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graduate information literacy module



NUI Galway
OÉ Gaillimh



UCC
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University College Cork, Ireland



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COLÁISTE NA TRÍONÓIDE

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National Development Plan
Transforming Ireland

Topics

- Background
- Module Development
- Evaluation
- Assessment
- Creation of Online Module
- Online Challenges
- Future
- Demo

Background: Strategic Innovation Fund for Higher Education

“ Government fund to promote collaboration, support change and enhance quality in Irish higher education so that it is equipped to meet the challenge of driving Ireland’s development as a leading knowledge economy...”

Background:

SIF Enabling 4th level:

- Joint bid (NUIG, TCD, UCC) for Generic Skills Project
- Information Literacy identified by NUIG as a possible module in the Project
- Bid, including IL module, successful!

Background:

Overall Objective of Generic Skills Module

The SIF Generic Skills Project

**has the overall objective of providing
key transferable generic skills,
with an inter-institutional structure**

Background:

SIF Generic Skills Project

6 Modules – NUIG, TCD, UCC

Chair: Professor Alan Kelly, UCC

| Module Title | Lead Institution |
|---|------------------|
| Information Literacy (IL) (initial bid – Marie Reddan) | NUIG |
| Commercialisation of Research and Technology Transfer | NUIG |
| Teaching and Learning | UCC |
| Statistics and Data Analysis | UCC |
| Research Methods for Life Sciences | TCD |
| Research Ethics | TCD |

Module Development: Titles of Units

| Unit | Module Title |
|--------|--|
| Unit 1 | Information Literacy and Your Research |
| Unit 2 | Research Resource Discovery |
| Unit 3 | Evaluating Research Resource Results |
| Unit 4 | Tracking down Results and Keeping Up-To-Date |
| Unit 5 | Managing Your Information |
| Unit 6 | Ethics in Using Information |
| Unit 7 | Publishing and Disseminating Research |

Module Development:

SIF IL Module Learning Outcomes

The Module aims to help students:

- Place Information Literacy in the context of their research
- Find the relevant literature/key resources and learn how to search them effectively
- Evaluate research results
- Track down results and keep up-to-date
- Manage information (EndNote)
- Use information ethically
- Identify how to publish and disseminate their work

Module Development:

- **Subject Focus**

Cancer

- **Timescale**

3 Years

- **Mode of Delivery**

Face-to-face and online

Online to include a variety of media options – podcasts/video etc.

- **Target Audience**

PhDs – also Research Masters or Post-Docs

Evaluation

- Fully evaluated by students and librarians
- Feedback from the three universities recorded and amalgamated – valuable document
- Revisions to be made (yet again!)

Assessment

- 5 ECTS credits agreed by deans, based on 100% attendance and completion of all assessment tasks
- Deans want “light-touch” approach (e.g. worksheets and MCQs) to assessment of module, unless the assessment is embedded in the student’s research
- PhD Thesis remains key piece of assessment

Design Philosophy

- Had to ensure fluidity
- Had to enhance, not distract
- Had to be able to work as a standalone entity
- Had to engage
- Planned development had to be consistent with online learning ideas
 - e.g. Nonlinear 'anywhere anytime' navigation



Ruth

Information Literacy Guide

Menu

Requirements

Subtitles

External Media

0: Welcome

0.1 Welcome

0.2 About this Course

0.3 Target Audience

1: Introduction to Information Literacy

1.1 Aims and Learning Outcomes

1.2 Course Outline

1.3 What is Information Literacy?

1.4 Unit1: Self Reflection Activity

1.5 Summary of Unit 1

1.6 External Links

2: Research Resource Discovery

3: Evaluating your Search

4: Tracking down Results

5: Managing your Information

6: Ethics in Using Information

7: Publishing & Disseminating

8: Conclusion

9: Credits

1.4 Unit 1: Self Reflection Activity

Reflection Point 1

> How confident are you in your current Information Literacy Skills ?

Take a few moments to identify the skills that would be beneficial for you to acquire, not only in your academic and professional career, but also for your personal information needs.

[Download Worksheet 1](#) to complete this task in paper-based format. This is the first of a series of worksheets you will receive throughout this course. These completed worksheets will act as an Information Literacy learning journal, capturing your reflections on this subject area.



Reflection Point 1

1. Overview

2. Discover

3. Evaluate

4. Track

5. Manage

6. Ethics

7. Publish

The storyboard process

- Amount of content per page
- What can be replaced with graphic / diagram
- What can be enhanced by rich media
- Logical separation of content to fit one learning outcome per page
- Design of a cohesive visual entity
- Be creative with non-essential text

For example...

- Be creative with non-essential text
 - Ruth

Guided Tour



Small | Medium | **Large**

Download it: iPod (32MB) | Large (166MB)

Share it: Send to a friend.



