

SCHOOL TO HE TRANSITIONS – CILIP UC&R YORKS AND HUMBER EVENT 20 JULY 2011

In an ideal world, how would the transitions from school to HE, in regard to information literacy, be handled?

- Collaboration
 - Visits between libraries
 - Understanding of skill sets
 - Identifying key times/opportunities for collaboration (e.g. Extended Project Qualifications; A Level student led projects)
 - 16+ visit to HE libraries – sessions run jointly by librarians from both sectors
 - Defining roles and boundaries between school/FE/HE
 - Allowing schools to access HE resources – let them know what is available (legally!)
 - Liaison between groups of local schools and universities - communities
- Technology
 - Use the technology the students are used to to keep them interested
 - Make accessing online resources easier (legally!)
- Embedding
 - Start doing information skills in lessons for young children – raise aspirations
 - Encourage teachers/lecturers to include librarians in planning lessons, including library skills
 - Information literacy programme as part of staff development for teachers/lecturers
 - Info skills are part of academic writing – teach them like this
 - Use key info skills such as plagiarism/referencing as ‘ins’ to embedding
- Reflection
 - Audit skills of new HE students and use this to inform school/FE provision
 - Students reflect upon learning and skill progression – use this to inform joint sessions
 - Focus on evaluation – (e.g. recognition that Google is a valuable resource)
 - Students reflect upon their expectations of HE – that they will have to be more independent learners

What should we lobby for?

Statutory duty for schools to have a librarian

All sixth form students to have time with their librarian

Better licensing and access models for online resources (e.g. databases and journals)