

ALISS Quarterly

Association of Librarians and Information professionals in the Social Sciences

ALISS Conference Papers

Legal Deposit in a Digital Age, The Digital Documents
Harvesting and Processing Tool.

The Future of Monograph Publishing

National Monograph Strategy Group.

Information Literacy

Critical literacy and libraries, Open University Information literacy
framework, Northumbria University Bite sized learning.

Professional Development

tweetchat #LTHEchat.

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Editorial

Welcome to the latest edition of ALISS Quarterly. It has been published by ALISS (Association of Librarians and Information Professionals in the Social Sciences).

This issue contains papers from the recent ALISS conference: Legal Deposit in the Digital Age which took place at Senate House London on 16th December 2014.

<http://alissnet.org.uk/2014/12/17/aliss-xmas-special-legal-deposit-in-the-digital-age-16th-december-2014/>

The afternoon focused upon the extension of legal deposit to electronic materials and its implications for libraries and future collection development. Three papers were presented by British Library staff focusing on different aspects of the changes. The first by Andrew Davis, gave a clear overview of the history of legal deposit from the 1610 to the present day. This was followed by Helen Hockx-Yu Head of Web Archiving, who provided an enlightening perspective on the history and development of web archiving by the British library. It certainly emphasised the scale and technical issues involved in this immense task. Finally Jennie Grimshaw, Lead Curator, Social Policy & Official Publications, provided a practical insight into the The Digital Documents Harvesting and Processing Tool (Document Harvester) - which has been created to enable staff to identify and index relevant grey literature materials. All the papers can be viewed and downloaded from our website <http://alissnet.org.uk/2014/12/17/aliss-xmas-special-legal-deposit-in-the-digital-age-16th-december-2014/>. The two articles in this issue are based on the presentations, enabling the authors to explain and expand upon the issues in greater detail

The rest of the issue focuses on other forms of innovation. In terms of information literacy Sarah McNicol, Manchester Metropolitan University explains the concept of critical literacy in libraries and how it might be applied in a library training setting. Wendy Chalmers, introduces the Open University's Digital and Information Literacy Framework which provides guidelines on the content of training and Suzie Kitchin, describes how Northumbria University developed online bitesize learning objects for researchers to address a practical issue relating to training and time management.

The final section introduces two new practical ways for library staff to actively engage in self development. tweetchat #LTHEchat which is being developed by a group of HE staff to enable individuals engaged in teaching and learning in UK higher education to quickly contact and discuss relevant issues and InformAll a membership organisation managed by Research Information Network which seeks to promote the relevancy benefits of information literacy.

We hope you enjoy the issue.

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Legal Deposit in a Digital Age: an overview

Andrew Davis, Legal Deposit Publisher Relations Manager, The British Library

Introduction

Legal deposit has existed in English law since 1662. It helps to ensure that the nation's published output (and thereby its intellectual record and future published heritage) is collected systematically, to preserve the material for the use of future generations and to make it available for readers within the designated legal deposit libraries.

This paper looks to provide an overview of UK legal deposit, its history, the passage to legislation to enshrine deposit of non-printed works into law, to evidence some of the issues we have experienced since regulations were passed in 2013 and to look ahead in terms of collection development of our legal deposit collection.

The history

Sir Thomas Bodley is the man responsible for all this. His desire to populate his newly built library in Oxford in 1610 saw him reach agreement with the Company of Stationers, to receive a copy of everything published under Royal Licence. By that agreement the Bodleian Library became, in effect, the first library of legal deposit in the British Isles. This privilege, which by 1662 also extended to the Royal Library and the library of the University of Cambridge, was subsequently embodied in the Copyright Act of 1709/1710 under Queen Anne.

Until the establishment of the British Museum and its Library in 1753, the libraries of Oxford and Cambridge were the de facto national libraries of the United Kingdom.

Subsequent Copyright Acts followed:

- 1801 Increased the number of libraries to nine.
- 1814 Required deposit within one month and increased the number of libraries to eleven.
- 1836 Reduced the number of libraries from eleven to five: The British Museum, the Bodleian Library, Cambridge University Library, the Faculty of Advocates in Edinburgh (later National Library of Scotland) and Trinity College, Dublin.
- 1842 Required that publishers deliver direct to the British Museum, without prior demand; the other copyright libraries had to request items, a procedure which continues to this day.

The only relevant act of the twentieth century was the Copyright Act passed in 1911 which extended the legal deposit privilege to the National Library of Wales located in Aberystwyth.

The Passage to Regulation

There was recognition in the 1990's that publishing had an increasingly digital focus, and Sir Anthony Kenny was commissioned to examine this evolution in publishing from a Legal Deposit perspective. Kenny's report saw the introduction of a Voluntary Code of Practice for the deposit of such digital publishing, which came into force in 2000.

It's fair to say, uptake was poor from mainstream publishing although Genealogy publishers were early adopters as were publishers of online Fanzines. BBC Monitoring have routinely deposited their daily e-mail alerts for almost 15 years now but there was reluctance from the major publishing houses to adopt digital deposit under voluntary terms. Print legal deposit continued unhindered.

2003 saw the passing of the Legal Deposit Libraries Act, a private members bill sponsored by Chris Mole MP which provided a framework for the introduction of regulations to broaden the Legal Deposit entitlement.

It wasn't for another ten years that those regulations were finally enshrined in law. Publishing had evolved still further and the Legal Deposit libraries had taken the opportunity to build a resilient digital infrastructure. The Joint Committee for Legal Deposit, made up of representatives of the Legal Deposit libraries and publisher trade associations, carried much of the responsibility to work with DCMS to bring the regulations before Parliament.

April 6th 2013 saw the Legal Deposit Regulations for non-print material enacted. Deposit provision was extended to cover e-books, e-journals and other types of electronic publication, plus other material that is made available to the public in the UK on handheld media such as CD-ROMs and microfilm, on the web (including websites) and by download from a website. However the Act and Regulations do not apply to intranets, emails, restricted personal data, cinema films and recorded music publications, although the Regulations do cover music, sound and video contained within other publications.

Experience to date

Almost as soon as the new regulations came into force, the Legal Deposit libraries undertook a controlled harvest of the UK web domain, crawling 1.39 billion URLs across 3.86 million websites and capturing 30.84 Tb of data. Records are available in the catalogues of the six libraries along with full text search functionality of the entire Legal Deposit Web Archive. A 2014 domain crawl based on the .uk domain list provided by Nominet plus other sites identified as being UK based, began in the middle of June 2014 and is still running.

In terms of mainstream publishing, legal deposit in printed form remains the default but we have been working with publishers keen to transition their legal deposit distribution to a digital model.

