



Information Literacy: A Collaborative Framework for Student Success

A strategy for the delivery of information literacy education at Dublin Business School.

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1. Foreword

July 2018

As institutional Information Skills Librarian, I am delighted to publish Dublin Business School's (DBS) first formal Information Literacy (IL) Strategy. The publication of the Strategy is timely, with the recent launch of an institutional Teaching and Learning Strategy (2018) and with the establishment of the Student Engagement and Success unit (SESU).

This Strategy informs the direction of IL delivery encapsulating an overarching vision that all DBS graduates will be information literate and, therefore, empowered in their academic studies, in the workplace and for lifelong learning (ACRL, 2017). The Strategy is also mapped to the DBS graduate attributes (DBS, 2018a). This ambitious vision for IL will be completed in two phases. Firstly, level appropriate, online IL tutorials will be delivered to all students across every academic programme at DBS. Secondly, the Information Skills Librarian will provide resources for all DBS faculty to formally embed these tutorials into new and future iterations of academic programmes ('training the trainers')(Dodd, L. and McKenzie, B., 2016).



The Strategy is consultative and collaborative, engaging all key stakeholders (faculty, students, library personnel, SESU and other relevant partners). It is also peer reviewed, having been distributed to a number of teaching librarians within academic institutions in Ireland and beyond with highly developed and, in some instances award winning, IL services. The Strategy is aligned to all key institutional strategies. It is also constructed in the context of developments within the wider higher education environment and is informed by key publications such as The National Strategy for Higher Education 2030 (Department of Education, 2011). This Strategic Plan is also focused on the sustainability and growth of the DBS information literacy programme into the future.

I would like to thank DBS Library staff, whose valuable input and insights have informed the content of this Strategy. The IL landscape is exciting and dynamic with on-going changes to pedagogical models, modes of delivery and means of assessing impact. This Strategy captures the dynamism of these changes and also outlines the teaching philosophy and the values that underpin IL delivery at DBS.

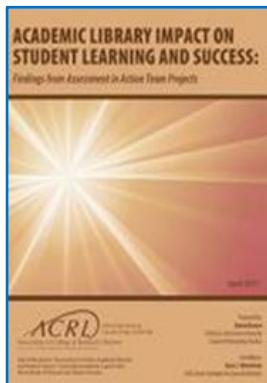
(Signature)

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Information Skills Librarian, DBS Library

2. Introduction

“Information literacy is understood to have several core tenets. These include the ability to identify, scope, plan, gather, evaluate, manage and present information correctly” (SCONUL, 2011).



Information literacy is acknowledged across institutions of higher education around the world as being important to the success of students. It is fundamental necessity if students are going to complete effective research. This is supported by an extensive study of over two hundred third level institutions in the United States in which a positive correlation between library instruction and student success was indicated (ACRL,2017) **Figure 1: ACRL Meta Study Findings**



3. Background

The DBS Information Literacy Service was established in 2008. During this period the model of IL delivery has evolved from a suite of standalone programmes to encompassing programme integrated and embedded classes, using the SCONUL Framework (The Society of College, National and University Libraries in the UK and Ireland) as the primary pedagogical approach, delivered by a dedicated IL Librarian. (*See Appendix A: For A Description of DBS Library IL Classes*). Informally, the Library also teaches IL through workshops, individual consultations, and via materials accessible on our website. The Library will continue its existing IL service alongside these new developments.

4. Consultation

This plan was prepared with significant involvement and consultation with the DBS Library staff, faculty, students, peers and external peers. The Strategy was also informed by DBS policies, programmes and initiatives. Subsequently a draft plan was presented to the DBS senior management and the directors of academic programmes for approval. The plan has also gone through internal quality assurance processes and has been ratified by the DBS Academic Board.

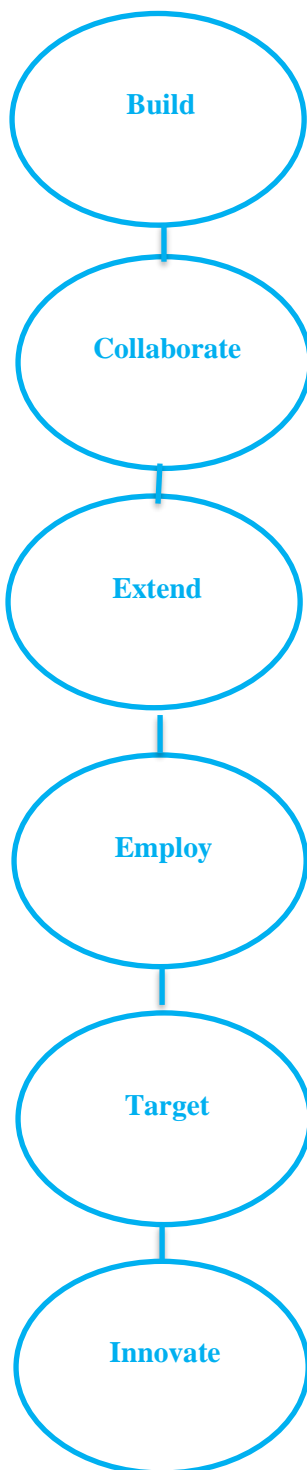
5. Purpose of the Strategy

Currently, IL delivery at DBS is predominately face-to-face and does not reach all DBS students. IL now exists in a changed environment with new challenges and opportunities. These include developments in online learning, the widespread availability of certain digital information and the increasing number and changing profile of college students (Saint Michaels, 2011). With these issues in mind, DBS Library has sought to publish its first structured IL Strategy.