Ruth, Information Literacy Guide

About this course



00:06 / 00:35

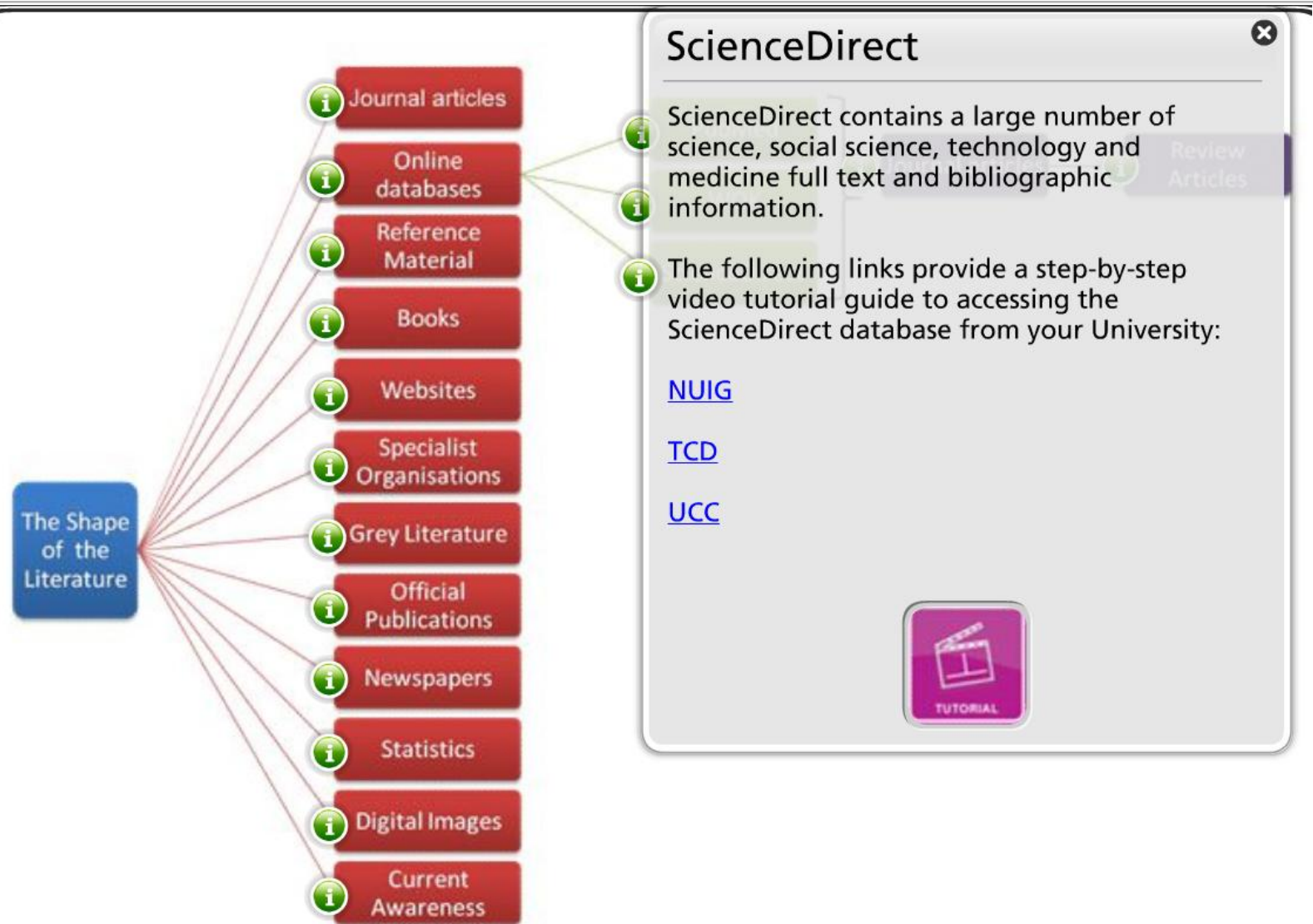


Subtitles

Technical Challenges in Collaboration

- Some very specific problems
- Compromise
 - (AKA more work!)

Challenge 1 – local specific content



Challenge 2 – the URL problem

- Create a sense of localisation / ownership
 - <http://sifinfoit.nuigalway.ie>
 - <http://sifinfoit.tcd.ie>
 - <http://sifinfoit.ucc.ie>

CNAME alias pointing to the real address

- Only worked on campus
- Computer Services reluctant to lend institution name to material

Challenge 3 – the software

- Articulate Studio
 - Presenter integrates well with powerpoint
 - Engage creates interactive content
 - Quizmaker
- Adobe Captivate for the video tutorials

- Changes are time-consuming
 - 3 hour minimum from change to live
- Some features had to be toned down to ensure compatibility for all users
- Danger of simultaneous changes

The Future?

- **National research support potential**
- Exist complimentary to IReL
- How will it be supported and developed further
- How can **cohesion** be kept going?
- Great energy and commitment to date
 - how can that momentum be kept up?

Demonstration

- <http://www.informationliteracy.ie>

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