E-journals

By early 2015, 17 publishers will be depositing c.4500 journal titles electronically. Major academic publishers such as Wiley, Sage & Emerald have all signed up to deposit their journal content this way, saving on the costs of warehousing and distribution of six printed copies to the Legal Deposit libraries. Deposit is directly via FTP or via Portico¹ who deposit consistent content & metadata from a range of publishers. The Legal Deposit libraries have developed an automated ingest workflow to handle bulk e-journal

¹ <http://www.portico.org>

submissions into our secure Digital Library system and to share the relevant bibliographic metadata with our respective discovery systems. Creation of e-journal deposit feeds also now allows us to capture any e-only and Open Access titles.

E-books

Similarly for e-books a number of mainly trade book publishers have now signed up to digital deposit. Automated delivery of ePub/PDF plus associated ONIX records feed into an automated processing system at the British Library. Approximately 10% of our annual book intake is now received in e-book form. We see working with aggregators in the supply chain as a means of receiving consistent data feeds from a whole host of publishers and much of the content received since regulation has flowed through Ingram distribution channels.

Publisher Submission Portal

Designed for the smaller or self-publisher, a deposit portal has been up and running since September of this year. Once registered, publishers can upload both e-book and e-journal content and complete a basic metadata template. To date, around 100 publishers have registered and deposited almost 1000 e-books and 330 e-journal issues.

Future Collection Development

The nature of the scale of UK digital content, the continuing historic links between the legal deposit libraries, and the need for increasing efficiencies, together mean that future collection development will always operate in a framework of collaboration. The Libraries will set broad collecting policies jointly, while also having more detailed approaches geared to their own particular constituencies. Saving what is at risk will be key – either because of the frailty of it being made in e-only, or, for example, because of it being published beyond the mainstream, a “fugitive” or “underground” publication with no guarantee of self-archiving or continuance. However, we are already taking in mainstream publications and these will continue to form the backbone to our future collecting.

As evidenced, the transition to a legal deposit regime for non-printed material is still very much in its infancy. The pace of change will be governed by the continued evolution in publishing and the capability and capacity within the Legal Deposit libraries, to preserve the UK digital publishing output for current and future generations of research.

The Digital Documents Harvesting and Processing Tool

Jennie Grimshaw, Lead Curator, Social Policy & Official Publications, The British Library

1 The Challenge

Most Westminster government documents and material published by the devolved administrations are now disseminated free on the Internet in a transition which has gathered pace since the late 1990s. The same is true of the output of most UK charities, think tanks and academic research centres. However, the presence of official documents on the web is often transient due to changes in the machinery of government, policy change and site redesign. Charities, think tanks and academic research centres lose funding and close down, or merge, with websites sometimes disappearing overnight. The challenge for libraries is therefore to preserve and ensure long term access to this material so that knowledge is not lost for ever and the historical record broken.

From 6th April 2013, under the Legal Deposit Libraries (Non-Print Works) Regulations, legal deposit was extended to cover e-books, e-journals and other types of electronic publication, plus other material that is made available to the public in the UK on handheld media such as CD-ROMs and microfilm, on the web (including websites) and by download from a website. Six libraries are eligible to receive material under non-print legal deposit: The British Library, the national libraries of Scotland and Wales, the Bodleian Library, Cambridge University Library, and the Library of Trinity College Dublin. The British Library then began a programme of annual crawls of the UK web domain, gathering and preserving web sites and the documents on them in the Legal Deposit Web Archive (LDWA). The first domain crawl took place over 70 days in 2013 and gathered ~31TB of data. The 2014 domain crawl started on June 19th and by December 9th had gathered 52TB of data. The Legal Deposit Web Archive thus will grow over time into a massive unstructured database, and the second challenge is to create mechanisms to provide ready access to individual documents in it through the catalogues of the UK six legal deposit libraries alongside supporting hard copy materials. At a time of shrinking resources, solutions need to be developed for selecting and creating metadata for these electronic documents in bulk and at minimal cost in staff time.

2 The Solution

The solution under development at the British Library in partnership with the Austrian Institute of Technology is the Digital Documents Harvesting and Processing Tool (DDHAPT). DDHAPT will enable a selector to set up a list of unique URLs called watched targets to be crawled at set intervals. Frequency of crawl will depend on the volume of publications the organisation produces. After each crawl, the system will present a list of documents added to the site since the last visit for selection for full cataloguing. The selector will then create basic metadata for books, journal issues and journal articles in scope. Out of scope material such as internal minutes, public information leaflets, summaries, forms and letters will be ignored. The documents embedded in their websites will be stored in the LDWA and the basic record with hotlink to the full text will be available in the catalogues of the legal deposit libraries in seven days.

3 The Detail

DDHAPT is a web based application, an extension of the W3ACT tool used for web archiving by the British Library and the other five legal deposit libraries. The British Library Web Archiving Team will set up users and assign different roles and levels of permissions to them. On logging into the system, the selector will be taken to a home page displaying:

- List of crawled target URLs + date
- Crawl succeeded/failed, i.e., the system will let you know if no documents were found as this could be a sign that the URL had changed or the site had been taken down
- Links to new documents harvested
- Provision to set up new watched target

The user will then review the newly harvested documents in the light of the non-print legal deposit selection guidelines and choose those required for individual cataloguing. The system will signal possible duplicates and will display the texts side by side for comparison. Documents judged to be unimportant and not meriting individual cataloguing can be ignored. The next step is to improve the metadata. DDHAPT will have already pre-populated a metadata creation form using a software tool called MEX (Metadata Extraction) developed at the British Library. This finds as much metadata as it can from the document itself and the landing page in which it is embedded. Selectors will need to undertake some editing, such as putting personal author surnames and forenames into separate fields, but typing in new information will be kept to a minimum. There will be separate forms for books, journal issues and journal articles. Forms and documents will be displayed side by side on the screen to facilitate editing.

Once editing is complete, the selector will hit the Submit button. The catalogue record will then flow into Aleph (The British Library's Library Management System) and will be exported to Primo (the British Library's federated search engine) and the catalogues of the other five legal deposit libraries. The document will remain in the Legal Deposit Web Archive. The basic records will appear in the British Library catalogue with links to the full text documents seven days after ingest so that the content is available as soon as legally possible. The seven day delay is a statutory requirement laid down in the Non-Print Legal Deposit Regulations. The basic record will be upgraded in due course by the Digital Cataloguers.

4 The Timescales

The DDHAPT is to undergo its first round of user acceptance testing in January 2015 and should be rolled out for use within the British Library and the other five legal deposit libraries in April. We will also develop the tool to harvest content on websites with simple, username and password-based, barriers as permitted by the Non-Print legal Deposit Regulations. Initially, the Tool will be used primarily to gather and process material under non-print legal deposit and these documents will be available for consultation on the premises of the six legal deposit libraries only. However, the W3ACT tool includes facilities for requesting permission to give remote access from the publishers or other rightsholders. Where permission has been granted, documents can be made available

off site through specialist services such as the BL's Social Welfare and Management and Business Studies Portals.