“Information literacy now exists in a changed environment with new challenges and opportunities”

6. Aims of the IL Strategy

IL delivery at DBS will:



On Current Trends in IL practice (i.e. online delivery, digital literacy, gamification, information literacy training for faculty, peer reviewed teaching etc.) to ensure that a high quality and innovative IL service is maintained.

With DBS Faculty to embed IL into programme delivery, design and assessment. Also with College personnel/SESU in relation to initiatives to reduce plagiarism and to raise academic performance, standards and retention. Furthermore the Strategy is aligned to institutional strategies.

IL delivery to **All DBS Students** via online information literacy instruction.

The **Latest Version** of the SCONUL Framework of IL.

Those classes with academic performance and/or **Retention Issues** with face-to-face IL delivery.

IL classes will utilize the latest **Learning Technologies** to improve student outcomes.

7. Vision and Mission



All graduates will possess cutting edge information literacy competencies and skills to achieve success in an academic environment, in the workplace and for life-long learning.

To produce information literate students and faculty by employing evidenced-based practices, pedagogical tools and technologies as well as collaborating with all key partners demonstrating impact and efficacy.



8. IL Strategy Alignment

The development of the latest iteration of the IL programme for our students aligns to a number of key college strategies. These include:

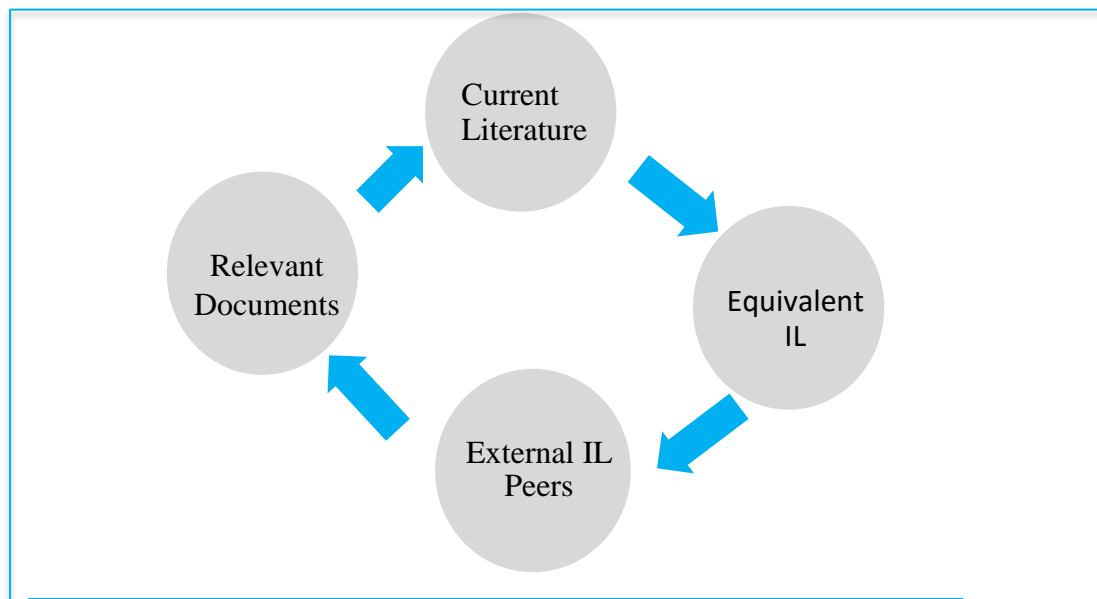
Table 1: IL Strategy Alignment

DBS Learning, Teaching and Assessment Strategy	IL underpins the Learning, Teaching and Assessment Strategy's focus on providing employability and life-long learning skills (DBS, 2017a).
DBS Research and Innovation Strategy	IL supports the DBS Research and Innovation Strategy's focus on research and learning (DBS, 2017b).
DBS Library Strategic Plan 2013-2018	IL enables DBS Library to fulfil its mission statement of providing "efficient, appropriate and effective information services to facilitate the learning, teaching and research objectives of the College" (DBS, 2018b)

9. Benchmarking of IL Strategy

This Strategy has benchmarked its IL activities against the following criteria (see **Figure 2**) to ensure that we continue to optimise the benefits of IL delivery for students as outlined. The benchmarking in relation to the academic literature is captured in the extensive bibliography at the end of this report.

