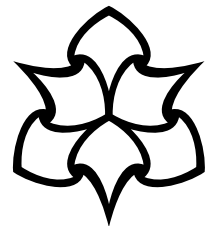


Information literacy in the UK



Geoff Walton - Information Literacy Group (ILG) &
Manchester Metropolitan University

106. Bibliothekartag , Frankfurt, June 2017

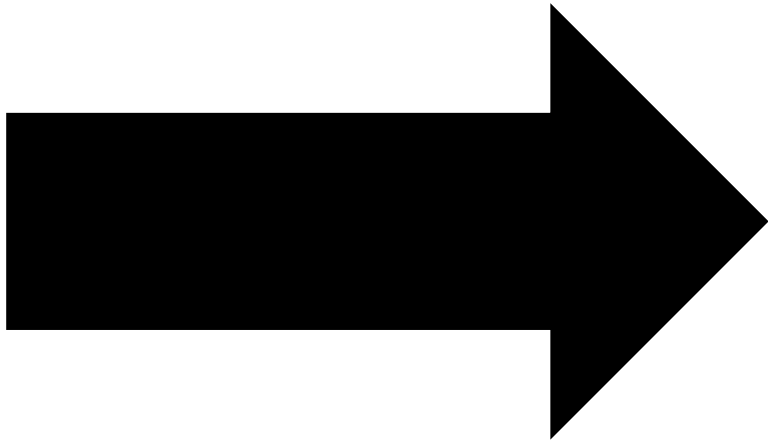
What I'm going to talk about

- ILG, JIL and LILAC
- UK context
- Challenges
- Beyond HE
 - Research projects
 - TeenTech
 - Advocacy
- Final remarks