5 Conclusion

The DDHAPT will enable the legal deposit libraries to ingest and make available more digital content more quickly by automating some aspects of selection and as much record creation as possible and through the development of a fast automated workflow to stream the metadata into the public catalogues. However, what cannot be automated is the decision to choose a document for individual cataloguing, which remains a matter of professional judgement in the light of subject knowledge and relevant selection guidelines.

PROOF

National Monograph Strategy roadmap

Roger Tritton, Acting Head of Projects, JISC

The National Monograph Strategy – a collaboration between Jisc, Research Libraries UK (RLUK) and the Society for Colleges, National and University Libraries (SCONUL) – is exploring the potential for a national approach to the creation, collection, use, and preservation of scholarly monographs. Based on the first six months of the project, a roadmap has been created to establish priorities for the way ahead.

Context

Scholarly monographs are a vital bedrock of scholarly communications, especially within the humanities and social sciences, but there is a perception that, for academics in these fields, it can be increasingly difficult to publish their research in book form.

As library budgets are squeezed from many directions, in particular from expenditure on journals, funds available for the purchase by institutions of scholarly monographs may be much reduced.

At the same time, in many institutions, there is a requirement to rethink the physical space available for the use of books. The effective continued availability of locally-held, perhaps low-use, titles is a particular challenge.

The Strategy sets out to establish how the UK might develop shared, national approaches to the challenges that face the monograph. The project has looked to the UK Research Reserve (UKRR) – a national, collaborative approach to the challenge of how low-use print *journals* can continue to be made available to scholars – as an exemplar.

Roadmap

The roadmap phase of the project, now reported on (<http://www.jisc.ac.uk/reports/a-national-monograph-strategy-roadmap>), was a six-month endeavour in which Jisc has been working with UK HE and FE to identify what key priorities for scholarly monographs are; to describe a set of practical, doable ideas that can meet user needs; and to begin to plan for pilots and prototypes to explore development opportunities further.

Across the six months, there were 3 core phases:

- Understanding the space (mainly through desk research and literature review)
- Defining the problems – what are the most acute barriers to being able to develop monographs more effectively
- Exploring potential solutions

The roadmap has been driven by a group of around 60 librarians, academics, funders, publishers, and sector bodies. This group formed a virtual community and attended series of workshops throughout the project.

The roadmap outlines seven core ideas that address monograph creation, collection, use, and preservation:

A national monograph knowledgebase

The first idea is to build the foundations of what is being called monographs “knowledgebase”.

This would be a store of information or data about monographs that would help them be found, be assessed, and be used. In particular, it would have the potential to allow institutional libraries to see information about what other libraries currently hold in their collections.

In this knowledgebase we would expect there to be a core of bibliographic data; but there might be other data too, including library holdings data, usage data, impact data, and so on. The principles of this knowledgebase are that it would be comprehensive and up-to-date, and especially that it would be open.

One of the main drivers for this initiative was to address the challenge of (lack of) space in libraries and the continued presence in libraries of legacy book collections. If libraries know what books others hold, then that might provide an effective underpinning of a national collections policy - allowing local decisions about collections to be made in the context of the UK's research collection as a whole.

The knowledgebase might also enable the development of new shared services, such as document delivery or digitisation services.

A shared monograph publishing platform

A second priority – one of the most popular ideas – is the potential development of a digital monograph publishing platform. This would be open and shared by the whole community, with the goal of enabling new ways for libraries to publish and supply books to researchers; or for libraries and researchers to collaborate in the sharing of scholarship.

This idea reflects the growing interest and development of institutional presses in the UK – taking advantage of opportunities created by digital and web technologies.

A national licence for monographs

This would be a licence negotiated on behalf of the UK academic sector for access to digital scholarly monographs – enabling greater access for researchers and students to books; and reducing management overheads for libraries and publishers.

A national digitisation strategy

Through this initiative, developed in conjunction with the monograph knowledgebase, priorities would be established for digitising book collections most beneficial to the academic community – providing access to and preserving them for use by UK scholars.

The project would need to build the capability to find and assess sources, to make sure those sources can be made available for digitisation, and to develop the digitisation infrastructure itself.

Measuring the impact of monographs

This is the development of a service to better assess the impact of scholarly monographs

– and in doing so to track influence, inform purchasing etc.

The service envisaged might include a wide variety of data – bibliometric, but also from social media, from sales, etc. It would be independent, collaborative in approach, and open.

New monograph business models

This project would be to establish the criteria and potential for new monograph publishing business models – doing so based on the experimental objectives of the proposed shared publishing platform.

A systemic changes think-tank

A high-level ‘think tank’, offering views across the many parts of the scholarly monograph landscape; and helping communications across each of these parts.

Other projects of interest

As the National Monograph Strategy progresses, there will be the opportunity of course to take advantage of data from a number of other relevant projects. These include:

- the HEFCE project on *Monographs and open access* led by Professor Geoffrey Crossick (<http://www.hefce.ac.uk/whatwedo/rsrch/rinfrastruct/oa/monographs/>) which, through the work of an expert reference group, is addressing difficulties faced in the monograph ecosystem as a result of falling sales, increasing costs, and challenges faced by scholars in finding means of communicating their work; and will aim to develop an improved understanding of challenges and opportunities for open-access monograph publishing
- *The Academic book of the Future* – a two-year project from the Arts and Humanities Research Council (AHRC) and the British Library, exploring the future of academic books in the context of open-access publishing and continuing digital change (<http://www.ahrc.ac.uk/News-and-Events/News/Pages/The-Academic-Book-of-the-Future-Announced.aspx>).
- the Jisc Collections project *OAPEN-UK* (<http://oopen-uk.jiscebooks.org/>) – a collaborative research project with the goal of creating a base of evidence about perceptions of monographs (and open-access monographs in particular), challenges of developing open-access monographs, and business models for open-access monographs. The premise of OAPEN-UK project is by building up a base of knowledge, informed decisions can be made by any of the stakeholders involved – be they librarians, authors, readers, publishers, funders, learned societies, and others
- the separate Jisc Collections-OAPEN project for open-access monographs (<https://www.jisc-collections.ac.uk/jisc-Collections-OAPEN-project-for-OA-monograph-services/>) - a pilot project identifying the potential for centralized services, created with UK universities, to encourage publication and use of OA monographs
- the Open Library of the Humanities – a project to develop open-access channels specifically for Humanities (<https://www.openlibhums.org/>)

The role of critical literacy in libraries

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Introduction

Interest in critical literacy as an approach to learning and teaching has gathered momentum in recent years as it has been used increasingly in classrooms around the world, in particular in Canada, Australia and New Zealand. To date, however, it has not been so widely adopted in the UK. Unlike methods of resource evaluation often advocated in information literacy models (e.g. CILIP, 2012; SCONUL, 2011), critical literacy is not simply about the ability to evaluate information for features such as authenticity, quality, relevance, accuracy, currency, value, credibility and potential bias. Rather, it addresses more fundamental questions about the nature of knowledge. This article will briefly outline the key considerations of critical literacy and then present some suggestions for introducing students to these concepts in a library setting.

