

УДК 371.3:004=111
 378.6:32+33(410 London):004=111
 027.7(410):004=111
 Прегледни рад

Developing Digital and Information Literacies in LSE Undergraduate Students

Jane Secker
 j.secker@lse.ac.uk

Maria Bell
 m.bell@lse.ac.uk

London School of Economics and Political Science, London, UK

Abstract

A New Curriculum for Information Literacy (ANCIL) was developed as a broad approach to supporting student learning in higher education. It defined information literacy as the skills, behaviour and attitudes that make up the informed scholar and the judicious citizen. In 2012, London School of Economics (LSE) used ANCIL as an audit tool, to examine undergraduate support for digital and information literacies. The study highlighted pockets of good practice and gaps in provision at LSE. The team made a number of recommendations and consequently developed a digital and information literacy framework. They also recruited two departments to take part in pilot projects to embed information and digital literacy into undergraduate programmes. In a related study they are also exploring the role of students as ambassadors for digital literacy. This paper will report on both the theory of ANCIL and how it is influencing teaching at LSE.

Keywords:

information literacy, digital literacy, learning support, undergraduates, London School of Economics and Political Science, *A New Curriculum for Information Literacy*, academic libraries, teaching methods, teaching evaluation.

Introduction and definitions

This paper¹ describes on-going initiatives at the London School of Economics and Political Science (LSE) to enhance the digital and information literacies of undergraduate students. LSE is a world class social sciences institution with around 9,000 students, of which around half are undergraduate students. It teaches across the breadth of social sciences from economics, statistics, accounting and finance to anthropology, international relations, economic history and sociology.

LSE recognizes that both digital and information literacies are essential to success at undergraduate level. The institution has recently developed a *Digital and Information Literacy Framework*². However, despite the framework, this paper highlights how much work

is still required to embed the skills, behaviours and attitudes across the teaching in the institution. Many academic staff consulted during this research recognized the importance of such literacies, however there existed what has been described as a "disconnect"³ between the expressed concern and actual practice. Much of the digital and information literacy support is provided by central services, such as the Library and Teaching and Learning Centre. Meanwhile the Centre for Learning Technology (CLT) who support staff in the use of new technologies to enhance learning, have invested considerable effort in developing these competencies in staff, but do not currently offer workshops for undergraduate or masters students.

This paper reports on a review project to audit provision⁴ at LSE and reports on the resulting ini-

¹ This paper is based on a presentation given at the European Conference for Information Literacy in Istanbul in October 2013

² LSE, "LSE Digital and Information Literacy Framework", 2013, http://clt.lse.ac.uk/digital-and-information-literacy/LSE%20Information%20and%20Digital%20Literacy%20Framework_final.pdf (Date of access 31 March 2014).

³ Sophie Bury, "Faculty Attitudes, Perceptions and Experiences of Information Literacy: A Study across Multiple Disciplines at York University, Canada", *Journal of Information Literacy* 5, no. 1 (2011): 45-64, DOI: <http://dx.doi.org/10.11645/5.1.1513>.

⁴ Maria Bell et al. "Undergraduate Support at LSE: The ANCIL Report" (London: London School of Economics and Political Science, 2012), <http://eprints.lse.ac.uk/48058/> (Date of access 31 March 2014).

tatives that have been launched, working with academic departments.

A New Curriculum for Information Literacy (ANCIL)

The work was inspired by a new model of undergraduate support developed by one of the authors of this paper as part of research carried out at the University of Cambridge. *A New Curriculum for Information Literacy (ANCIL)*⁵ offers a holistic learner centered approach to information and related literacies (digital, academic, media). ANCIL defines information literacy broadly, seeing it as:

"Information literacy is a continuum of skills, behaviours, approaches and values that is so deeply

entwined with the uses of information as to be a fundamental element of learning, scholarship and research. It is the defining characteristic of the discerning scholar, the informed and judicious citizen, and the autonomous learner."⁶

ANCIL is comprised of 10 strands, and the research developed a detailed curriculum document, following an extensive literature review and an expert consultation. The curriculum identifies learning objectives, sample activities and assessments that can be embedded into teaching. Figure 1 shows a visual representation of the curriculum. All the resources and reports are available as open educational resources from the ANCIL website.