Figure 2: Benchmarking of IL Strategy



10. The Benefits of Students Acquiring Information Literacy Skills

Students obtain a wide range of benefits from IL instruction

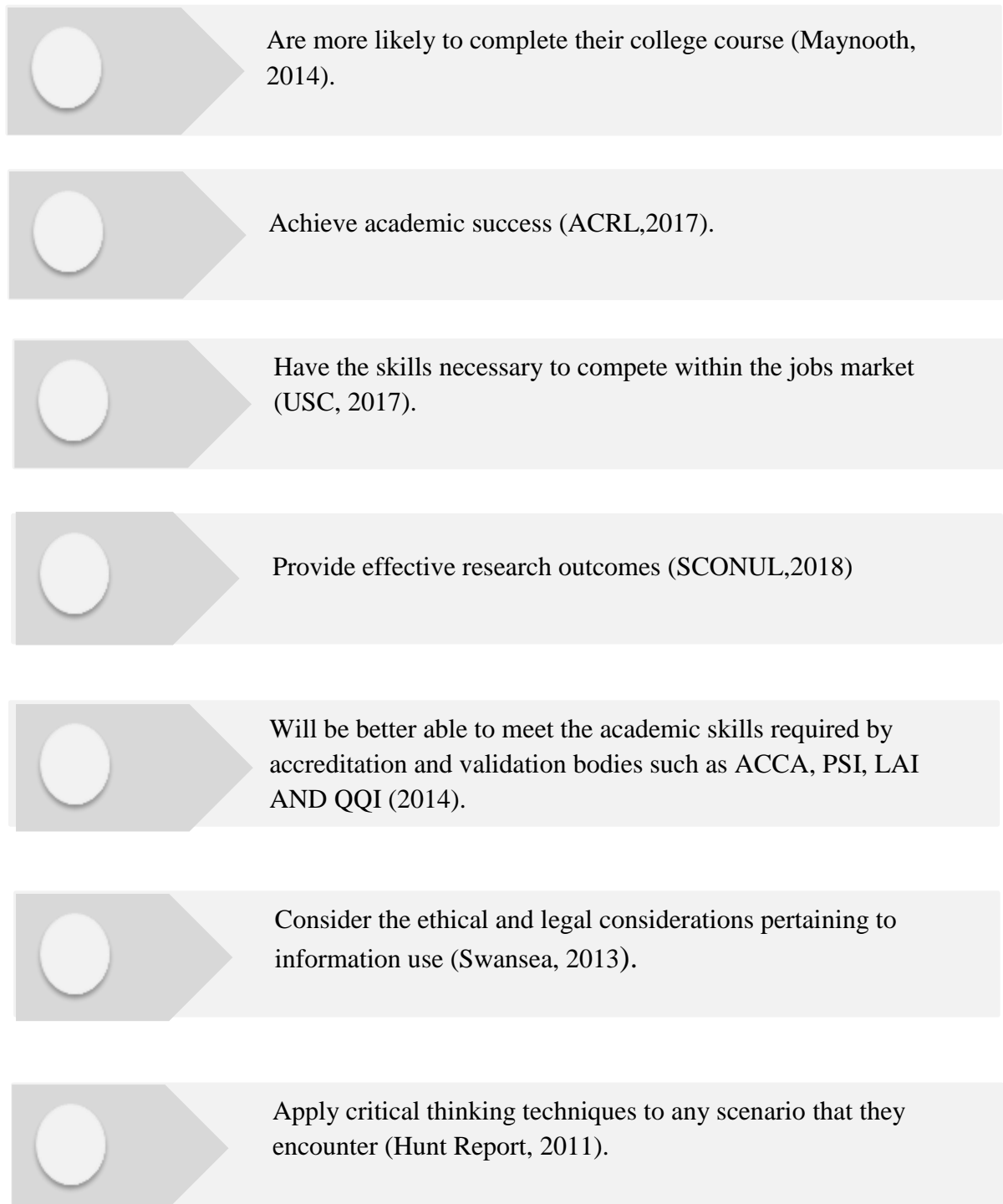


Figure 3: Benefits of Acquiring Information Literacy Skills

11 IL SWOT Analysis In Relation To Current IL Delivery

