

## Facilitating Information Literacy Education (FILE) 2010 - NB the dates are likely to change in 2011, page 1

### Course objectives:

The course aims to equip participants with the competences and the confidence required to produce a portfolio of learning resources that fosters effective use of information by specific groups of users. The health care sector is populated by a number of diverse user groups, these include: home care workers: wide ranging information required – domestic/personal and health, NHS support staff need support in developing tool literacy and in some cases basic literacy; clinical researchers are more interested in legislation and information on the management of clinical studies; perioperative staff includes diverse professional groups from nurses to surgeons, information on patient-care required, online-based training preferred due to lack of time. The evaluation of the resources created and their impact on learning will occur through self-reflection of critical incidents and through peer evaluation activities. Ultimately, it is intended to make the learning resources produced by participants available online to encourage sharing amongst the authors and enable further dissemination of these to a wider health-information community of practice.

The course is delivered in five separate sessions of 6 hours each (30 hours in total), and these will be a least a week apart. In addition to the 30 hours of face-to-face provision, 170 hours are allocated to independent study where participants are asked to complete specific activities, contribute to online communication via a blog, and to the peer based evaluation of individual practice. The course employs formative and summative assessment strategies based on both peer and tutor based evaluations. The schedule for each session has been devised to accommodate a group of 12 participants.

Monitoring procedures are implemented in accordance with the University's quality assurance policy and include two main evaluative strategies. Evaluation of the programme is derived primarily from the evidence for Component 5 of the portfolio which assesses the success of the course in addressing the participants' professional development needs. This is complemented by an online survey completed by the participants at the end of the programme.

The online survey software has the facilities to gather both qualitative and quantitative data, thus enabling the examination of the respondents' perception of the learning experience generated by the programme as well as information on more measurable impact such as time expected to implement the practice learned during the course.

At the end of the course you will be able to create a portfolio to further your professional development as information literacy facilitators. In particular you will be able to:

- A. Identify diverse information literacy requirements of the users you support
- B. Develop a learning strategy that appropriately addresses the needs of a targeted group of users
- C. Facilitate a range of information literacy activities
- D. Reflect on the process and the impact of information literacy practice on your professional development

### Learning outcomes of the course:

The portfolio consists of two parts:

#### *Examples of information literacy facilitation*

This includes PowerPoint presentations delivered individually and as part of a team. The group-based presentation will be accompanied by individual reflections on the quality of delivery of the presentation. The individual presentation articulates the learning objectives and outcomes for a specific information literacy activity and the type of audience addressed. This is complemented by evidence of a practical training session implementing the activity and an evaluative strategy to assess the learning outcomes of the users who have participated in the session.

#### *Evidence of reflective practice*

An account of professional reflective practice is provided through Components 1 and 5, and peer review strategies evaluating the learning resources produced and presented to the group through Components 2 to 4. These reflections are collated into the final professional development plan in Component 5.

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### Schedule of class-based sessions and assessment components

<b>Session One</b>	Identifying professional needs and selecting the information literacy framework that is appropriate for the Health-Information environment.
<b>Component One</b>	Identifying Professional Development targets
<b>Session Two</b>	Facilitating 1:1 and group learning, evaluating formative and summative assessment strategies
<b>Session Three</b>	Exploring effective communication practice through self and peer evaluation
<b>Component Two</b>	Evaluating the group-based presentation
<b>Session Four</b>	Designing and running an Information Literacy session in preparation for Components 3 and 4
<b>Session Five</b>	Assessed presentations of IL training session
<b>Component Three</b>	Evaluating the individual presentation of the IL activity
<b>Session Six</b>	IL training sessions
<b>Component Four</b>	Individual IL training session
<b>Component Five</b>	Overall evaluation and future professional targets

**Submission of the Portfolio by email to Susie Andretta ([s.andretta@londonmet.ac.uk](mailto:s.andretta@londonmet.ac.uk) or if this address is not available then use [ilit@ilit.org](mailto:ilit@ilit.org)).**

FILE is accredited by London Metropolitan University as a postgraduate 20 credit module. You should include the code CMP071N when submitting the assessed portfolio's components, your ID number and the Component's details.

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### FILE Programme and assessment schedule

#### Session 1: Identifying professional needs and the information literacy frames that are appropriate to the Health-Information environment.

By the end of this session participants will be able to:

- Outline the LSP and explain how this will help participants to meet their professional development needs.
- Examine the information literacy frames and how these can be implemented to address the problem of variation in learning at individual and professional levels, eg adult learners and diverse staff groups (ranging from porter to surgeons).
- Target the right audience and offer support at the appropriate level. In particular, identify and assess adult learners' information literacy needs and develop appropriate strategies to address these.
- Examine learning and information literacy from the perspective of the user and explore learning strategies that foster motivation and ownership of learning within the context of information literacy education in the health sector.