What is critical literacy?

Critical literacy is closely related to Paulo Freire's critical pedagogy, which he described in *Pedagogy of the Oppressed* (1970), based on his experiences as an educator in Brazil. Critical literacy focuses on issues of power and is intended to develop the skills, dispositions and strategies to enable students "to challenge text and life as we know it" (McLaughlin & DeVoogd, 2004). The approach taken in critical literacy is not to read texts in isolation, but to develop an understanding of the cultural, ideological and sociolinguistic contexts in which they are created and read. The use of critical literacy involves a commitment to equity and social justice through the explicit inclusion of those marginalised on the basis of gender, sexuality, ethnicity, class or other forms of difference.

The fundamental notion of critical literacy is that all texts are constructed and serve particular interests. This means it is important to consider who constructed a text and for what purpose. Furthermore, texts contain value messages; as texts are constructed by people, who all have their own views of the world, no text is completely neutral and objective. For example, when they write, an author makes conscious and unconscious choices about what to include and exclude and how to represent the things or people they depict. However, it is not just the author who has an important role: equally, the reader is an active participant in creating meaning from the text. Just like authors, all readers have different experiences and knowledge which help them to make meaning from the text. This means that each person interprets a text differently and multiple ways of reading a single text are not just possible, but inevitable. In contrast to more conventional approaches to resource evaluation, with critical literacy there is no single 'correct' way to read and respond to a text.

Teaching critical literacy

There are many alternative approaches to teaching critical literacy which might be applied in a library context. Some possibilities are described below.

1. Interrogating a text

Critical literacy encourages students to go beyond passively accepting a text's message, however reliable or credible the author might be considered to be. One useful structure for actively interrogating a text is the Tasmanian Education Department's set of 'Critical literacy questions' (see references). This divides the critique of a text into the following themes: textual purposes; textual structures and features; construction of characters; gaps and silences; power and interest; whose view/reality; interrogating the composer; and multiple meanings. Students are encouraged to consider questions such as, 'What kind of person, and with what interests and values, composed the text?'; 'What knowledge does the reader/viewer need to bring to this text in order to understand it?'; and 'How else could the text have been written?'. This resource can be used in various ways, for example, to interrogate a single text or to compare two or more texts under one of the sets of themes presented. Of course, the wording of questions could also be adapted to meet the needs of different types of students, such as those who are younger or less able.

2. Juxtaposing texts

A common, and fairly straightforward, way to introduce students to critical literacy is to present them with two juxtaposing texts on the same topic to consider, for example, texts by authors with different political viewpoints. By comparing how the authors construct their arguments, students can develop an awareness of how similar information can be used for different purposes depending on the ways in which it is selected and presented.

3. Contextualising

Asking students to interpret a text without any contextual clues can help to illustrate the ways in which texts can have many meanings. An example might be presenting a news report, poem or individual account from a war zone or natural disaster with no geographical or cultural details to help to situate it. When students are asked to consider what they think it is about, the different knowledge and memories they bring can become apparent, affecting how they relate to and interpret the same account.

4. Alternative endings

Asking students to provide alternative endings is an activity which can work successfully with both fiction and non-fiction texts and comics can be a particularly effective medium to use (e.g. Archer (2014); Cartoon Movement (2014)). For instance, presenting students with the first part of a comic strip and asking them to complete the final frame demonstrates how many alternative analyses are possible from the same starting point and, again, emphasises the crucial role of the reader in making sense of what is presented by the author or creator.

5. Role reversal

Asking students to retell an account by changing the age, sex, ethnicity or another significant characteristic of the main protagonist helps to illustrate, and challenge, some of the assumptions which can be made about particular groups. Unless we read a text critically, and consider perhaps less obvious alternatives, it is all too easy to accept the version of social reality presented to us by the author without questioning. This exercise can also help to show who the author intended as the audience for their original text and whether the text might exclude or marginalise certain readers (intentionally or

otherwise).

6. Retelling from another character's point of view

Retelling an event from another character's point of view can be a useful way to introduce students to some of the ideas underpinning critical literacy, especially power relations. Taking a minor character who is almost overlooked in the original version and considering the events described from their perspective can be illuminating. What differences become apparent when the focus is shifted away from the most powerful characters to those whose voices are less often heard? What gaps or silences in the original text does this exercise highlight?

7. Alternative settings

Changing the place and/or time in which a story is set can lead to greater understanding about the assumptions suggested by the author, especially about global issues, cultural differences in power relations and the domination of particular ideologies.

Conclusions

Adopting a critical literacy approach in a library setting can be highly challenging. Teaching students that there is no single 'correct' way to read a text and that evaluating a resource is not a process which can be reduced to a simple checklist requires considerable time, skill and confidence. However, the potential benefits can be immense. Critical literacy can allow students to move beyond merely retelling information to become actively engaged with texts as they start to exercise their power as readers to interrogate what is written and question the ideological standpoint of the author to form their own interpretations. Critical literacy also helps students to see connections between texts they read and the 'real world' as they come to realise how the experiences and opinions of both the author and reader are integral in shaping any text. The types of approaches to teaching critical literacy presented here have the potential not only to be powerful in providing students with skills and strategies to challenge social and political systems, but also in engaging students in more active forms of reading and offer them more creative ways to critique texts.

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Sarah McNicol is a research associate at the Education and Social Research Institute, Manchester Metropolitan University. She has worked in Information Studies research since 2000, and has particular interests in information literacy, lifelong learning and school and children's libraries. She previously worked as a school librarian.

PROOF

Good things come in small packages - developing online bitesize learning objects for researchers

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Strategic context

Increasing emphasis on research is shifting Northumbria University's traditional focus of learning and teaching more towards research, which presents challenges and opportunities for support services. The University's Corporate Strategy for 2013-18 states that the University's Vision 2025 is to be a "research-rich, business-focused, professional university with a global reputation for academic excellence...to maximise student and stakeholder satisfaction...and foster a culture of continuous improvement" (Northumbria University, nd, 1).

Building on existing research support, the Library supports this agenda by having a focussed Research Support Team, established in 2013, which covers scholarly publications, collections development and research skills. The work highlighted in this article is the responsibility of the Research Skills part of the team. Our researchers could be located anywhere in the world, facing time pressures including teaching commitments and family responsibilities. We deliver a successful Researcher Development Week (RDW) several times a year, dedicated to supporting postgraduate research students and staff with face-to-face workshops – see <http://library.northumbria.ac.uk/info-researchers/RDE> for further details.