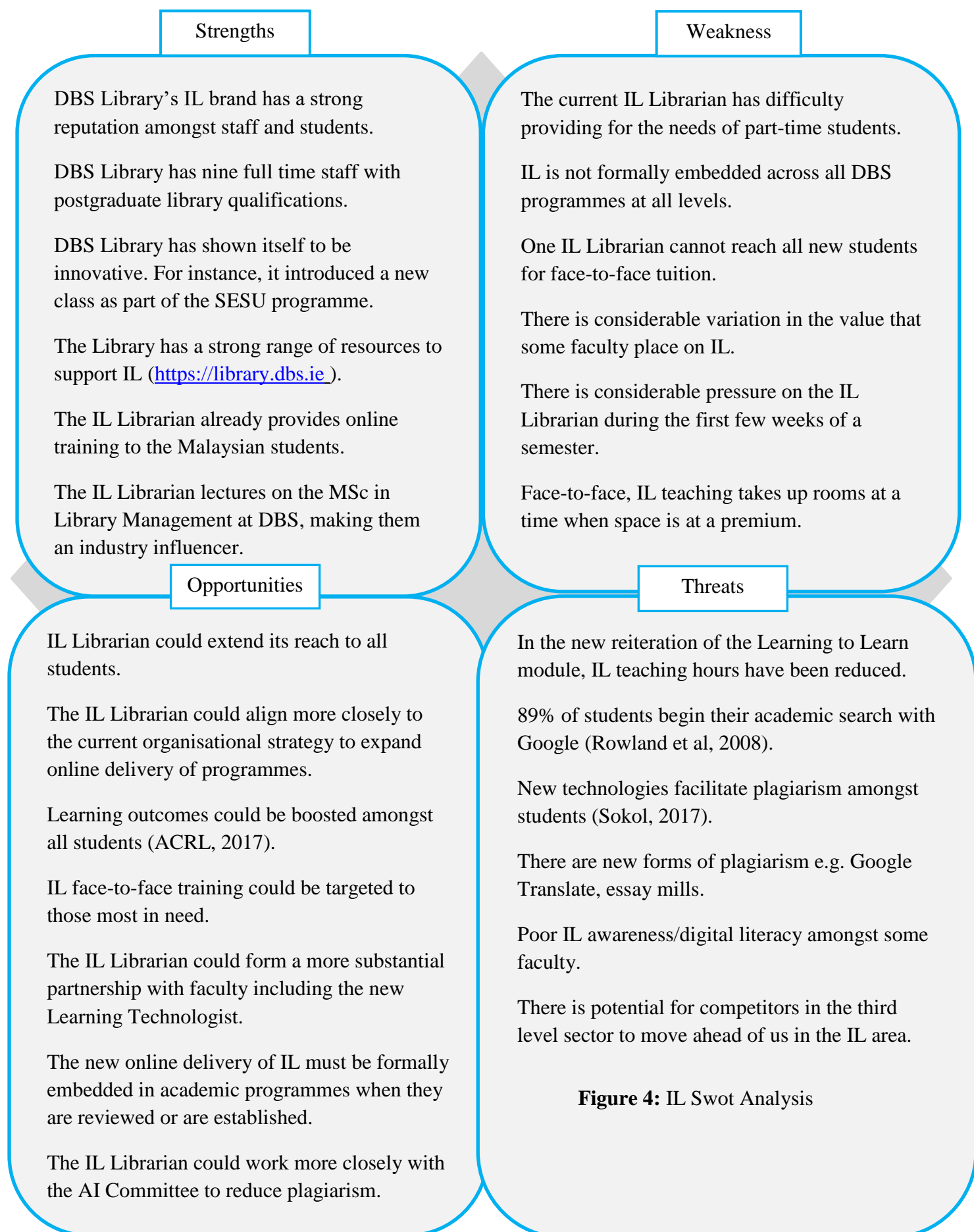
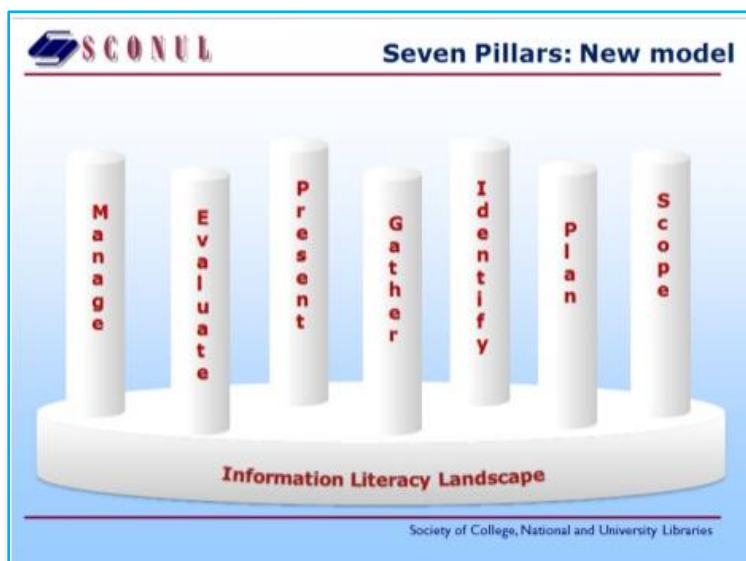


Figure 4: IL Swot Analysis

12. IL Pedagogical Approach

The SCONUL model of information literacy provides “innovative guidelines for practitioners to promote and incorporate information literacy holistically into learning processes” (Martin, 2013).