After ANCIL was developed, a follow up research project explored how it could be used as a tool to

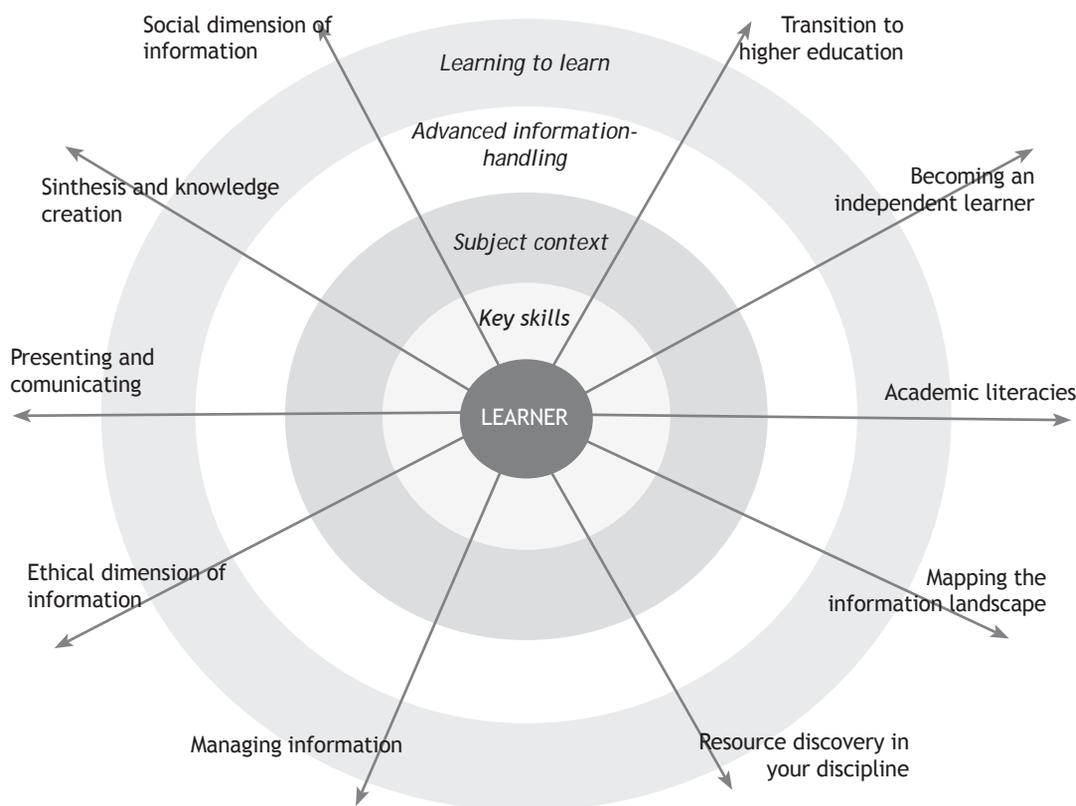


Figure 1: ANCIL: a new curriculum for information literacy

⁵ Jane Secker and Emma Coonan, "A New Curriculum for Information Literacy: Curriculum and Supporting Documents" (Cambridge: Arcadia Programme, Cambridge University Library, 2011), http://ccfil.pbworks.com/f/ANCIL_final.pdf (Date of access 31 March 2014).

⁶ Ibid.

audit provision across either a department or an entire institution⁷. It was this work that inspired LSE, to review its undergraduate provision.