Skills Plus

We ensure all materials used in those sessions are available on Skills Plus, which for many years has been the University Library's portal for help guides. It covers a range of topics including academic writing, referencing and plagiarism, searching techniques and information evaluation (www.northumbria.ac.uk/skillsplus). Support is given in a range of formats to support different learning styles. In recent years the focus has expanded from being mainly aimed at undergraduates to include support for researchers. Due to ongoing development of materials, the list of learning objects particularly pertinent to research students and academic staff was becoming unwieldy, so over the summer of 2014 we worked on a more user-friendly 'Research Skills' section, now available at www.northumbria.ac.uk/researchskills.

Information for....

The University Library Online provides a series of 'Information for....' pages for different customer groups to help highlight services of particular relevance to each group. The Information for Researchers guide www.northumbria.ac.uk/resources-for-researchers is our online presence that complements the skills support available in Skills Plus. We provide guidance on the range of opportunities for skills development, referencing management, collection development, engaging with our institutional repository, and how to contact us.

Bitesize developments

Having the RDW materials online means researchers can access them 24/7 at a time and location convenient to them. We recognised some of the learning objects were rather long and may benefit from being developing into 'bitesize' objects to make them more easily accessible. Discussion took place within the team to discuss possibilities and priorities, with explorations into good practice at other universities through a Jiscmail request (Kitchin, 2014), and this has resulted in an action plan for developing bitesize materials. Topics for new learning objects included journal table of contents alerts, citation alerts, and effective searching within subject-specific databases.

Deciding on priorities included consideration of topics not currently supported, or help hidden within longer guides, and exploring emerging subjects such as altmetrics. Our bitesize remit included creating shorter free-standing items, whilst retaining longer help guides for use within teaching workshops. This helps eliminate the need for researchers to read information they are already know, and focus on the current information need.

Partnership working

Partnership working and using technology as an enabler are two drivers which underpin our services. We work closely with the Library's Learning Support team who are responsible for developing Skills Plus. They manage the Library's commissioning process through which ideas for online and face-to-face teaching materials are created, and includes quality assurance mechanisms and advice on potential formats. This can involve having an 'inception meeting' before starting work on a learning object, to share ideas and explore potential formats. Creation of learning objects always prioritises pedagogy, not just using technology for technology's sake.

There are currently three main formats used for our learning objects, and examples are given about recently produced materials.

- Short help guides created in Publisher and finalised as pdfs allow for versatile layout and styles. Our Grey Literature help guide was developed as part of the bitesize action plan – you can access this through the Research Skills section of Skills Plus www.northumbria.ac.uk/researchskills
- Camtasia is a useful tool for creating screen capture videos <http://www.techsmith.com/camtasia.html>. You can insert PowerPoint slides, thus having the benefit of repurposing materials from our face-to-face workshops. For example, we have developed a series of short videos on using EndNote - <http://nuweb2.northumbria.ac.uk/library/skillsplus/topics.html?13-12>.
- We have used an iPad and sound recorder to record a member of academic staff talking about his experiences of using social media to support his PhD. This developed in response to a customer conversation, and complements our face-to-face workshop on research and collaboration using web tools and social media. Rather than having one long conversation, we divided it into separate elements to reflect different stages of the research lifecycle. This includes behaving appropriately online, creating opportunities and complementing traditional

publishing outputs. This was an exciting project and the output can be viewed via YouTube <https://www.youtube.com/user/nuskillsplus> and Skills Plus <http://nuweb2.northumbria.ac.uk/library/skillsplus/sublist.html?socialmedia>.

Evaluation

The process of developing online learning objects has been a great learning opportunity for both teams. Creating help guides in Publisher and using the Camtasia software for creating videos were established methods within the Learning Support team. Filming using the iPad and sound recorder was new for both teams and valuable lessons have been learned. This has included pre-production issues such as filming location and sound levels, and consideration of what is visible in the background of your filming. Our city centre location means avoiding background noises such as ambulance sirens can be a challenge! Exploration of technical possibilities meant the team were able to blur out people in the background to ensure anonymity.

Part of the initial discussions included how we can make the most of the significant staff resource involved in the development of the learning objects. Time spent at this stage is strongly recommended as we are also able to use the social media videos in our face-to-face workshops. Ideally we would like to involve 'real researchers' in our workshops, as real life case studies, but as we deliver each session three times within our Researcher Development weeks, we recognise this would be a significant time commitment to ask from researchers who also have teaching commitments. Including some of the social media films in our face-to-face sessions helps endorse the message we are delivering, and increases efficiency in ensuring multi-purpose use of this new resource.

Conclusion

The partnerships and many of the processes used in our development of online learning objects for our researchers have evolved over a number of years. This was beneficial as we did not have to start from scratch, thus saving us much time. Working within the context of a new team and significant changes in strategic priorities means it takes time to establish best practice. However, we have researchers who need help and support now, so it has been important to get on and do something, whilst at the same time balancing workload allocations with achievable objectives. This activity is not something which is contained within one academic year's business plan, but will be an ongoing development as we continually learn about the needs of our researchers.

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The Open University's Digital and Information Literacy Framework

Wendy Chalmers, *Learning and Teaching Librarian, The Open University*

Context

The Open University (OU) has been delivering distance learning since 1969 and currently has over 240,000 students. Modules are produced at the OU in Milton Keynes, while teaching is supported by tutors, known as Associate Lecturers. Library Services play a key role in developing students' digital and information literacy skills and in 2012, together with the OU Institute of Technology, developed a Digital and information literacy (DIL) framework to support a consistent and structured approach to DIL skills development. This article will discuss the rationale for development of the framework, the development process, and how the framework is used in learning and teaching at The Open University.

Development of the framework

The integration of Library resources and digital skills into the curriculum has been a key objective for OU Library Services for over a decade. In 2009, an Information literacy (IL) levels framework, covering finding, evaluating, managing and communicating information, was created.

This was successfully used with faculties. However, it became evident that whilst the information literacy framework supported students in their academic studies, broader competencies in digital literacy were required for work and everyday life. This reflected developments at the OU and more generally in higher education.

The IL framework was used as the starting point for the DIL framework. A two-stage consultation process with OU stakeholders was carried out, evaluating the extent to which the existing IL framework could be used to assess student online collaborative activity in an OU postgraduate module. Stage one focused on postgraduate and third-level undergraduate study. In stage two, Associate Lecturers were consulted.

It became clear during the process that the IL framework covered only some of the skills demonstrated by students. Having identified gaps, some additional statements were added to the framework, addressing communicative and collaborative practices.

A close study of other relevant frameworks was also carried out, including 'A New Curriculum for Information Literacy (ANCIL 2011)', SCONUL's Seven Pillars of Information Literacy (Digital Literacy Lens, 2011) and JISC Learning Literacies in a Digital Age (LLIDA, 2009).

The DIL framework was completed in 2012 and officially launched in February 2013. By the end of 2013 the DIL framework had been endorsed by all faculties and was being used by both academic and Library staff to audit the digital skills content of OU modules and qualifications.

