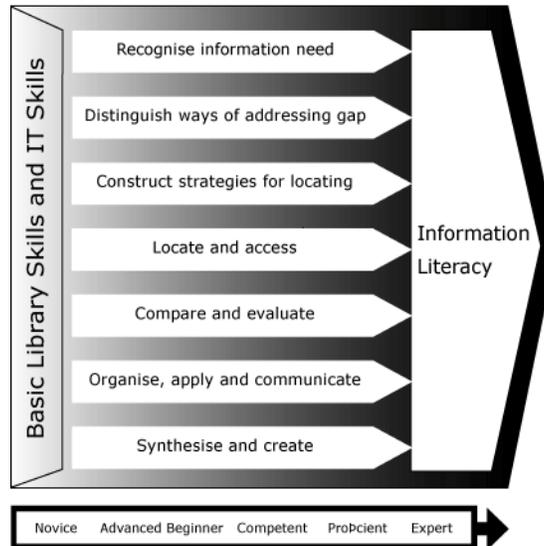   B. Post-Induction

Appendix 3:   Good Practice Case Studies

- Social Sciences: School of Social Policy
- Life and Health Sciences
- Ulster Business School: Department of International Business

Appendix 1: SCONUL Seven Pillars (Old and New Models)
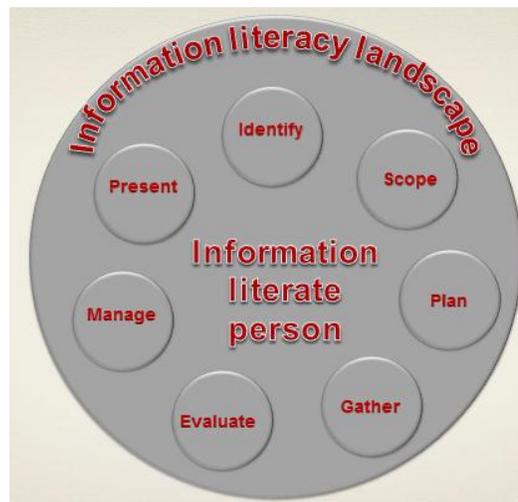
SCONUL Seven Pillars Model (1999)
(http://www.sconul.ac.uk/sites/default/files/documents/Seven_pillars2.pdf)

SCONUL Seven Pillars Model for Information Literacy
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Basic Library Skills and IT Skills

Recognise information need

Distinguish ways of addressing gap

Construct strategies for locating

Locate and access

Information
Literacy

Compare and evaluate

Organise, apply and communicate

Synthesise and create

Novice Advanced Beginner Competent Profcient Expert

SCONUL Seven Pillars Model (2011)
(http://www.sconul.ac.uk/sites/default/files/documents/coremodel.pdf)

Information literacy landscape

Identify

Scope

Present

Information
literate
person

Plan

Manage

Evaluate

Gather

Appendix 2: Information Literacy Competencies for Students and Researchers

A.   Library/ICT Induction Core Competencies

Library

- Logging on to the Portal with network username and password
- Library Catalogue – searching for a print and e-book
- Book loan categories and how to avoid fines (include e-payments)
- Inter-campus loans
- Accessing electronic journals
- Renewing material
- Accessing module reading lists
- Subject Guides
- Finding help

ICT

- Accessing University email
- SkyDrive Pro and use of pen drives
- Accessing BlackBoard Learn
- Accessing Skills+
- Wi-Fi – laptop connectivity

B.   Framework for Minimum Levels of Post-Induction Information Literacy Competencies

The suggested minimum levels of information literacy competencies required by students and researchers are outlined below. They are based on SCONUL's 7 Pillars model and are progressive over the whole academic career from undergraduate to postgraduate then to research level.

There are already varying subject approaches to information literacy and this situation is unlikely to change. The framework below should therefore be seen as a conceptual framework (ie. progressive skills building) rather than a prescriptive roadmap.

During Year 2, undergraduate students may be offered additional information literacy classes to further embed the competencies developed in Year 1 and an introduction to *RefWorks* may also be offered at this stage.

Stages to Information Literacy	First Year Undergraduate	Final Year Undergraduate /Taught Postgraduate	Researcher/Academic Staff

Recognise and define information need	• Recognise the need to use quality information to support their studies.
	
	• Know where to ask for help in the library
	
	   • At the library desk
	
	   • By contacting your subject librarian
	
	   • Using the library's online help facilities
	
	• Identify key concepts and relevant keywords that describe the information need.
		• Recognise the need to use varied range of quality resources across a range of print and electronic media for coursework and dissertation.
		
		• Differentiate between primary and secondary information sources.
		
		   • Recognise how their use and importance vary with discipline.
		
		• Identify synonyms, broader and narrower terms and variants.
			• Understand the need to collaborate with librarians to ensure students have access to the full range of high quality academic material.
			