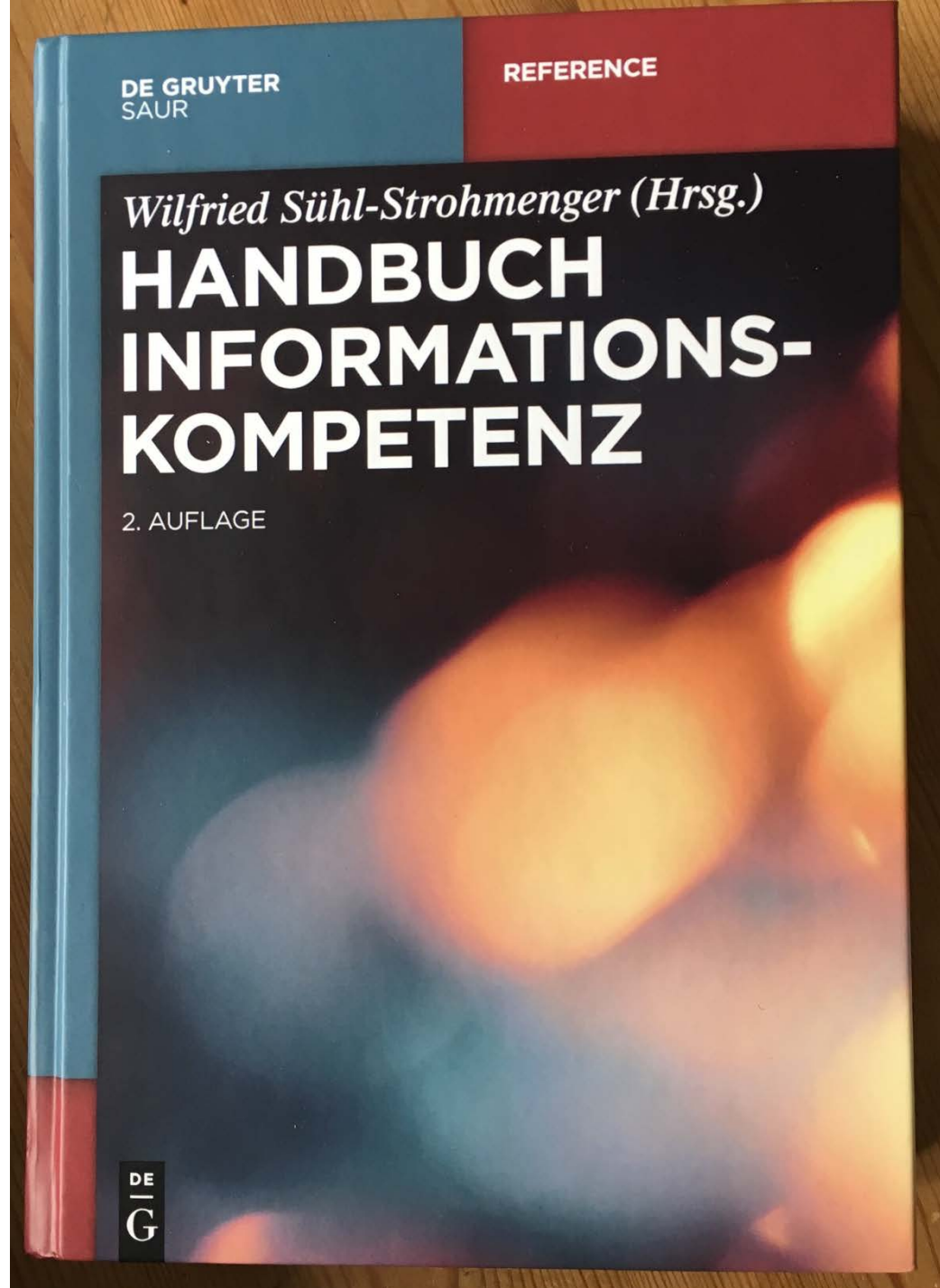


<http://www.informationliteracy.org.uk/>

- It's all in here....

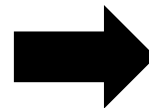


ISBN: 9783110403299



Introduction

- My role
 - ILG Group Committee Member (Library & Information School/ iSchool rep)
 - Chair ILG Research Bursaries Panel
 - Chair of the Editorial Board for the Journal of Information Literacy
- Main contact for ILG is the Committee Chair Dr Jane Secker:
 - jane.secker@city.ac.uk



The CILIP Information Literacy Group

- Special Interest Group of [Chartered Institute of Library and Information Professionals](#) set up in 2003
- Founded [LILAC](#) in 2004
- Run the the open access, peer-reviewed [Journal of Information Literacy](#) . First issue 2007
- Run informationliteracy.org.uk
- Fund training events, sponsorship and offer research bursaries for members
- Community of over 1100+ members, 4756 followers on Twitter [@infolitgroup](#)
- Network for sharing good practice: research and advocacy



Our aims....

- Share good practice in information literacy teaching and research
- Provide a network and a voice for information literacy work in the library profession



- Undertake research and innovation initiatives
- Work across the library sectors
- Reach out beyond the library sector.....



- Held at Swansea University, Wales
- Over 300 delegates from a range of countries

The UK context

- In the UK, there is a strong government focus on digital literacy & skills (opportunity & threat)
 - Task Force on Digital Skills [Digital Skills for Tomorrow's World](#) (July 2014)
 - House of Lords Report on [Digital Skills](#) (June 2015)
 - Focus on [digital literacy in schools](#) = coding
 - Identified by [Quality Assurance Agency \(QAA\)](#) as a focus for the [2015-16 reviews](#) of universities
- Attempts to address this through the research bursaries scheme: focusing outside HE
- ILG are developing links with: schools (EPQ), workplaces, trade unions, other professional groups and organisations
- Advocacy and Outreach Officer

IL in the HE Sector

- IL highly developed and widely recognised in university libraries
- Increasing focus on
 - Finding, evaluating and managing information (plagiarism)
 - transition from school and graduates going into the workplace
 - digital and using social media tools
- Expertise on supporting research students and students undertaking dissertations
- Many successes to embed IL in the curriculum
- Pedagogies - Active learning and gamification



Our challenge.....