Undergraduate teaching at LSE

Teaching at LSE is relatively traditional and almost all undergraduate students are full time and based on the central London campus. Teaching is largely delivered via lectures and small classes, with resources and support provided online in the institutional virtual learning environment (VLE), Moodle. LSE undergraduates are required to undertake a core course taught by academic staff, known as LSE100: Understanding the Cause of Things which introduces first year undergraduates to the fundamental elements of thinking like a social scientist, and uses a variety of learning technologies, such as lecture recording and voting systems to support the lectures and classes. Some information, digital and academic literacies are embedded in this course delivered as online course on the VLE. Core skills modules are methodological skills, communications skills and information skills and include online tutorials to essay writing, avoiding plagiarism and finding, evaluating and managing information. LSE100 is not discipline specific and the students are primarily assessed through end of year exams. In addition, many LSE undergraduate students are not required to write dissertations as part of their degree, which means that the opportunities to develop their research skills can be limited.

Why carry out an audit?

The authors sought to review their services' provision of information literacy workshops to students taught by a small team of Academic Support Librarians. It was evident from booking and attendance data that undergraduate students rarely attended the workshops. The authors were keen to investigate the reasons and were also interested to explore where digital and information literacies might be supported in the undergraduate curriculum either by other support departments or embedded in the course by the lecturer. It was hoped that

the audit would enable examples of good practice to be identified and explore whether there were gaps or inconsistencies across academic departments.

This was also an opportunity to test further the value of the ANCIL framework as an audit tool and to build on the earlier work carried out at York St John University and the University of Worcester.⁸

Methodology

The research, carried out from March – July 2012 was based on a methodology developed by Wrathall⁹ which involved carrying out interviews with key stakeholders across an institution. Due to logistical difficulties with meeting large numbers of staff, interviews were supplemented with data collected via an online questionnaire circulated to LSE staff. A separate questionnaire was distributed to Academic Support Librarians to gather information about the information literacy support they currently provided to students in their departments.

The questions were structured around the ten strands of the ANCIL framework and were designed to identify where students had the opportunity to develop these abilities. Questions also explored what staff understood by the term "digital and information literacy", and who should be responsible for teaching it and the role of academic support librarians. A variety of academic and support staff were consulted as part of the audit. The Deans of Undergraduate and Postgraduate Studies were also interviewed. The interview questions are available in the Appendix.¹⁰

Finally focus groups were held with students to find out how they prepared for study at LSE, the type of support they required and their preference for support. This additional data was collected following an interview with the Dean of Undergraduate Studies, who stressed how important it was to supplement the data with the student perspective.

The interview and questionnaire data was analyzed and coded to identify emerging themes and key issues. In terms of each of the ten strands of ANCIL it was possible to use the questions to identify which departments were supporting each strand.

⁷ Katy Wrathall, "Strategies for Implementing ANCIL in Non-Cambridge HEIs", 2012, <http://implementingancil.pbworks.com/w/file/55121848/Strategies%20for%20Implementing%20ANCIL%20in%20Non-Cambridge%20HEIs%20v3.pdf> (Date of access 31 March 2014).

⁸ Ibid.

⁹ Ibid.

¹⁰ See Appendix

Key findings

The audit provided a snapshot of support across LSE. It did not intend to be comprehensive as reaching all academic staff in all departments within the timescale was not feasible, but it provided considerable evidence about whether the ten strands of ANCIL were being supported across LSE. It was possible to identify several examples of good practice and where there might be overlaps and gaps in provision, particularly between support services. It also highlighted a number of assumptions about who should be supporting students in developing these abilities. Figure 2 shows a visual representation of which departments might be

supporting undergraduate students in terms of the ten strands of ANCIL. In some areas, such as the transition into higher education, there were clearly numerous academic departments and support services all offering support to students. In other areas, key responsibility for support was clear, for example literacies around finding, evaluating and managing information were clearly seen as the remit of the Library.