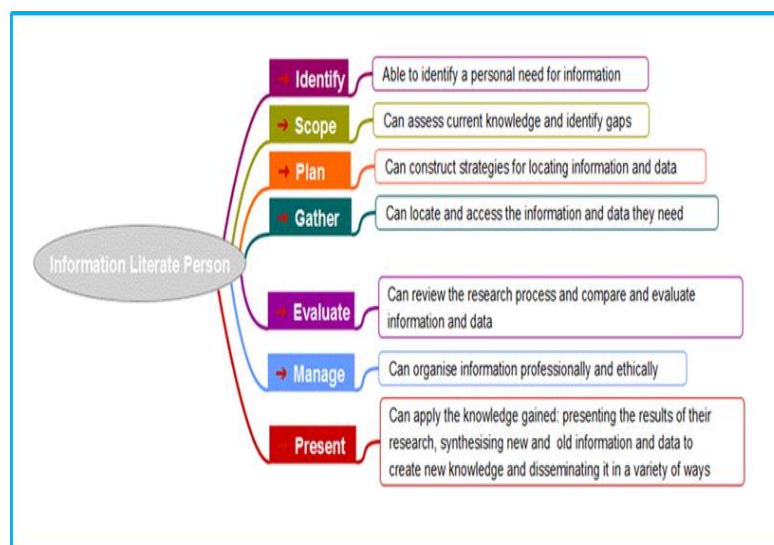
DBS Library has adapted a new Information Literacy Model to inform its information literacy practice. This framework is called the SCONUL Seven Pillars of Information Literacy Core



Model for Higher Education. The SCONUL framework of Information Literacy identifies seven ‘pillars’ of information literacy development. Each pillar provides a key information literacy competency reflecting a student’s immediate information need. (SCONUL,2011).

Importantly, the model also attaches a set of attitudes/understandings to each pillar which acknowledges the

importance of attitudes and behaviours as well as competency areas in the information seeking process. Therefore, the advantage of this model is that it can be applied in many contexts and disciplines. This contrasts with the previous version which was more limited in scope. **Figure 5: SCONUL key competencies.**



Additionally, the SCONUL model acknowledges that learning is not a linear process and that people can be progressing within several pillars simultaneously, although in practice they are often closely linked. It is expected that as a person’s information literacy skills evolve they will demonstrate more of the attributes in each pillar and so move towards the

top of each pillar. (Exeter,2012).

Figure 6: SCONUL Attitudes/understandings.

13. IL Teaching Philosophy

	This teaching philosophy enshrines the Library's commitment to student learning.
Vision	DBS's Library teaching mission is to instil in students evaluation and research strategies that support their academic success, prepare them for their careers and foster a desire for life-long learning. We strive to build relationships across the campus that allows the Library to embed information literacy consistently across the curriculum.
Methodology	DBS Library will employ a broad range of instructional strategies and learning technologies in an effort to provide positive and meaningful learning experiences for all DBS students. This includes providing a level appropriate approach centred on real world and problem based examples. Our belief is that teaching is less being the 'sage on the stage' and more about being 'a guide on the side'.
Learning Environment	DBS Library aims to foster a supportive environment of mutual respect, trust and civility among students where teaching and learning can flourish.
Challenges:	Students have access to limitless amounts of information. The task for librarians is not only illustrate to students how to locate this information but also teach them how to distinguish whether the source that they have found is reliable, has academic authority and is accurate.
Developments	<p>In order to improve and inform their practice, DBS Library staff will regularly engage in professional development activities that pertain to pedagogical strategies, instructional design, and theories of teaching and learning.</p> <p>Figure 7: IL Teaching Philosophy</p>