			• Able to fully articulate information requirements.

Construct strategies for locating information	• Can select a limited number of appropriate sources to search for information to support their research eg.
	
	   • Online reading list.
	   • Library Catalogue.
	   • Subject Guides.
	   • Electronic Journals.
	   • Discovery Tool.
	   • One or two suitable databases.
	
	• Can select appropriate keywords from a reference to search for an item on the Catalogue or database.
	
	• Can create a database search strategy using basic search functions:
	
	   • Combining search operators (ie. using *and* / *or* connectors)
	   • Phrase searching
	
	• Can identify when to use different formats of information eg. books vs. journal articles.
		• Can select a wide range of appropriate sources to search for information to support their studies eg.
		
		   • Databases relating to their topic.
		   • Effectively search the new Discovery Tool.
		
		• Can select appropriate keywords to find information on a particular topic.
		
		• Can employ a good range of search functionalities across a specific subject area.
		
		   • Truncation/Wildcard searching
		
		   • Select controlled vocabulary specific to subject.
		
		   • Select tailored subject terminology to produce focussed searches.
		
		   • Can use proximity searching (eg. n/5 or w/3).
		
		   • Knows how/when to use controlled vocabulary.
		
		• Can recognise the problems of too much or too little information and plan accordingly.
			• Employ complex search strategies across all forms of information to harvest comprehensive sets of references.
			
			• Employ all advanced search functionalities across databases in potentially different subject areas.

Ability to locate and access information	• Can access the:
	
	   • Online reading lists.
	   • Library Catalogue.
		• Can access:
		
		   • Relevant individual databases.
		   • The new Discovery Tool.
			• Academic staff can use the University's online reading list system (*TalisList*) to ensure material is in

	• Can carry out a simple search and understand how to use additional features on the library catalogue.
	
	• Can search the Discovery Tool and a few appropriate databases for relevant references.
	
	• Can locate reading list material on the shelves efficiently.
	
	• Knows how to use basic services eg. printing, photocopying, scanning, inter-campus loans.
	
	• Can source the full-text of a journal article from the library's collections by using the:
	
	  • *UUFindIt* link in a journals database
	  • journal search option on the library catalogue.
	  • scanned articles on reading lists through Blackboard Learn.
		• Print and electronic material.
		
		• Can search the new Discovery Tool effectively and be fully aware of its limitations.
		
		• Can identify key subject resources for their subject area.
		
		• Can source and obtain material beyond local sources through Document Delivery services and SCONUL Access.
		
		• Can select the appropriate authentication method for each electronic resource.
		
		• Can save database searches (eg. using '*My Account*' options)
			the library to support their students.
			
			• Academic staff understand the library's purchasing practices in relation to books, journals and e-resources with reference to the current *Collections and Information Access Policy.*
			
			• Can search for and access different formats of information, eg. grey literature, ongoing research, completed research.
			
			• Can search systematically across a wide range of resources both within the library's new Discovery Tool and the native interfaces of databases.
			
			• Can create current awareness strategies and use alerting services such as Table of Contents (eg. *ZETOC*), RSS, blogs and other social media tools.
			
			• Can access and use academic discussion lists (eg. JISCMail) and other online forums to discuss and debate information.

Ability to evaluate information	• Can recognise whether content is relevant to research topic. • Understands the differences between academic and non-academic sources. • Can recognise the bias and authority of information freely available on the Web. • Can note down relevant points.	• Can evaluate whether content is relevant to coursework/dissertation. • Can recognise the bias of chosen sources. • Can clearly differentiate between peer-reviewed/refereed journals and trade/ popular magazines. • Can redefine a search based on the information already found. • Can use subject–specific critical appraisal evaluation tools as appropriate.	• Understand the peer review process and academic publishing models. • Recognises when to undertake a cross-search within the Discovery Tool and a sophisticated search within the native interface of a database. • Understand bibliometrics and citation searching. • Can find and interpret journal impact factors, publication counts and H-indexes.

Ability to organise and apply information	• Has a basic understanding of plagiarism. • Can note down complete references for use in a bibliography. • Can cite ideas obtained from others in a text (in text) including the use of direct quotes as well as out-of-text citations where appropriate. • Can create bibliographies manually following a referencing standard. • Can process several pieces of information and synthesise together to form a reasoned argument.	• Can fully develop and evidence their own ideas and opinions on a topic based on wide reading of quality sources. • Can mark and download references for use in their academic work. • Can explain the ethics of citation and the need for bibliographies and referencing. • Knows how to use *RefWorks* to manage references and create a bibliography. • Understands the intricacies of plagiarism and how to avoid it (including the use of *Turnitin* software as appropriate). • Understands the nature of copyright – fair use and copyright exceptions.	• Has extensive knowledge of how to use *RefWorks* in managing, manipulating and sharing bibliographic references. • Can build on existing knowledge and progress into new areas of knowledge. • Can complete research through identifying and collaborating with other researchers working in a similar field of study. • Can communicate research findings ethically through written publication and also, for example, at appropriate conferences. • Has in-depth understanding of copyright issues and the University's policy on intellectual property rights. • Understands open access issues and how to get research published.