Teaching students about ethical issues, such as copyright and plagiarism was also largely dealt with by the Library and CLT. Meanwhile helping students with the social dimension of information was seen as a responsibility of the Careers Service and Language Centre.

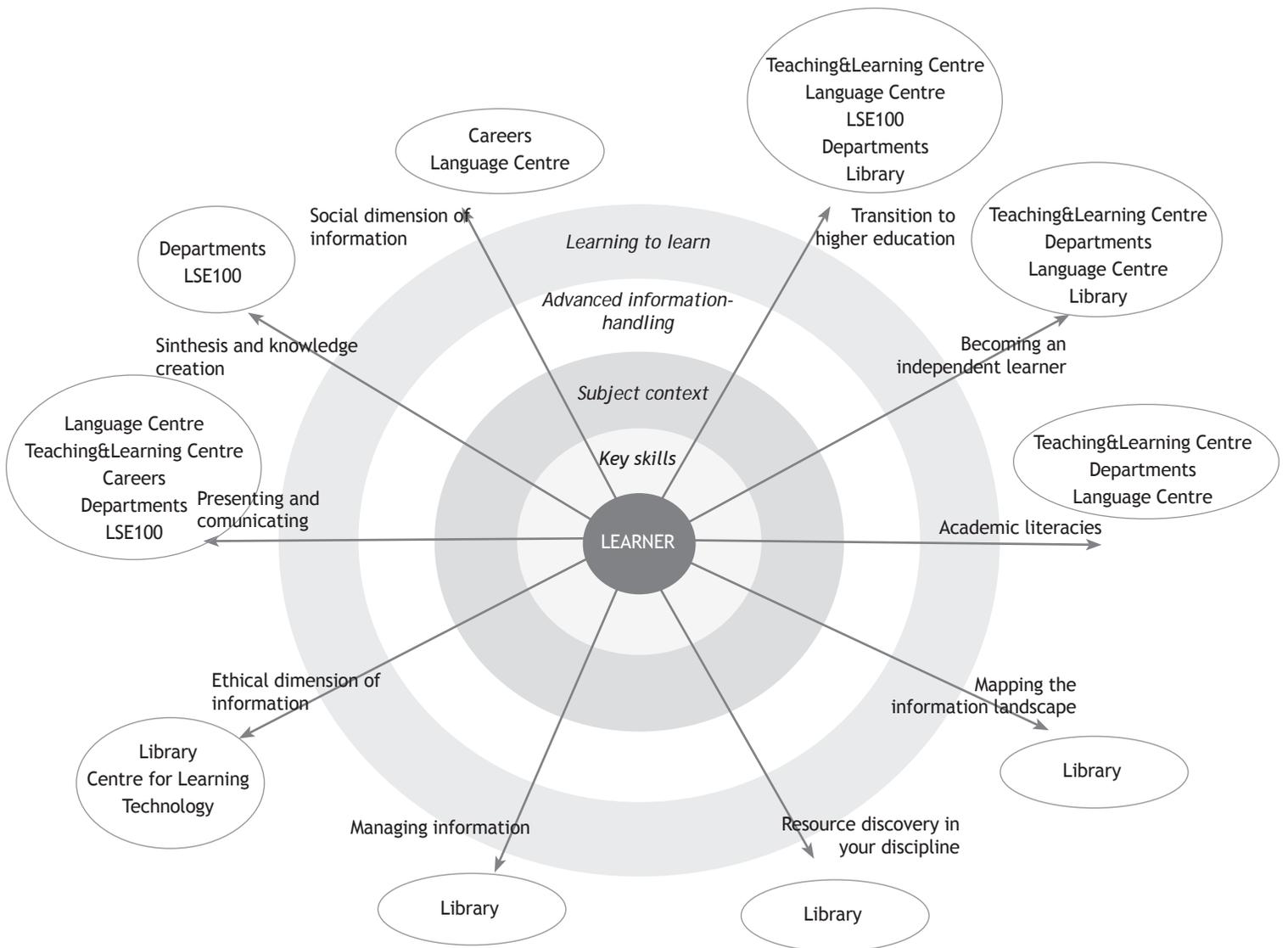


Figure 2: ANCIL strands according to LSE departments and services

Further interesting findings emerged from the study including:

- Information and digital literacies were rarely embedded in the subject discipline;
- There was a perception that information literacy was important, but it was defined narrowly as the ability to find, evaluate and manage information;
- While there was good practice, this was inconsistent across academic departments, and research skills were often not developed in quantitative courses which were less likely to include a dissertation in the undergraduate programme.

A lack of time and space in the curriculum was the main barrier for staff not embedding digital and information literacy in their teaching. However there also existed a minority view that students "should" already have information literacy skills by the time they arrived at LSE and that it was not the responsibility of academic staff to teach this. Some staff recognized that they did not have the appropriate expertise to teach this to their students and recognized that colleagues in support services might be better placed to teach this.

The student focus groups revealed that student information use was largely driven by reading lists and resources provided by lecturers in the virtual learning environment Moodle. Students admitted to feeling unprepared to find and evaluate quality information sources, and were often not required to carry out independent research until the third year of their degree.

The report¹¹ was circulated for comments to the participants and presented at LSE's Teaching, Learning and Assessment Committee (TLAC) in February 2013. Eight recommendations were presented and received an endorsement by the committee including:

1. LSE develop an information and digital literacy strategy;
2. The strategy or framework makes the roles and responsibilities for information literacy provision explicit to also ensure there is a clear documented referral policy for students;

3. A staff development programme is launched to support LSE staff to ensure they understand the importance of these literacies and how to embed them into their undergraduate programmes;
4. A network of information and digital literacy champions across the staff and student body is established across LSE to support the strategy and staff development programme;
5. A study to understand the needs of students entering higher education which could be undertaken with Widening Participation team;
6. Two pilots with academic departments are undertaken in 2012/13 to embed information and digital literacy into undergraduate programmes and to evaluate the impact and implications of this work in terms of benefits to students, time in the curriculum and staffing;
7. The role of Academic Support Librarians in delivering information literacy support will be reviewed to ensure consistency and the Library will develop a portfolio of training offered to all undergraduate programmes;
8. Communication between central support services and academic departments will be reviewed to explore further possibilities to join up student support either in standalone or embedded courses.

Developing an LSE Framework

The report has led to several new initiatives at LSE since 2012, the first of which was to develop an information and digital literacy framework for the institution. The framework's development was informed by existing strategies and frameworks, including ANCIL¹², SCONUL's 7 Pillars of Information Literacy¹³ and the Open University Digital and Information Literacy Framework¹⁴.

¹² Jane Secker and Emma Coonan, "A New Curriculum for Information Literacy: Curriculum and Supporting Documents" (Cambridge: Arcadia Programme, Cambridge University Library, 2011), http://ccfil.pbworks.com/f/ANCIL_final.pdf (Date of access 31 March 2014).

¹³ SCONUL, "The SCONUL Seven Pillars of Information Literacy Core Model for Higher Education", April 2011, <http://www.sconul.ac.uk/sites/default/files/documents/coremodel.pdf> (Date of access 26 February 2014).

¹⁴ Open University, "Digital and information literacy framework", 2012, http://www.open.ac.uk/libraryservices/subsites/dilframework/dilframework_view_all.pdf (Date of access 26 February 2014).

¹¹ Maria Bell et al., "Undergraduate Support at LSE: The ANCIL Report" (London: London School of Economics and Political Science, 2012), <http://eprints.lse.ac.uk/48058/> (Date of access 31 March 2014).

