

Developing IL learning, teaching and support in an e-environment

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Part 1: IL and Researchers

- UK universities have been developing IL for undergraduates for several years
- Most are now extending provision to postgraduate and postdoctoral researchers
- Introducing the Research Information Methodologies and Tools Project

Graduate Training Centre Manager

“It is difficult to contribute if you are not an active researcher. You need to be able to show how you would apply (for example *RefWorks*) in your own research. It’s about understanding the ramifications of research.”

Research Information Methodologies and Tools Project

- Funded by the Research Information Network
- Focus on training of postgraduate and postdoctoral researchers
- Two phases:
 - National survey and interviews
 - Eight case studies
- Conducted by Information Management Associates and the AIMTECH Research Group, Leeds University Business School

Some Key Issues

1. Mismatch between 'central' training of researchers and library-based training
2. How well are the researchers being trained?
3. Limited engagement by university libraries in researcher training

1 'Central' training v library-based training

- Different focus: career training v knowing about information-seeking and use
- Experiential learning v didactic presentation
- Little engagement by libraries with national training effort (UK Grad)
- Little joint planning and delivery within Universities
- Pockets of training elsewhere in the University

2 How well are researchers being trained?

- Little coherent overview of who is offering/ should be trained in/has been trained in aspects of research skills (36 competencies)
- Evaluation of library-based training usually limited to post-event reactionnaires (also seen as a problem by UK Grad)
- Relatively little training of (library) trainers

3 Library-based training

- All but 3 responding universities are active, but:
- Heavy emphasis on information-seeking (especially use of e-tools)
- Gradual shift to other aspects of IL (managing research information; systematic appraisal of research)
- Workshops are only part of support for researchers:
 - On-line guidance and tutorials
 - Institutional repositories
 - One-to-one and small group (ad hoc) training/support
 - Support based on special collections
- Minority have IL strategy/plan for researchers

Four models of library provision

1. Generic skills training (usually offered across the university; often backed by 1 to 1 sessions & IL support materials on website)
2. Subject-embedded skills training (usually offered to Faculties or Departments)
3. VLE-based training (self-paced e-lessons; may be generic or broadly subject-specific)
4. Blended learning (face-to-face and e-learning)

Part 2: IL in an e-environment

Parallel groups:

- Based on your plans for the next one to three years
- Towards an authentic pedagogy of e-learning for information literacy
- Draw on work of Sharon Markless?
- Web 2.0 and IL
- Shared outputs

Suggested starting points

What is the next step for you now?

- Putting IL support materials on website
- Developing generic VLE-based support
- Developing subject-embedded VLE support
- Introducing blended learning (face-to-face training and e-learning)

Is it possible to develop an authentic pedagogy of e-learning for IL?

- How can this be achieved?
- What will it look like?
- What are the roles for the main people involved? (Library staff; teachers; students; others)
- Where does Web 2.0 fit in, if at all?