- To get IL recognised outside higher education
- To harness IL to break down the digital divide
- To connect with other interested stakeholders and challenge the traditional view of what librarians do and information literacy



- First ever project funded by ILG based in Newcastle public library
- Support for residents to go online
- Establish a network of digital champions
- Training for front line Newcastle council staff

Completed projects

- DeVIL Project (Determining the value of information literacy for employers)
 - Developed a tool to determine how information competencies underpin the performance and effectiveness of businesses
 - Stephane Goldstein and Drew Whitworth
- Learning, lending, liberty?
 - How does IL help young people become informed and meaningful participants in politics?
 - Lauren Smith

Projects in progress

Investigating the Information Literacy of Scotland's Teenagers to Inform Teaching Practice

Dr Morgan Harvey, Northumbria University

Improving transition for engineering students through information literacy training

Clare Langman and a team from Aston University

Lost in information? New Syrian Scots' information way-finding practices

Dr Konstantina Martzoukou, Robert Gordon University

Information discernment and psychophysiological well-being in response to misinformed stigmatization (aka Information literacy and well-being)

Dr Geoff Walton, Manchester Metropolitan University



- A initiative in UK schools for 13-16 year olds to foster an interest in science, technology and innovation
- Run events around the UK and a national competition for science projects
- Sponsors include: Google, Airbus, nationalgrid, Network Rail, Maplin and ILG
- Prestigious awards ceremony at Royal Society
- Following a meeting with TeenTech CEO Maggie Philbin & ILG Chair Jane Secker in 2014, ILG and TeenTech launched the [Research and Information Literacy Award](#)

Evaluating the information that you find using the CRAAP test.



Once you have found your information it is important to evaluate it so that you can keep what's best. One way of doing this is by performing the **CRAAP** test on your sources.

Currency, Relevancy, Authority, Accuracy and Purpose

Asking the questions below about each website, document or piece of information that you find will help you decide which ones are relevant for your project.

Currency

When was it published? Is the information too old? Does it have a date on it? When was it last up-dated? How important is it that you have up-to-date information?

Relevancy

Does it fit your project? Will your project be stronger if you include this information?

Authority

Who has published or written the information? Do you trust them? Is it easy to find out anything about them? Who was it written for?

Accuracy

Is the information correct? Check with another source, if you are not sure to see if they say the same thing. Are the details correct?

Purpose

Why does the information exist? Is it trying to sell you something, persuade you or give you an opinion? Once you figure this out, you can then decide how to use the information that you have found.

There is lots of information available on the **CRAAP** test produced by universities and other libraries that can show you the test in action. You can find it by doing

TeenTeach Guides created by ILG

See the full collection at:

<http://www.teentech.com/teentech-awards/supporting-materials/>

THIS ELECTION
FACTS MATTER
TELL TRUTH FROM SPIN

THINK



Consider the issues
What really matters to you?



See the big picture
Get a broad view of the issues



Find out what the parties say
What do they promise?

CHECK



Verify your facts
Fact checking sites are here to help



Look for evidence
Is the information reliable?



Seek informed views
Use trusted sources

SHARE



Be part of the debate
Share your views and opinions



Don't share bad information
Check before you share



Beware of fake news
Don't be the victim of a hoax

cilip.org.uk/factsmatter



The library
and information
association



Advocacy



- General election – supporting CLIP Facts Matter campaign
- Contribution of written evidence to the House of Commons Culture Media & Sport Select Committee on Fake News

Final remarks



- ILG continues to make progress but there is still much to do
- In the wake of the ‘fake news’, ‘post-truth’ and ‘alternative facts’ era this is our moment
- Time to show how information literacy can ***transform*** peoples’ engagement with information generally and the news media in particular

Thank you!



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- Academia.edu: [mmu.academia.edu/GeoffWalton](https://www.academia.edu/GeoffWalton)
- Google scholar:
<https://scholar.google.co.uk/citations?user=UwsIXpUAAAAJ&hl=en>

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