It was decided that LSE would develop a framework rather than a strategy, to make it more practical to inform teaching. The framework broadly followed the ANCIL format in that each strand included learning objectives and sample activities to provide examples of how each high level ability can be translated into practice. The LSE framework has eight strands and is available online.¹⁵ Feedback from academic staff on a draft version of the framework was that the learning activity examples were particularly helpful. Staff in the Library and Centre for Learning Technology also provided feedback on the draft framework. The current provision of information and digital literacy workshops offered by the Library and the Centre for Learning Technology has recently been mapped to this framework and it has been used to discuss teaching between librarians and academic staff.

Building Partnerships

The presentation at LSE's TLAC in February 2013 was an opportunity to invite staff from across the institution to participate in small scale pilots to embed digital and information literacies into their undergraduate courses. These pilots would enable approaches and teaching sessions to be tested on a small scale to find out what might be successful, as well as what resources were required to carry out this work. LSE's Departments of Statistics and Sociology were involved in pilot projects which were launched in 2013/14.

Work was also undertaken to join up support offered by services such as the Teaching and Learning Centre, Centre for Learning Technology and the Library. A number of new workshops have been run for academic departments around academic integrity, reading strategies and finding and managing information.

Embedding information literacy in the Online Environment

Student feedback indicated that the virtual learning environment Moodle was often a key place where students sought access resources for their course. The Library and Teaching and Learning Centre had both

developed standalone Moodle courses for students as portals for accessing support. However, usage statistics indicated that students were not using these courses and the focus groups revealed a low level of awareness about their existence amongst students. Further enhancements to embed support into Moodle were launched in 2013, including creating customized library blocks to appear within departmental Moodle courses, which provided links to subject specific resources and contact details of the Academic Support Librarians. Additional enhancements to the library courses in Moodle are also planned during 2014.

Student Ambassadors

In August 2013 the team participated in a workshop with other universities about embedding digital literacies in institutional strategies. Funding for small scale projects was offered to those attending the workshop by the Higher Education Academy.

This led to the team being awarded a small grant from the Higher Education Academy for a project to involve students in developing digital and information literacies. Student Ambassadors for Digital Literacy (SADL)¹⁶ is seeking to explore the role of students as ambassadors for digital literacy. The approach had been used successfully in similar projects in the UK funded by Jisc around developing digital literacies, for example the Exeter CASCADE project.¹⁷ The notion that students might be able to support both staff and their peers is central to the SADL project.

In November 2013 twenty students from the Departments of Statistics and Social Policy were recruited to act as student ambassadors. The project was advertised widely to all undergraduate students in these two departments via email and announcements in core lectures. Interested students had to submit an application based on a written application to state why they wanted to be a student ambassador for digital literacy. Twenty students applied for the ambassador role and it was decided to invite them all to the first workshop. Throughout the course of the academic year 2013/14 these students are attending four workshops which are designed to enhance their digital and information literacy skills, but also provide

¹⁵ LSE, "LSE Digital and Information Literacy Framework", 2013, http://clt.lse.ac.uk/digital-and-information-literacy/LSE%20Information%20and%20Digital%20Literacy%20Framework_final.pdf (Date of access 31 March 2014).

¹⁶ SADL Project, "Student Ambassadors for Digital Literacy", 2014, <http://blogs.lse.ac.uk/lseadl/> (Date of access 26 February 2014).

¹⁷ University of Exeter, "Exeter CASCADE: Project Developing Skills for Scholars", 2013, <http://projects.exeter.ac.uk/cascade/> (Date of access 26 February 2014).

an opportunity for staff to learn from the students, and for the students to try supporting their peers. The project has support from the LSE Students' Union who helped to recruit the ambassadors. Students are being encouraged to blog about their experiences on the project. They receive Amazon vouchers for their attendance at workshops and online badges. Students will also receive a statement on their institutional personal development record, which enables them to develop additional employability attributes. SADL is an opportunity to identify where students need support in developing digital and information literacies, what they are already good at, what tools they use to support their studies. The project should also provide valuable evidence to enhance the provision to all undergraduates.