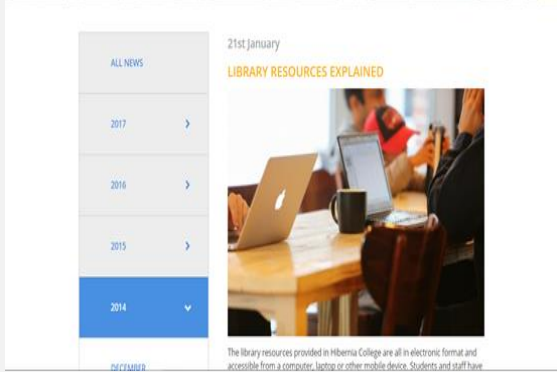

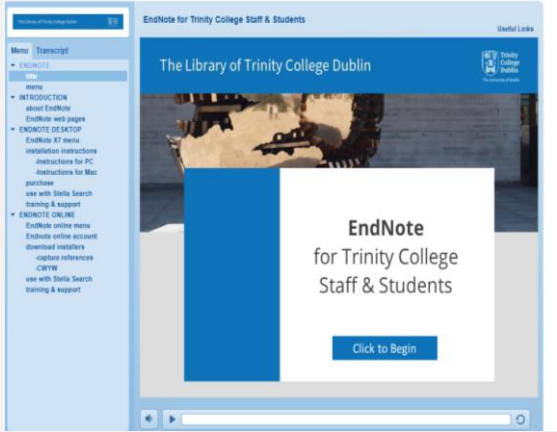

14. IL Pedagogical Approach Mapped To DBS Graduate Attributes

Table 2: IL Pedagogical Approach Mapped To DBS Graduate Attributes

SCONUL 7 Core Skills and Attitudes (CQ,2017)	DBS Graduate Profile (DBS,2018b)
Identify - Able to identify a personal need for information	Disposed towards lifelong learning and self-directed in learning.
Scope – Can assess current knowledge and identify gaps	Disposed towards lifelong learning and self-directed in learning.
Plan - Can construct strategies for locating information and data	Equipped with self-awareness and independent thought.
Gather – Can locate and access the information that they need.	Equipped with self-awareness and independent thought.
Evaluate - Can review the research process and compare and evaluate data.	Research literate and research informed.
Manage – Can organise information professionally and ethically	Research literate and research informed. Equipped with skills to pursue a career in industry or further education.
Present - Can apply the knowledge gained; presenting the results of their research, synthesising new and old information and data to create new knowledge and disseminating it in a variety of ways.	Competent in interpersonal and communication skills. Equipped with self-awareness and independent thought. Equipped with skills to pursue a career in industry or further education.

15. Examples of IL Delivered Online in Equivalent Institutions

Figure 7: Examples of IL Delivered Online in Equivalent Institutions

Institution	Institution
<p>Hibernia College Library https://hiberniacollege.com/news/library-resources-explained/</p> 	<p>Cork Institute of Technology Library https://library.cit.ie/supports/online-tutorials</p> 
Institution	Institution
<p>Trinity College Library https://www.tcd.ie/library/support/tutorials/tcd-endnote/story_html5.html?lms=1</p> 	<p>Leeds University Library https://resources.library.leeds.ac.uk/quickstart/#/13</p> 

16. Design and Branding of IL at DBS

Figure 8: Possible Design of Online Tutorials



17. IL Strategy Goals

The goals in this plan are ambitious but attainable. The IL Librarian conducted a comprehensive, research-based initiative with the goals of enabling the Library to:

Table 3: IL Strategy Goals

Goals
<ul style="list-style-type: none">▪ Create level appropriate online IL tutorials. The series of self-correcting tutorials will be branded with the title “Develop Your Academic Potential”.
<ul style="list-style-type: none">▪ Pilot online IL tutorial in a single programme.
<ul style="list-style-type: none">▪ To review the information literacy section of the DBS Library website to ensure that information is current and supports the delivery of the IL Strategy.
<ul style="list-style-type: none">▪ Embed a compulsory assessed online IL tutorial into every DBS programme (Dodd, L. and McKenzie, B,2016).
<ul style="list-style-type: none">▪ Gamify the teaching approach to improve student engagement.
<ul style="list-style-type: none">▪ Produce a digital literacy guide for faculty and students.
<ul style="list-style-type: none">▪ Introduce peer review system to IL teaching.
<ul style="list-style-type: none">▪ Create an institutional IL literacy prize for staff and students.
<ul style="list-style-type: none">▪ Extend IL support for faculty.
<ul style="list-style-type: none">▪ Provide training to faculty on integrating the online tutorials into the curriculum when they are up for review (‘train the trainers’).

18 Implementation Plan

In line with feedback from senior management and senior academic management, no specific timeline is attached to these goals. This is because review of programmes by Quality and Qualifications Ireland will occur at various stages over the next few year in relation to embedding the online tutorials into programme design and delivery. New future teaching strategies by the Library will be produced when deemed necessary.

Table 4: IL Implementation Plan

IL Goals	Person responsible for implementation	Collaborate with	Costs	Comments
Create IL tutorials.	IL Librarian	Learning Technologist	Use DBS HP5 Software	
Pilot IL tutorial in a programme	IL Librarian	Course Directors/ Learning Technologist	Free	An IL tutorial will be piloted in a programme.
Embed an IL tutorial into every programme.	IL Librarian	Course Directors	Free	Following the successful completion of the pilot, the tutorial will be rolled out to every programme.
To review the IL section of Library website to ensure its supports the delivery of the IL Strategy.	IL Librarian	Head Librarian	Free	
Gamify the teaching approach to improve student engagement.	IL Librarian	Learning Technologist/ Head Librarian	Free	Intend to use Socrative and Padlet
Produce a digital literacy guide.	IL Librarian	Head Librarian	Free	Intend to use Libguides.