The OU's Digital and information literacy framework

The Digital and Information literacy (DIL) framework (Open University Library Services,

2012) describes five main skills areas and maps them against the ‘levels’ of OU study:

- Understand and engage in digital practices
- Find information
- Critically evaluate information, online interactions and online tools
- Manage and communicate information
- Collaborate and share digital content

The two new areas, which were added to the existing IL framework, are ‘understand and engage in digital practices’, and ‘collaborate and share digital content’. The other ‘traditional’ IL areas are still covered, but have been expanded to “encompass social awareness and communication in a digital environment, use and critical evaluation of online networks and tools, understanding of e-safety, privacy and property issues and the creation of new content” (OU Library Services, 2013, page 7).

Supporting the Digital and Information Literacy Framework

To support the development of IL skills, the Library had created a bank of activities, ‘Library Information Literacy’. Originally supporting the areas covered by the IL framework, this was expanded to include digital literacy.

At the same time as the DIL framework was being developed, the Library Services Digital and Information Literacy (DIL) Team created ‘Being digital’, an open access collection of short, introductory level activities, which covers how to be effective online and is loosely mapped to the DIL framework.

Promoting the framework

Information about the framework has been disseminated to OU staff through several channels including a booklet ‘Developing digital and information literacies through learning and teaching’ (Open University Library Services, 2013). Advice on how it can be used in learning and teaching, along with supporting resources, is available on a Library Services Intranet site.

Library Services Learning and Teaching Librarians work closely with module teams and refer to the framework when discussing module learning design, module learning outcomes and assessment, and the integration of skills into module content.

Faculty engagement with the framework: Social Sciences case study

‘Introducing the Social Sciences’ is a new level 1 module, compulsory for all students starting a social science qualification. During module production, skills were mapped against the different areas of the DIL framework and activities created by the librarian to develop some of the skills.

The skills in a core level 2 module, The Uses of Social Science, were retrospectively mapped to the DIL framework.

When production started for a second core level 1 module, ‘Investigating the Social World’ (first presentation due autumn 2015), the module team and library had a clear

picture of the skills students would have previously developed through OU study, and would go on to develop in a subsequent module, so could build a smooth pathway of DIL skills development through the core social science modules.

Digital and Information Literacy and employability

To clarify the link between DIL skills and employability, the Library's DIL Team mapped skills from the DIL framework categories to the seven categories of generic employability skills defined by the CBI (Confederation of British Industry), (CBI/UUK, 2009).

A benefit of the mapping exercise is that both OU staff and students could see DIL skills as being relevant not only to their academic studies but to work and life in general. Module teams are encouraged to include relevant skills in module material. If a DIL skill activity states its value in employability terms, as well as its pedagogic value, then the student may be more motivated to complete the activity. The students' awareness of employability skills can help to build evidence of their skills profile for inclusion in curriculum vitae.

Social Science librarians have used the DIL framework when working with Careers and academic staff to create employability skills activities in modules, where learning outcomes included the requirement for students to identify employability skills developed.

Summary

The Digital and information literacy framework was created to support a structured and consistent approach to the development of the DIL skills which students require for study, work and life. The development process involved rigorous consultation with stakeholder groups using the existing IL framework as a starting point. The DIL framework has been endorsed by all faculties and is being used by academic staff and librarians to integrate skills into modules, enabling systematic building of skills through qualifications. Current work is focusing on the creation of a student-friendly version of the framework, working with students as co-designers.

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Notes:

To request a copy of 'Developing digital and information literacies through learning and teaching' please contact library-information-literacy@open.ac.uk

The DIL Framework was created in order to be used within The Open University, and to share with the wider community, and is available under a Creative Commons licence. Being Digital – Skills for Online life, a bank of introductory level activities, is also an open access source.

Extracts from the mapping of skills to the Digital and information literacy framework in Social Science modules

DD102 Introducing the Social Sciences - Level 1			
Block	Understand & engage in digital practices	Find information	Critically evaluate information, online interactions & online tools
	<ol style="list-style-type: none"> 1. Successfully follow instructions for accessing & using generic tools and sites for information relevant to OU study 2. Demonstrate the successful use of OU VLE tools that are required for study at this level 	<ol style="list-style-type: none"> 3. Identify key sources of information in the subject area or context 4. Demonstrate the ability to plan & adapt a search 5. Successfully plan & carry out a search in a database on a pre-defined topic using pre-defined resources 6. Successfully find a journal article or book from a reference 	<ol style="list-style-type: none"> 7. Identify & apply appropriate quality criteria in a broad sense to carry out initial filtering of material from searches 8. Contribute a comment to an online discussion (e.g. forum, blog, wiki) 9. Distinguish between instances of online tools on the basis of their relevance to the study context
Introductory Block	Contribute to an online forum (as part of TMA02* Part 2) Week 6	Using online dictionaries (defining terms e.g. inequality) Week 5	Using references in your assignment Week2 Avoiding plagiarism Week 3 Practising referencing Week 5
Making Lives		Using Google (how to make internet searching more effective) Week 7	Unpicking a reference (recognising the differences between references to information in various formats) Week 8
Connecting Lives	Contribute to online forum - Part 2 of TMA.04 - write a post on your tutor-group forum which requires you to select and use evidence to support a claim. Week 18	Following up references: Finding journal articles, e-books and websites from references Week 15	Revisiting references Week 9
Ordering Lives	Go to the Poverty and Social Exclusion website and look at some of the video case-studies available on the site. Week 23	Planning a search & searching for an accessible journal article	Comparing definition of term in Wikipedia with definition of term in Oxford Reference Online & evaluate using PROMPT**, use Moodle Questionnaire tool to rate the definitions according to the PROMPT

* TMA= Tutor Marked Assignment, ** PROMPT = Provenance, Relevance, Objectivity, Method, Presentation and Timeliness, see Being Digital : Evaluation Using PROMPT....

<https://www.open.ac.uk/librarianservices/beingdigital/objects/87/index.html>

DD103 Investigating the Social World (in production with skills to be added) - Level 1					
Block	Understand & engage in digital practices	Find information	Critically evaluate information, online interactions & online tools	Manage & communicate information	Collaborate and share digital data
Block 1				Referencing visual sources General referencing Avoiding plagiarism	Posting on your group forum Netiquette
Block 2		<p><i>Note: The following activities highlight finding sources in the different disciplines within the Social Sciences.</i></p> <ul style="list-style-type: none"> Finding sources – introduction and using online reference sources Finding a journal article from a reference Finding sources - searching databases for journal articles Finding sources – news articles Finding sources – official publications and reports Finding sources – statistics 		Referencing print – conventional sources	Using Open Studio
Block 3			Intro week – introduction to PROMPT to introduce week 17 activity		
	Week 14 Broadcast archives in a digital world – creating metadata of broadcast archive records.		Week 17 Working with online resources – evaluate four sources for their relevance to the topic of counter-mapping.	Referencing online sources Using Powerpoint	
	Week 16: Internet as commons? Week 17: Cybercartography and digital mapping – Go to open street map, find location, and add observation and what should be added to the map.				