In a related development, the authors have also been involved in an initiative with a London college in 2013/14 to help prepare A-Level students for university. Three workshops have been run for a group of students studying Philosophy, Politics and Economics to help them find and evaluate information and develop their academic literacies. The workshop series has enabled the authors to understand the way students study before arriving at university, and how LSE might best support them in their transition to higher education.

Evaluation and impact

Work is still on-going at LSE, however the authors are considering how the impact of the work is to be measured. Issues being considered include:

- How is the success of embedded information and digital literacy support to be measured and demonstrated?

- Is the work of the pilot projects and the SADL project sustainable and scalable? Is it feasible to offer this to all undergraduate students?
- What might the staff development needs be? For example, the team plan to run a workshop for LSE staff at the end of the SADL project to share findings from the project, but what measures should be in place that will staff best support teaching staff to design courses with digital and information literacies embedded?

Finally the authors are considering whether to repeat the audit at some point in the future to measure impact to date.

Conclusion

Many academic staff recognize that information and digital literacies are vital skills for undergraduate students to develop. However, at LSE despite concerns about students lacking research skills, and not being able to find literature without a reading list or provided with a link in Moodle, this has not translated into curriculum redesign. In many departments information and digital literacies remain optional so that students need to seek out and complete workshops outside of their main curriculum and outside the context of their discipline. Using a framework such as ANCIL to undertake a review across the institution served as a catalyst for a number of exciting developments. The next challenge is to prove that the small scale pilots and projects such as SADL are improving student learning and that they can be sustained and scaled up to all undergraduates.

Bibliography:

1. Bell, Maria, Darren Moon, and Jane Secker. "Undergraduate Support at LSE: The ANCIL Report". London: London School of Economics and Political Science, 2012. <http://eprints.lse.ac.uk/48058/> (Date of access 31 March 2014).
2. Bury, Sophie. "Faculty Attitudes, Perceptions and Experiences of Information Literacy: A Study across Multiple Disciplines at York University, Canada." *Journal of Information Literacy* 5, no. 1 (2011): 45-64. DOI: <http://dx.doi.org/10.11645/5.1.1513>
3. LSE. "LSE Digital and Information Literacy Framework". 2013. http://clt.lse.ac.uk/digital-and-information-literacy/LSE%20Information%20and%20Digital%20Literacy%20Framework_final.pdf (Date of access 31 March 2014).

4. Open University. "Digital and information literacy framework". 2012. http://www.open.ac.uk/libraryservices/subsites/dilframework/dilframework_view_all.pdf (Date of access 26 February 2014).
5. SADL Project. "Student Ambassadors for Digital Literacy". 2014. <http://blogs.lse.ac.uk/lseadl/> (Date of access 26 February 2014).
6. SCOUNL. "The SCOUNL Seven Pillars of Information Literacy Core Model for Higher Education". April 2011. <http://www.sconul.ac.uk/sites/default/files/documents/coremodel.pdf> (Date of access 26 February 2014).
7. Secker, Jane and Emma Coonan. "A New Curriculum for Information Literacy: Curriculum and Supporting Documents". Cambridge: Arcadia Programme, Cambridge University Library 2011. http://ccfil.pbworks.com/f/ANCIL_final.pdf (Date of access 31 March 2014).
8. University of Exeter. "Exeter CASCADE: Project Developing Skills for Scholars". 2013. Retrieved from <http://projects.exeter.ac.uk/cascade/> (Date accessed 26 February 2014).
9. Wrathall, Katy. "Strategies for Implementing ANCIL in Non-Cambridge HEIs". 2012. <http://implementingancil.pbworks.com/w/file/55121848/Strategies%20for%20Implementing%20ANCIL%20in%20Non-Cambridge%20HEIs%20v3.pdf> (Date of access 31 March 2014).