IL Goals	Person responsible for implementation	Collaborate with	Costs	Comments
Create IL literacy prize for staff and students.	IL Librarian and Reader Services	Course Directors/ Head Librarian	Samsung Galaxy Two Tab: 240 euro	
Extend IL support for faculty.	IL Librarian and Reader Services	Course Directors/ Head Librarian	Free	Produce pop-up library on the 5 th floor in CH.
Introduce peer review system to IL teaching	IL Librarian	Head Librarian	Book voucher 75 euro	The peer reviewer will be a high level IL practitioner.
Provide IL training to faculty on embedding tutorials into programmes	IL Librarian	Head Librarian	Free	Organise training sessions for staff.

19. Challenges

Based on feedback from senior academic management, the following challenges were identified

1. Engagement with the tutorial by faculty and students prior to the tutorial being formally embedded into the design and delivery of a programme for programmatic review.

Response: A targeted approach by the Teaching Librarian via the course directors to identify appropriate modules in which to deliver the tutorial is necessitated. A list of faculty with the responsibility for ensuring that students complete the tutorial within their module will be produced. The Teaching Librarian will offer support and guidance to these staff members.

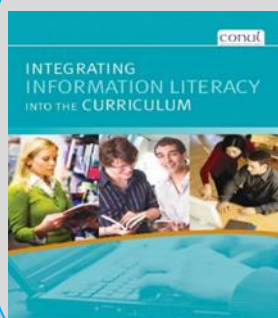
2. Choosing the appropriate module in which to embed the tutorial within an academic programme coming up for review as well as determining the manner in which marks are awarded for completion of this tutorial.

Response: A targeted approach by the Teaching Librarian via the course directors to identify appropriate modules in which to deliver the tutorial is necessitated. Delivery of the tutorial is compulsory for staff on this module. It is also compulsory for students to complete the tutorial.

Response: A list of faculty with the responsibility for ensuring that students complete the tutorial within their module will be produced. The Teaching Librarian can offer guidance and support to faculty on this list in relation to appropriately embedding the online tutorial into module design, delivery and assessment. Although the tutorials are self-correcting, a mark of 5 percent of an assignment for the module that the tutorial is embedded in was deemed appropriate by senior academic management.

3. Integrating the tutorials with initiatives to enhance academic performance institution wide.

Response: Course directors have recommended that the tutorials also be made available via an online portal that is currently under construction for postgraduate students. The Teaching Librarian will also liaise with SESU team.



“Embedding library sessions in this module has resulted in students having a better understanding of the range of resources available and have also gained skills that’ll be of benefit in the workplace when they leave university” (Professor Rodney Thom, UCD)

(Conul,2011)

20. Evaluation and Impact

As described above, the purpose of this IL Strategy is to ensure that IL delivery meets the needs of students and faculty. In order to achieve this objective, it is important that DBS IL activities are assessed. The IL Librarian will put several measures in place to evaluate and gauge the impact of the service. The Library will provide the following evaluative approaches:

Quantitative measures

- IL surveys to assess the level of satisfaction among staff and students of our IL program.

Qualitative measures:

- Focus groups with faculty and students on IL tutorials and on the outcomes of integrating IL into assignments.
- Student evaluation responses by means of feedback from the online tutorials.

In terms of impact, the Library will provide the following approaches

Quantitative measures

- Produce pre and post-tests to measure the effect of the IL tutorials on student learning. The pre and posts tests will be conducted online. They will specifically measure students IL skills before and after completing the tutorial. These efforts are aligned with The Association of College & Research Libraries standards for libraries in higher education (ACRL, 2011).
- Compare the exam results of programme who completed the online tutorial with an equivalent programme who did not complete the online tutorial.
- Produce pre- and post-tests to evaluate student's IL skills following an IL class. These tests will be conducted online and will specifically measure knowledge of referencing and plagiarism before and after attending an IL class. These efforts are aligned with The Association of College & Research Libraries standards for libraries in higher education (ACRL, 2011).

21. Reporting

The IL Librarian will provide the following updates on developments:

Quantitative measures

- An IL annual report drawing on IL usage statistics that is submitted to the Academic Board.