11.00-11.30	Learning Support Programme in London Health
11.30-12.30	Induction to the course and setting professional development targets (Component 1 of the Portfolio)
	Lunch
1.30-3.30	Information literacy: definition and practice. Exploring the six frames of Information Literacy in terms of the user-information dynamics and within the health sector environment.
	Identify your audience and create an information-need/use profile. Exploring the information profiles of the four groups
3.30-4.00	Tea/Coffee
4.00-4.30	Formulating objectives and outcomes to customise Information Literacy provision and address the needs of diverse user groups

#### Component 1 Professional development targets (10%)

Write 300 words max addressing the following:

Your own expectations of FILE contextualised within your current training experience. (Based on the personal statement in your application form).

Users' profiles - and by implication their diverse information needs (based on the users' profiles given in the online survey).

Learning perspective - Your perspectives on what constitutes effective learning and how your view/experience of learning affects your role as facilitator of information literacy (based on the answer given in the online survey).

(you will receive the required data from your application form and online survey via email).

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### Session two: Facilitating 1:1 and group learning, evaluating formative and summative assessment strategies

By the end of this session participants will be able to:

- Examine the principles of variation in learning and diversity of approaches to learning (to address mixed abilities within a group) and differentiate between 1:1 training techniques and group training (vicarious and network learning through a mentoring system).
- Articulate appropriate learning outcomes
- Identify good design principles to support effective PowerPoint presentation.
- Develop an evaluative strategy to assess the group-based presentation

11.00-12.30	Examining variation in learning. 1:1 support compared and contrasted with group provision. Mapping learning outcomes to formative and summative assessment strategies.
	Lunch
1.30-4.30 includes coffee break	Articulating the objectives for the group presentations (C2 of the Portfolio) Identifying effective presentation delivery and some design issues through examples of good and bad practice in PowerPoint and animated resources. Examining the evaluation criteria to assess a presentation.

### Session three: Exploring effective communication practice through self and peer evaluation

By the end of this session participants will be able to:

- Review and finalise the objectives and establish learning outcomes for the selected information literacy activity addressing the needs of a specific audience
- Design an effective presentation using PowerPoint and deliver this in a group setting.
- Reflect on the challenges facing information literacy facilitators in the health care sector (eg evidence-based evaluation of IL training).

11.00-1.00	Discussion on evidence-based evaluation of IL training
	Lunch
2.00-4.00 includes coffee break	Deliver a group-based presentation (15 minutes x group) on an audience profile and the type of information, support required/expected from the information professionals. Peer-led evaluation of the group-presentations to inform Component 2

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### Component 2 Group-based presentation (10%)

#### Brief:

Your team has been asked to produce an IL profile of a user group taken from one of the following: home care workers, NHS support staff, clinical researchers, perioperative staff, ie Surgeons, Clinical staff, Theatre Nurses, OPDs, Modern' Matrons and staff Nurses.

You will be required to explain your findings on this type of users in a group-based presentation (15 minutes per group). In addition you will write an individual evaluation of 300 words max. Use the criteria listed below to assess the performance of your group presentation and to arrive at a group-peer-based mark (on a scale of 1-10). You should also use the headings listed here in bold to structure your written individual evaluation. (NB While some overlap of content is assumed in the submission of this component by the members of the same team, you are expected to make this component unique through your own writing style).

#### Content

- Extent of knowledge of the audience explored
- Appropriateness of the support proposed

#### Group dynamics

- Time keeping and allocation of time within the group
- Cohesiveness in the delivery of the presentation

#### Presentation

- Effectiveness of communication
- Eye contact and rapport with the local audience
- Voice projection
- Pacing of delivery
- Effective use of slides
- Clear design

#### Rationale for the mark allocated to the group-based presentation.

##### To be submitted

- The PowerPoint presentation in handout format (each member of the group will need to include this in handout format as part of Component 2). The group-based presentation will explore the following features to arrive at a profile of the targeted user group (these are to be used as headings for the presentation slides): general information needs of the users, strategies suggested to assess and support the IL profile of this group (correlate these with the IL frames supporting these strategies), overall ICT competences.
- Individual written evaluation (300 words max).

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### Session four: Designing and running an Information Literacy session in preparation for Components 3 and 4

By the end of this session participants will be able to:

- Plan and implement an information literacy training session
- Devise innovative assessment and evaluation strategies in support of evidence-based practice and information literacy advocacy.
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11.00-1.00	Drafting the information literacy training session and exploring innovative strategies to evaluate the learning outcomes (ie visual and textual techniques)
	Lunch
2.00-4.30 with coffee break	Formulating evaluation strategies to support evidence-based practice
	Hands-on practice on software for online surveys and on Content Analysis.

### Session five: Assessed presentations

During this session participants will deliver an individual presentation on the learning outcomes and audience for the training activity they have selected. The presentations will be recorded to enable self-reflection and complement the peer-based feedback.