APPENDIX 3: Good Practice Case Studies from the Faculties

Case Study 1

Developing Information Literacy Skills in Social Policy

Social Science subject librarians provide library support for new students in Social Policy by running a workshop which forms part of their Social Policy Skills and Analysis first semester module. The module aims to help students develop practical skills and skills in policy analysis that will assist their academic and personal development as they progress through their studies.

The library workshop in turn aims to contribute to the development of the students as independent learners. It focuses on developing students' skills in finding high quality scholarly literature, which they can then use to enhance their coursework. The workshop takes place in week three of semester one and builds on an initial library and ICT induction. It is designed and delivered by the Social Science subject librarians working closely with academic staff and takes the form of a practical hands on session, with guided searching based on a subject specific tailored worksheet. By the end of the workshop students can find their reading lists online in Blackboard, search the library catalogue for books, find key electronic journals in their subject area and undertake basic database searching.

Students are assessed on their newly acquired information literacy skills in a Blackboard Learn test developed by the Module Coordinator in conjunction with the subject librarians.

Information Literacy skills learned in semester one are further developed when students attend a second workshop as part of their Qualitative Research Methods module in semester two. This builds on existing skills by focusing on helping students find information for the literature review which they undertake as part of the module assessment. One to one support for students who find difficulty developing the requisite information literacy skills for success in their modules is available from the library Social Sciences team at all times.

Joanne Knox, Assistant Librarian, Faculty of Social Sciences

Case Study 2

Developing Information Literacy Skills in Life & Health Sciences

Over the past 7 years, as part of the module BMS110 (Biostatistics and Study Skills for Life Sciences) on the Coleraine campus, the subject librarians deliver a session at around Week 6 covering essential skills for navigating the library's key resources. First year students from Biomedical Sciences, Biology, Food and Nutrition, Human Nutrition and Dietetics are included. The main aim of the session is to help ensure students know how to search for and locate reading list material and be familiar with general library services.

Prior to the class, the subject librarians compile several sets of questions. The quiz covers key aspects of locating certain types of materials. There are several versions of the quiz for each student cohort – considerable time is invested in the development of these. The questions and answers are forwarded to the academic staff in advance, and the students get a question sheet on the day. They are required to complete the quiz after the session and return it to their Study Skills tutor for marking within a set period of time.

The session covers basic guidance - specific and campus-based. During the class, the students are told repeatedly the information which will help them to successfully complete their quiz. In 2013/14, the Turning Point audience response software was also used to help supplement the quiz with some spot-questioning.

While this library assessment is formative rather than summative but allows academic staff to assess how the students have engaged with the library. Feedback provided by the academic staff has been very positive with reports from students stating their increased confidence in using the library and in frequenting it more often.

The content and structure of the session is due to be reviewed in 2014/15 with consideration being given to introducing questions relating to the library subject guides.

Sarah Smyth, Assistant Librarian, Faculty of Life and Health Science

Case Study 3

Developing Information Literacy Skills in the Ulster Business School (UBS)

Information and Study Skills Management (ISSMs) is a module offered by the Department of International Business at Magee, and taken by almost all 1st year undergraduate students in Semester 1. It is designed to provide students with a foundation in the core learning tools and skills that they will need at university and when they graduate.

The library contribution to the module is written into the structure of the module and begins with the basic library & ICT Induction in week one. Following this introductory session are four weeks of subject specific library classes which gradually build up the students' abilities. All sessions are provided by the UBS subject assistant librarian, with the assistance of other library staff as necessary. Each of the follow-up sessions covers a specific aspect of library & information skills, ranging from recognising reference types (so that students choose the appropriate resource to find what they need); using the library catalogue, efficient use of e-resources such as e-books and electronic journals; the identification of quality academic sources (and why Google is not a substitute for these); the creation of effective database search strategies.

Every session includes one or more practical elements such as short exercises and worksheets. Turning Point, an interactive response system, is also used during the classes. It helps break up a lecture style presentation and functions as an icebreaker and encourages student discussion and interaction. It also measures initial levels of knowledge and (at the end of the session) subsequent levels of understanding or retention of the information presented.

The final session in week five is a practical workshop session which is focussed on retrieving relevant information for the module assignment. In the 2013/14 academic year, the assignment topic related to the issue of plagiarism and the importance of academic referencing and was geared to help the new student understand *why* it is important they acquire the essential information literacy skills.

Janice McQuilkin, Assistant Librarian, Ulster Business School