Развијање дигиталне и информационе писмености код студената основних академских студија на Факултету за економију и политичке науке Лондон

Сажетак

*Нови наставни план и програм за информациону писменост (ANCIL) је израђен као свеобухватни приступ подршци студирању у високошколским установама. ANCIL дефинише информациону писменост као вештине, поступке и ставове који чине информисаног интелектуалца и грађанина способног да разумно просуђује. Факултет за економију и политичке науке Лондон (LSE) је 2012. године, користећи ANCIL као инструмент истраживања, испитивао каква се подршка пружа студентима основних академских студија у стицању дигиталне и информационе писмености. У студији су истакнути изоловани случајеви добре праксе, као и пропусти који се чине на овом факултету. Стручни тим је саставио низ препорука и на тај начин креирао платформу за развој дигиталне и информационе писмености; ангажовао је и студенте са два одсека овог факултета ради учешћа у пилот-пројектима у вези са укључивањем информационе и дигиталне писмености у програме основних академских студија. У другој студији испитивана је и улога студената као „амбасадора” дигиталне писмености. Овај рад приказује теоријске основе *Новог наставног плана и програма за информациону писменост*, као и његов утицај на наставу на Факултету за економију и политичке науке Лондон.*

Кључне речи:

информациона писменост, дигитална писменост, подршка учењу, студенти основних академских студија, Факултет за економију и политичке науке Лондон (LSE), *Нови наставни план и програм за информациону писменост*, високошколске библиотеке, наставне методе, евалуација наставе

Примљено: 4. марта 2014.
Исправке рукописа 22. марта 2014.
Прихваћено за објављивање: 30. марта 2014.

Appendix

ANCIL Audit interview questions

How would you summarise your role?

Do you support students?

At which point do you support them?

Throughout their time in HE

At transition At third year

At first year At postgraduate

At second year At leaving

These are the strands of the new curriculum. Do you in your role deliver or support students formally with any of them now?

Transition to HE

Becoming an independent learner

Developing academic literacies

Mapping and evaluating the information landscape

Resource discovery in a set discipline

Managing information

Ethical dimension of information

Presenting and communicating information

Synthesizing information and creating new knowledge

Social dimension of information literacy

Do you formally or informally (formal are time-tabled sessions that students have to attend – informal are non-compulsory sessions, online materials or other support)

Help students produce work at HE level?

Help students differentiate between a popular and an academic resource?

Help students find their academic voice?

Help students work out how to find resources and understand the process?

Help students think about how they research and why?

Help students identify how they learn and what strategies they can use?

Help students deal with negative learning experiences?

Help students identify support available?

Help students learn to influence through use of language?

Help students understand how they are influenced?

Help students develop reading techniques like skimming

Help students learn they can find relevant

information in a resource that isn't apparently about their topic?

Help students develop evaluation skills?

Help students learn who their subject experts are and why?

Help students muster their argument with supporting evidence?

Help students know what the best tools are for them to use?

Help students explore new "finding aids"

Help students know key people to go to including their peers?

Help students develop note-taking skills

Help students manage their time?

Help students plan?

Help students develop an information handling strategy, eg folders etc?

Help students with citations and referencing?

Help students use current awareness strategies?

Help students understand and avoid plagiarism?

Help students understand the ethics of information use?

Help students understand copyright issues?

Help students understand and manage their on-line presence and digital footprint?

Help students use the right tone for different occasions?

Help students formulate research questions?

Help students evaluate new information?

Help students realize learning is ongoing?

Help students transfer their skills to the workplace?

Help students be open-minded about new information?

Who do you work with formally to deliver these outcomes?

Who would you like to work with in your organisation?

Who owns the Information Literacy support and teaching?

Who do you think should be?

How should the 'new Curriculum' be delivered?

Could it be delivered collaboratively?

Who would be supportive of ANCIL?

Who might be less supportive and what other challenges might you face?

What would you need to support you when implementing the curriculum? E.g. resources?

Who are the top three people to get on side in your organization?