By the end of this session participants will be able to:

- Deliver the individual presentation using PowerPoint and within the time allocated (5 minutes).
- Finalise the information literacy training session taking into account the feedback received after the presentation.
- Formulate and apply an evaluative strategy to assess the impact of the training session.

11.00-1.30	Delivery of individual presentations
	Lunch
2.30-4.30	Self and peer- based feedback and evaluation (viewing the recorded presentations)

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### Component 3 Individual presentation of the IL activity (30%)

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You will deliver an individual presentation (5 minutes) and produce a written self-evaluation of 300 words max.

#### Brief:

You have been asked to present an outline for a 15-minute IL activity to address the needs of a particular group of users (selection of this group to be agreed with the tutor. The group you choose could consist of a homogenous or a mixed group of users). NB given the short time available you will need to focus on a simple IL activity by creating one from scratch or customising an existing one (for example a training session on effective Internet searching for NHS support staff would need to focus on a particular aspect of this process, ie exploring the searching facilities of a specific searching tool. The training session would then cover activities that would enable the users to familiarise themselves with the terminology and experience the practical application of these facilities).

Presentation length: 5 minutes. Please provide 1 printed copy of the presentation for the tutor before the presentation begins. In order to avoid confusion please specify your name, ID number and email address on the first slide of your printout together with title of your presentation (indicating the nature of the IL activity). Remember that you have only a short time for your presentation so keep the number of slides to a minimum, eg a 5 minute presentation would enable you to go through a maximum of 4 slides including the slide containing the activity's title at the start of your presentation, but excluding the one containing the references used (NB the slide containing the references will be used by the panel to assess the extent and quality of your research underpinning the audience profile, therefore you do not need to present this. Also print the references in full slide format).

The presentation must cover:

- Title of the proposed activity
- Audience profile (supported by a review of the current literature) including how to deal with possible gap between the existing competence of the users and those required for the activity
- Learning outcomes and assessment strategy for an IL training activity

The self-evaluation should contain the reflection on your own performance in response to the tutor's feedback and must be based on the following criteria:

- Content
- Knowledge of the audience
- Appropriateness of the learning outcomes (ie are these measurable?) and assessment (ie is this mapped onto the learning objectives? is it set at the appropriate level?)

Presentation

- Effectiveness of communication
  - Eye contact and rapport with the local audience.
  - Voice projection
  - Pacing of delivery
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- Effective use of slides
- Clear design
- Timing

### To be submitted

- The individual PowerPoint file (in hand-out format)
- A written self-evaluation (300 words max).
- Any accompanying documentation (included as an Appendix)

### Session six: Running an Information Literacy training session

Before this session participants will have prepared a 15-minute training activity on an agreed information literacy topic which will then be delivered to the group. Each training will be critically appraised by the written self-reflection of the trainer and included in the Portfolio as Component 4.

By the end of this session participants will be able to:

- Deliver an information literacy training session taking into account the diversity of the group and the time constraint (15 minutes).
- Reflect on the impact of the learning session by examining the feedback produced by their evaluative strategies and through peer observation.
- Reflect on the original professional development targets set during session 1 and devise future ones.

10.30-3.00	Delivery and evaluation of training sessions (20 minutes x student) with coffee and lunch breaks
	Tea/Coffee
3.30-4.30	Plenary session: reflecting on the professional development targets set at the beginning of the programme(see Component 1), what has been achieved (see results from the FILE evaluation activities) and what future targets can be developed to complete Component 5.
	Preparation for Component 5: IL frames Preliminary evaluation of FILE via online survey

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### Component 4 Individual training session (40%)

You are required to implement the IL activity identified in Component 3 in a 15 minutes training session which is schedule to run during the taught part of the course and provide a written evaluation of this (400 words max) based on the feedback generated by the evaluation strategy employed to assess the impact of this activity.

The training session should cover the following sections which must be used in your evaluation as headings:

- Aim(s) of session (and of the IL activity covered)
- Learning outcomes and assessment strategy
- Evaluation strategy used to test the effectiveness of the session through the analysis of the feedback recieved.

NB points 1 and 2 above are already formulated in Component 3 but you may need to edit these following the tutor's feedback.

To be submitted

- Documentation used to deliver the IL activity and the evaluation strategy employed as well as the feedback received from the participants (include these as Appendices)
- Written evaluation (400 words max) structured using the headings listed above (ie Aims etc)

### Component 5 Overall evaluation and future professional targets (10%)

You need to produce a written evaluation (400 words max) of the FILE course in meeting the original professional development targets set out in Component 1. Your evaluation should address the following questions and these should be used as headings in the written work:

- What have you learned from FILE?
- Did the course meet your original expectations?
- Identify one target implementing an IL initiative you intend to run within the next six months following the completion of the taught part of the course.

To be submitted

- Written evaluation (400 words max)

FILE webpage and blog available at: <http://www.ilit.org/file/indexfile.htm>

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