Identify: Define a task and understand the topic

Help learners to identify their personal need for information and define their search topic/question using simple terms.

Make sure they understand that new information is constantly being produced, and that they know where to go to gather background information to help them understand the topic.

Scope: Select appropriate resources

Help learners to assess their current knowledge of a topic and seek different ways of addressing their information gaps.

Get learners to use a range of good quality resources to find out information (e.g. books, journal articles, databases, websites). Prompt them to choose the most appropriate resources for their task or assignment, and discuss their choices with them.

Identify: Define a task and understand the topic

Help learners to:

- [ ] Define their task in their own words, and check that they know what information they need to find out to complete the task

- [ ] Take personal responsibility for an information search and manage their time effectively

- [ ] Understand the need for accurate, current and relevant information

- [ ] Recognise and avoid the problems of 'information overload' and encourage learners to define limits of their search for their particular information needs

- [ ] Understand how their information search might change as they discover more material, e.g. an information source might lead them to a new area of research

- [ ] Gather background information to gain understanding of their topic, such as:

  - [ ] material sourced via University library catalogue

  - [ ] news sources (print or online)

  - [ ] government information

  - [ ] quality online sources – e.g. e-journals, e-books

  - [ ] other forms of media – e.g. blogs, podcasts, audio, video sources

  - [ ] academic papers/research

  - [ ] dictionaries/encyclopedias
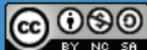
  - [ ] directories – people/organisations

Scope: Select appropriate resources

Help learners to:

- Recognise different types of valid information resources:
    - scholarly/quality resources available from the library
    - other respected resources, such as news websites (e.g. BBC News)

- Recognise different formats of information sources:
    - primary information sources
    - secondary information sources
    - print sources
    - online sources
    - journal literature

- Use new tools for searching as they become available

- Identify appropriate resources by providing them with a subject-specific information skills session with library staff - organise this with the subject librarian

- Select appropriate information to meet their specific needs

Adapted from Information Skills Benchmarks (Peter Godwin, LIS)
Based on the SCONUL Seven Pillars of Information Literacy, Core Model for Higher Education

Version 4.0

Plan: Search effectively

Help learners to understand how to locate information and data and how to get the most out of each individual information resource.

Find out if learners are aware of a range of search techniques/search tools (e.g. library catalogues, online search facilities), and which ones are best for their purposes. Make sure that they know all possible places that they can visit to discover information.

Gather: Find and extract information and data

Help learners to develop the right skills to do their research and find the necessary information.

Make sure your learners are familiar with a variety of search techniques to find and extract information. Direct them towards the library's online facilities or help resources where they can get more information about searching.

Plan: Search effectively

Help learners to:

☐ Scope their search question clearly, using appropriate language

☐ Develop and practice advanced search techniques as necessary (e.g. Boolean searching, wildcards) via a library information skills session.

☐ Understand how to pick the right search tool(s) for their needs:

- ☐ the library catalogue
- ☐ search engines/online databases
- ☐ e-journals/e-books
- ☐ specific scholarly search facilities - e.g. Google Scholar
- ☐ online groups and forums

☐ Locate the library website, and recognise that it links to a variety of information sources, both internal and external

☐ Search using keywords in the library catalogue, online search engines and databases

☐ Use abstracts/indexes to find information, as well as full text online or print sources of information

☐ Be aware that standard search engines (e.g. Google, Yahoo) might not return the most relevant information, and may provide dubious or less relevant results

Adapted from Information Skills Benchmarks (Peter Godwin, LIS)
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Gather: Find and access information and data

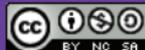**Help learners to:**

- [ ] Use the library catalogue to search for specific books or journals available at the University

- [ ] Understand loan periods and entitlements

- [ ] Understand how print materials are organised/classified in the library

- [ ] Use the inter-campus loan service, or browse other libraries for inter-library loans

- [ ] Limit searches to certain parameters (e.g. date or format)

- [ ] Construct complex searches appropriate to different digital/print resources to find material

- [ ] Access full text information, both print and digital, read and download online material/data

- [ ] Use online and printed help and find personal, expert help

Adapted from Information Skills Benchmarks (Peter Godwin, LIS)
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Evaluate: Compare and analyse information

Help learners to compare and evaluate information from different sources.

Ask learners to critique different extracts and evaluate which pieces of information are relevant to their study. Make sure learners understand all key academic processes, such as peer review of journals. Also ensure that learners understand which resources might be considered 'unscholarly' or which might be biased.

Manage: Organise and share information ethically

Help learners to understand important ethical and legal issues around using and referencing published material.

Make sure your learners have clear guidelines on issues such as copyright and plagiarism, and realise the penalties imposed on plagiarists. They should be able to cite and reference published material correctly in written work. They should also understand the importance of keeping accurate records of information sources.

Evaluate: Compare and analyse information

Help learners to:

☐ Recognise how information that they gather can have a particular bias

☐ Understand how to read critically, summarising key points and arguments in their own words

☐ Select and evaluate a wide range of materials on a topic and consider whether the information is current/relevant to their original search query

☐ Analyse and interpret information for use in a range of different contexts, such as essays, assignments or projects

☐ Extract material by note-making/ printing from online sources (bearing in mind copyright restrictions)

☐ Assess the quality, accuracy, relevance, bias and credibility of the information resources found

Manage: Organise and share information ethically

Help learners to:

- ☐ Understand a relevant referencing system (e.g. Harvard)

- ☐ Know how to reference all types of information sources (print or online)

- ☐ Understand reference types, e.g. book/journal/website, or legal referencing

- ☐ Cite printed/online sources in a reference list and in-text

- ☐ Create a bibliography of their research material using different types of sources (e.g. books, journals, web pages, blogs, academic papers etc.)

- ☐ Know how to use University software (e.g. Refworks) or online reference builders (e.g. Zotero) to manage references if necessary

- ☐ Understand and access copyright, plagiarism and IPR rules and sanctions that apply to their University, and meet standards of conduct for academic integrity

- ☐ Understand academics' use of online plagiarism software (e.g. Turnitin)

- ☐ Understand how to keep records of resources that have been used - e.g. resources from databases

Present: Interpret information and create new content

Help learners to analyse all the information they have extracted and produce a synthesis that presents their own perspective and findings.

Ask learners to do an activity in which they have to reflect on what they have learned, present the results of their research (incorporating information gained to date) and create new written content.

To encourage good information literacy, help learners to:

Add your own principle

Present: Interpret information and create new content

Help learners to:

- ☐ Think critically about what they have read and synthesise information

- ☐ Understand the difference between summarising and synthesising

- ☐ Develop and evidence their own ideas and opinions on a topic, rather than just regurgitating information

- ☐ Reconsider opinions as the research progresses through the discovery of new information

- ☐ Create new knowledge which builds on existing information

- ☐ Reflect on challenges faced during their study/research

- ☐ Exchange, discuss and debate information using appropriate personal networks and digital technologies (e.g. discussion lists, social networking sites, forums, blogs etc.)

- ☐ Make use of academic feedback provided by staff in all submitted work

- ☐ Keep a reflective log of their research

Priority:

- _____

- _____

- _____

- _____

- _____

- _____