The Uses of Social Science - Level 2						
DD/206	Block	Understand & engage in digital practices	Find information	Critically evaluate information, online interactions & online tools	Manage & communicate information	Collaborate and share digital data
Using Social Science		Using Annotate* to highlight text			Presenting ideas using slides Week 3	Collaborative forum 1 – introduce self and make a post about a good/bad forum habit -Week 2
Describing Intimacy			Searching and retrieving information – introduction to searching activities then focus on newspaper searching. Week 5 Skills 6	Assessing search results/using PROMPT/ focus on Visual Data Week 6 Skills 7	Recording information Week 7 Skills 9	Collaborative forum 2 - search for visual data, share findings and apply PROMPT Week 6
Understanding work			Finding journal articles from a reference Week 7 Skills 9 Searching for journal articles in a database Week 12 Skills 12		Referencing - The OU Harvard Guide to Citing References	
Contesting Mobility			Reading Journal articles Week 11 Skills 13	Assessing journal articles – Using PROMPT Week 12 Skills 12 Activity 10.5		Collaborative forum 3 Week 11, working together to explore and interpret a dataset.
Enacting Participation		Using Annotate to highlight and make notes				Collaborative forum – TMA04 Week 15: explore and discuss basket of supplied online resources, search and retrieve one additional resource then share and discuss with group – contribution is assessed
Making use of Social Science				Reflecting on skills Week 27 Skills 21	When to reference Week 22 Skills 18	

*OU Annotate is a tool which enables students to add their own annotations to web pages.

Speedy professional conversations around learning and teaching in higher education via the brand new tweetchat #LTHEchat

Sue Beckingham, Sheffield Hallam University, Chrissi Nerantzi, Manchester Metropolitan University, Peter Reed, University of Liverpool, Dr David Walker, University of Sussex.

What is #LTHEchat?

We are all busy and the world around us changes rapidly and constantly - faster than ever before. This increases the need for ongoing learning and development in a period when time is becoming ever more pressured. Engagement in professional development opportunities is a reflection of our personal and professional values, and understanding that to develop our ideas and practices we must learn from experience - our own experiences and importantly the experiences of others (Shulman, 2005).

As such, we wanted to build upon online networks to form an open community of practice that facilitates authentic, bite-size and just in-time opportunities for those who teach or support learning in higher education. Through the use of weekly tweet chats, we aim to: develop a flexible learning community to engage in professional conversations around learning and teaching; facilitate the sharing of experiences and ideas; and encourage colleagues to support each other in a collaborative and collegiate manner.

The idea for a dedicated chat around professional practice in higher education developed quickly as a concept. Learning and Teaching in Higher Education Chat was thus born - with #LTHEchat representing our chosen hashtag for a weekly 'tweetchat' - a synchronous facilitated discussion via Twitter. A dedicated LTHEchat web presence was also established (lthechat.com) where we introduce the project, capture the tweetchats, invite the community to vote for their favourite topic and archive past tweetchats. Each tweetchat has a specific learning and teaching theme and, in line with the collaborative ethos of the initiative, we have begun to invite guest facilitators. We are already fully booked until the end of February 2015.

#LTHEchats more than just chats?

We had successfully used Twitter previously to create a sense of community during the open event Bring Your Own Device 4 Learning (byod4learning.wordpress.com). Facilitated tweetchats were held over each of the five days to bring participants synchronously together for one hour. The benefits of sharing practice and supporting colleagues were plain to see, however these were outstripped by the formation of a lasting, global community of practice (Reed & Nerantzi, 2014).

The #LTHEchats are more than trivial chats in a public forum - they are "fast and furious", focused professional conversations among professional across global higher education. This forms a vibrant community where participants share their experiences, perspectives and questions to develop and broaden understanding of the various contexts within HE. Furthermore, participants also identify opportunities to support each other in a collaborative and valid way. The facilitators are there to do exactly that - facilitate. They... we... are not the keepers of all knowledge, but rather there to stimulate rich and meaningful discussion amongst participants. As Friere (2011, 80) suggests:

“Through dialogue, the teacher-of-the-students and the students-of-the-teacher cease to exist and a new term emerges: teacher student with students-teachers. The teacher is no longer merely the –one-who-teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach. They become jointly responsible for a process in which all grow.”

Such a collaborative, reciprocal and collegiate form of engagement enables participants to leverage value from both the network and community in many ways. Wenger, Traynor and De Laat (2011) discuss five cycles of value creation in networks and communities, suggesting value can be:

- Immediate: answering/being answered;
- Potential: gaining skills/knowledge/connections which we may call upon in future;
- Applied: taking something and applying to practice;
- Realised: reflecting on new implementations;
- Reframing: in light of value gained, how does that impact on our view of success?

Whilst the authors suggest these cycles may not be linear, participants within #LTHEchat can certainly glean value (for themselves personally, as well as for their institutional context) from all five cycles.

How does #LTHEchat work?

Each week there is a pre-determined topic chosen. The community is encouraged to suggest topics and these are put to the vote using a poll. In addition we have invited guests to lead the chat on a topic on which they are a specialist.

The tweetchats are open to all colleagues who teach or support learning in HE as well as students. Indeed as this is an open initiative, all are welcome - just pitch up on Wednesday evenings, 8-9pm GMT to engage in the weekly #LTHEchats, connect with colleagues with similar interests and learn. For some this can be by simply listening in to the conversations taking place.

The #LTHEchat is facilitated by at least two members of the team and centres around a series of questions. Some of them are prepared in advance, however we recognise the serendipitous nature of the medium so facilitators are encouraged to be flexible and responsive to the community and adapt to what is needed in a specific moment in time. We are not the only ones asking questions - community members often build upon questions and provoke thought and reflection of the facilitators as well.

Each tweetchat is visualised using Martin Hawksey’s TAGS Explorer (tags.hawksey.info). This provides an archive of tweets and a complex (by nature) but clear visual network diagram demonstrating the community activity. Each visualisation is unique and is characterised by a distinctive form which identifies the various key players in the network i.e. visualising the concept of betweenness centrality, where certain nodes (people) clearly act as facilitators for nodes who would otherwise not connect with others. We plan to evaluate this initiative as it develops and evolves, be responsive to the needs of the community but also proactive and experiment with different approaches that could potentially maximise engagement.

Who are we?

The project was initiated by Chrissi Nerantzi (a Principal Lecturer in Academic CPD at Manchester Metropolitan University) and Sue Beckingham (an Educational Developer at Sheffield Hallam University), who identified the potential for such a development opportunity for busy professionals in higher education - similar communities of practice have been successfully formed for other initiatives e.g. Bring Your Own Device 4 Learning (#BYOD4L), but none focussing on learning and teaching in HE. David Walker (Head of Technology Enhanced Learning at the University of Sussex) and Peter Reed (Lecturer in Learning Technology at the University of Liverpool) joined the team early on to contribute to the organisation, management and facilitation of the initiative.