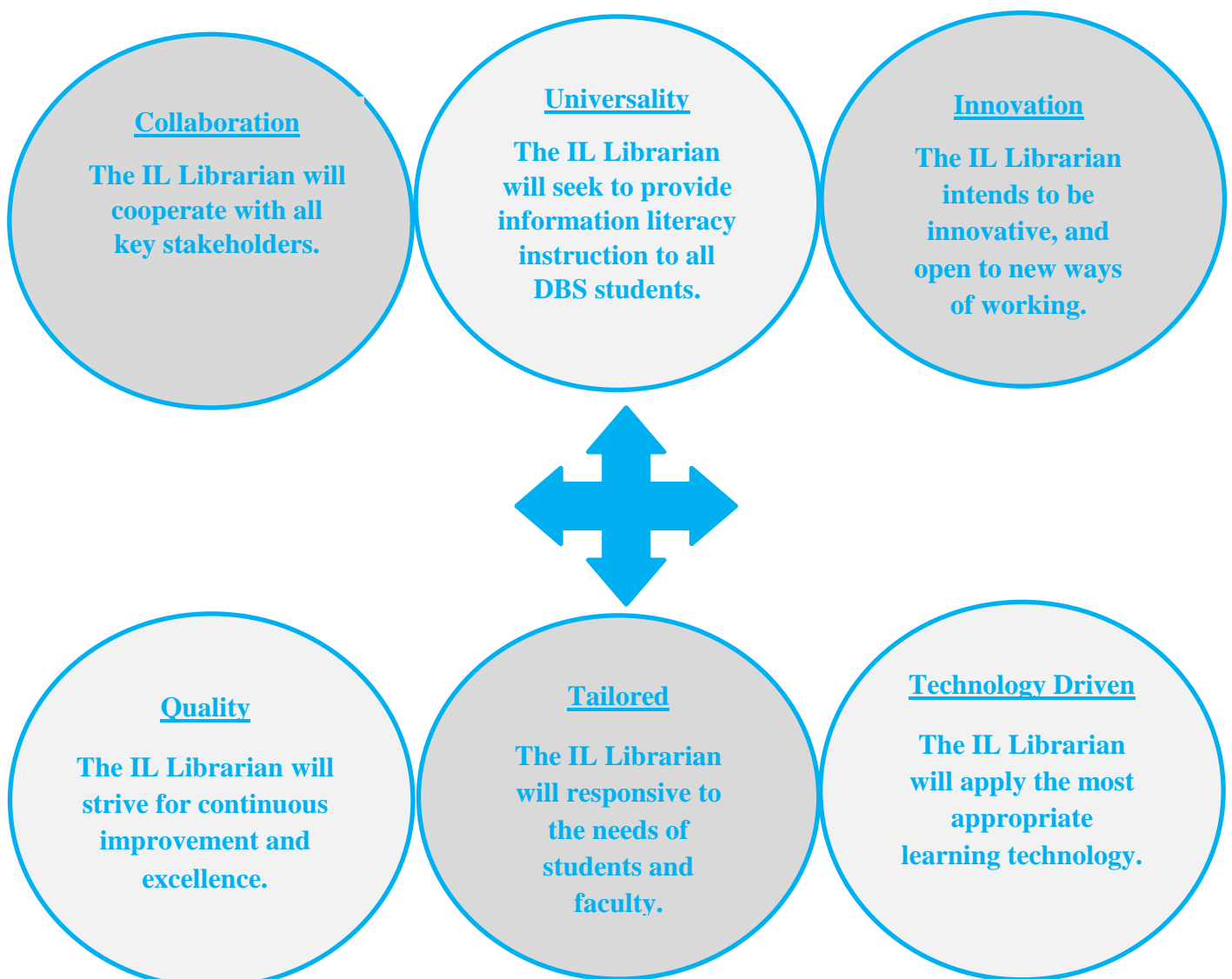
Qualitative measures

- The Head Librarian will periodically update staff at Academic Operations Meetings.

22. IL Values

The IL Librarian has identified a set of values which will guide our work in ensuring the most effective learning outcomes

Figure 9: IL Values



22. Summary

This IL Strategy encapsulates a vision of a DBS graduate who has the requisite information literacy skills to perform effectively in their studies, in the workplace and to underpin lifelong learning. IL instruction will now reach all students via a suite of level appropriate online tutorials with a built in assessment. The ultimate goal is for these tutorials to be embedded into academic programmes when they are being designed or refreshed for validation and programmatic review respectively. Face-to-face instruction will be continued but delivered where it is required most (programmes with poor retention, etc.). The outcomes of this Strategy will be measured quantitatively and qualitatively to illustrate the effectiveness of IL in promoting and enhancing academic standards at Dublin Business School.

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24 Appendix A: Description of DBS Library Information Literacy Classes

CLASSES	
Embedded Classes	These are classes that are provided as part of a timetabled module either Learning to Learn (Undergraduate) or Professional and Personal Development (Postgraduate). Students who take Information Skills classes via the Learning to Learn will be assessed with the mark feeding into the module mark. These sessions are arranged by module lecturer and the Information Skills Librarian.
General Integrated Classes	These are classes that are provided as part of a timetabled module to any group of students in the college. The lecturer of the module can ask the Information Skills Librarian to either deliver from the pre-determined suite of classes on searching resources, referencing, and assignment planning and preparing a literature review.
Sign Up Classes	Students can avail of a suite of sign up classes run mid-week (Tuesdays-Thursday) from 17:00-18:00. These classes run in a cycle so if you cannot make a specific class it will run again soon. The classes available are same as listed in General Integrated Classes section.

Table 5: Description of DBS Library Information Literacy Classes

25 Appendix B: Abbreviations

ACRL: Association of College and Research Libraries

IL: Information Literacy

SEUS: Student Engagement and Success unit (SESU).

SCONUL: The Society of College, National and University Libraries