Next steps?

The initial idea was to pilot the #LTHEchats over eight weeks, however due to the levels of interest and engagement, we're already planning for the New Year - considering topics as well as identifying potential guest facilitators.

After the New Year, we would like to:

- continue inviting guests to facilitate chats around particular areas of interest/speciality
- engage more students in the tweetchats
- invite students to lead tweetchats
- become more experimental regarding the tweetchat format and structure and introduce more variety
- use different media for tweetchat e.g. move beyond text
- continue voting for favourite topics, ask the community to make suggestions too
- seek to discuss topics that are current
- consider institutional engagement of #LTHEchats on a monthly basis
- introduce a more multi-directional approach
- link to other CPD activities within and beyond institutions
- encourage the community to summarise the key points raised and shared during the chats

"Every answer serves as a starting point, not an end point. It invites us to ask more and better questions." (Douglas & Seely Brown, 2011, p82)

Get in touch with the authors, if you have further questions or suggestions on how you would like to see #ltthechat develop. This is a conversation that will grow with the community so we value your thoughts and ideas; and do check out @ltthechat.

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InformAll – Information Literacy For All

Stéphane Goldstein. Research Information Network

In an information society, it is important for people to be equipped with the knowledge, understanding, skills and confidence needed to search for, discover, access, retrieve, sift, interpret, analyse, manage, create, communicate and preserve ever-increasing volumes of information, whether digital, printed or oral. These capabilities are well-known in the library world as information literacy (IL), but as a set of related attributes, they are less well recognised or understood in other settings; indeed, IL as a term is little used other than by librarians and academics or educationalists with a particular interest in this area. And yet, such capabilities are critical for individuals to function as learners, employees, employers, and more broadly as citizens; and fostering this know-how requires a training and education effort at different life stages and in different contexts.

It follows that many professional groups have a potential interest in this agenda: not just librarians, but also teachers, trainers, data managers, information scientists, researchers, professional bodies, career advisors, employers, trade unions, policy-makers, the not-for-profit sector, and others. However it is not always easy to engineer a dialogue across professional and sectorial boundaries. Improved interaction is invaluable in developing a cohesive and rounded effort which may help develop a more shared understanding of IL.

This is the rationale for InformAll¹: a coalition of organisations and individuals working together to promote the relevance, importance and benefits of IL. InformAll is unique in bringing together partners from different backgrounds, providing a means of working collaboratively to capitalise on the perspectives, outlooks and expertise of the different groups of players, and brokering creative relationships between them. It also offers a rounded view of IL that helps capture these various perspectives.

InformAll grew out of an earlier initiative, the Research Information and Digital Literacies Coalition (RIDLs). But whereas RIDLs had a focus on information as a component of the higher education research process, InformAll seeks to broaden its scope to address information know-how and skills as they apply to individuals beyond education and throughout their lives.

In this vein, 2014 has been a busy year for InformAll. A second tranche of funding from the Higher Education Funding Council for England (HEFCE) has allowed for the implementation of a programme with a strong focus on looking at the relevance of IL at the interface between higher education and employment. Recognising that in a knowledge-based economy, IL is fundamentally important as a set of attributes that can be transferred and adapted beyond higher education, InformAll has investigated how IL is understood is perceived by a range of relevant players: careers advisers, professional and accreditation bodies, employers and employers' organisations, trade unions and specialist bodies such as the National Centre for Universities and Business. The outputs from this activity have been a report² summarising and analysing the views derived from a cross-

¹ <http://www.informall.org.uk>

² Goldstein, S. 2014. *Transferring information know-how: information literacy at the interface between higher education and employment* - <http://www.researchinfonet.org/wp-content/uploads/2014/09/Report-on-transferability-of-IL-beyond-academia-FINAL.pdf>

section of these players; and this has been complemented an annotated bibliography³ describing the evidence on IL as it is understood and interpreted in the workplace.

This empirical work is serving as a basis for raising awareness of IL in sectors where it has not been readily recognised as a defined set of attributes. InformAll, in partnership with CILIP, is looking to generate a dialogue with interlocutors with an interest in employment, employability and professional development. The ground is being laid for a roundtable, early in 2015, to start exploring how such players might benefit from a further consideration of the relevance of IL to their policies and practices; and what might be done, practically, to help raise the profile of IL – however it is termed – within organisation cultures. This is a long-term undertaking, and one meeting will hardly suffice to generate momentum; but pursuing this line could provide genuine opportunities for taking IL beyond its traditional library and academic bases, providing opportunities for organisations to better understand the place of information in their respective environments; to steward their information resources; to improve their information practices; and to nurture their information landscapes. The genuine interest expressed in InformAll's work at the recent European Conference on Information Literacy, the promotion of employability as a main theme of LILAC2015, and not least the developing corpus of academic literature on IL and employment, all point to the potential of working in this area. And of course, getting IL better recognised as a factor in employment could help bringing it to the attention of national and international policy-makers.

All the while, InformAll is seeking to develop its sense of purpose, with a better-defined identity and the potential to become an initiative that gradually develops a cogent service offer. A distinct web presence has been set out, and promotional material has been produced. At present, InformAll provides an environment where individuals and organisations from varied perspectives can interact, share views and expertise and work jointly on projects aimed at promoting IL. Beyond this, there is the potential to develop specific services destined to meet the needs of different communities. For instance, InformAll has further developed its criteria⁴ for the describing, reviewing and evaluating of IL training interventions, and is now looking at transforming the document into an online interactive resource. Ultimately, this could serve as a basis for benchmarking and accreditation. Other service offerings might be envisaged, tapping into the expertise and networking capacity of InformAll members, and addressing areas where collaboratively-produced resources might help address real needs.

The capacity for InformAll to develop further depends largely on the extent to which it can demonstrate that it has the capacity to add value – but also, crucially, on persuading prospective funders that it has a viable role to play. Its strengths are its capacity to draw in players from different constituencies and to act as a facilitator that brings together these diverse interests. It has the potential to extend its reach across a wide variety of sectors, and beyond the UK too. Most of all, it is an evolving, collective endeavour, reflecting the ideas and aspirations of its members, with plenty of scope for shaping its agenda and influencing the way in which it develops. Information about joining InformAll may be found at <http://www.researchinfolnet.org/infolit/ridls/why-you-should-join-informall/>

³ Williams, D., Cooper, K. and Wavell, C. 2014. *Information Literacy in the Workplace: an annotated bibliography*. Robert Gordon University / InformAll - <http://www.researchinfolnet.org/wp-content/uploads/2014/01/Workplace-IL-annotated-bibliography.pdf>

⁴ <http://www.researchinfolnet.org/infolit/ridls/ridls-criteria/>

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