

ELG NEWS

EDUCATION LIBRARIANS



SUMMER 2007

UMBRELLA: A SUCCESS!

Umbrella was held in the pleasant De Havilland Campus of the University of Hertfordshire with 730 delegates and provided an extremely good selection of presentations and workshops on a variety of subjects. ELG organised four sessions, some jointly with other groups, and those of us who attended from the group thought that they went well. See pages 6&7 for reports on Umbrella. More on Umbrella on the CILIP webpage: <http://www.umbrella2007.org.uk/>

NEW ELG RESOURCE GUIDE: NO. 9

Teaching Resources on the Web

Many free resources for teaching are available on the web. ELG has produced a select list of the most useful sites which contain links to resources. These include web sites for use in the classroom, lesson plans, and information about educational software. Most of the sites can be searched, or browsed by subject and key stage.

The guide is available in the Publications section of the ELG web site:

<http://www.cilip.org.uk/specialinterestgroups/bysubject/education/publications/resourceguides>

Unlike most of our other Resource Guides it has been published in electronic format only so you can click directly on the links. However, please feel free to photocopy and distribute it as required.

STARTED: A NOTE FROM THE EDITOR

A slightly slimmer News this Summer but with plenty of interesting items packed in it. In MANY instances you are pointed to the ELG website to find further information or extended reports/articles/presentations. All the revisions of the Resource Guides will be on the webpage only so make sure that you have registered to use it.

In this issue—reports on some events and visits, especially Umbrella, and an interesting article on Information Literacy.

SPECIAL POINTS TO NOTE!

- *Information Literacy links*
- *Up and coming events*
- *IL= Independent learning*
- *Umbrella!*

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WHAT'S ON

September 19th: 'The trouble with boys: Urban myths and modern fictions' Seven Stories, Newcastle upon Tyne, 4-6 pm

October/November: Library Design—details to be confirmed (Manchester)

November: 'A workshop on Plagiarism', Judy Reading Oxford University—details to be confirmed

November 14th: 'Graphic Novels' Seven Stories, Newcastle upon Tyne, 4-6 pm

January 16th 2008: 'Multicultural Literature' Seven Stories, Newcastle upon Tyne, 4-6 pm

Spring 2008: Teaching information literacy skills: a practical workshop—details to be confirmed (Bristol)

CHILDREN'S LITERATURE

A SERIES OF SEVEN MEETINGS AT SEVEN STORIES, NEWCASTLE UPON TYNE

The next meeting in the series of talks about Children's Literature organised by the Education Librarians Group at Seven Stories, Newcastle upon Tyne, will take place on Wednesday 19th September 2007, at 4pm.

Michele Gill of Newcastle University, together with Prof. Kay Sambell of Northumbria University, will talk about 'The Trouble with Boys: Urban Myths and Modern Fictions'.

Michele says: My talk will look at the ways in which teenage boys are represented in contemporary culture in relation to education, emotional literacy, and violent behaviour, asking why boys have come to be viewed as harbingers of fear and positioned as problematic. I will follow this by introducing a number of contemporary novels written for a young adult audience which seek to represent boyhood in a more positive light, asking whether these are the images we should be offering to boys.

Later talks in the series:

Graphic novels

Speaker: Dr Mel Gibson, Northumbria University, Wednesday 14 November 2007

Multicultural literature

Speaker: Yinka Sunmona, from Ebony Reads, Wednesday 16 January 2008 (to be confirmed)

Picture books

Speaker: Rachel Johnson, Worcester University, Wednesday 12 March 2008

Crossover literature

Speaker and date to be confirmed

Special needs

Speaker and date to be confirmed.

These events will be of interest to librarians working with children and young people, in schools and elsewhere, and also to teachers and students, and anyone who is interested in children's literature. Each session will cost £6 (concessions £4) which will include entry to Seven Stories and refreshments. Each meeting will take place from 4 'til 6pm at Seven Stories, which should enable you to come along after work, have a cup of tea and look at the Seven Stories exhibition before the talk begins.

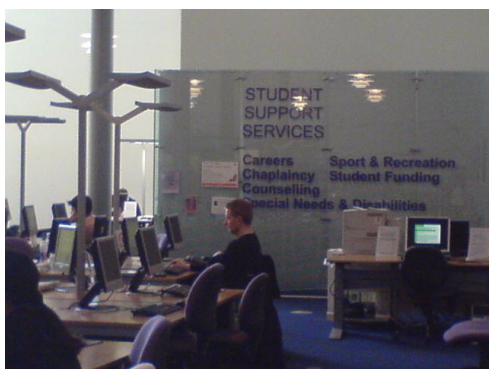
For more information about Seven Stories, see their website at <http://www.sevenstories.org.uk/home/>

The first meeting in the series took place on Wednesday 2nd May 2007, when Dr Elizabeth Atkinson of Sunderland University spoke about the No Outsiders Project: Investigating Sexualities Equality in Primary Schools. The project's booklist is available at: <http://www.nooutsiders.sunderland.ac.uk/teachres/books-and-films/LGBT%20books%20for%20primary%20schools%2C%20alphabetical%20by%20title.doc/view>

Please note that the start time for all sessions is now 4pm. Please do not contact Seven Stories about booking, all booking is through ELG.

To book, please contact Dulcie Pettigrew, ELG, dulcie@pettigrews.org.uk.

VISIT TO NAPIER CRAIGLOCKHART LIBRARY



Computer areas incorporate private study, class work and support areas within the overall library space.

On Wednesday 18th April ELG members from around Scotland, Newcastle and London visited the Craiglockhart Campus library of Edinburgh Napier University. The library serves Napier's business school and is at the heart of a fusion of the original 19th century buildings and a modern open plan steel and concrete structure. The underlying concept is that formal and informal teaching and learning areas, including the library, student support services and social zones are blended within the one larger space.

The library team laid on a fantastic programme, introducing the challenges serving a very diverse student body drawn from very different educational backgrounds both locally and internationally. Touring the building, we saw the positive atmosphere created by the blended zones – and also the difficulties of noise management in the open, atrium-style space.

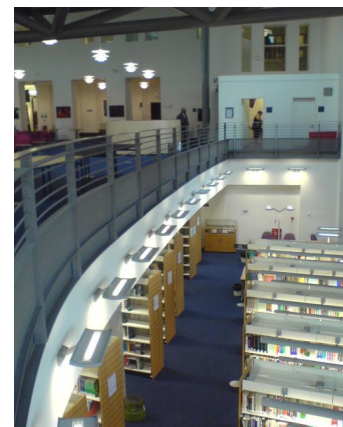
Laurence Patterson inspired us with a demonstration of IN:FORM, Napier's online information skills website. This is highly visual, interactive, and is presented by real students to engage with users. The visit closed with a fascinating talk by Catherine Walker, archivist of the Craiglockhart War Poets Exhibition, who explained the history of the site and its links to Owen and Sassoon, amongst others, and showed us some of her collection of photos, letters and first editions.

With many thanks to all the library staff who gave their time to talk to us and take us round.

<http://staff.napier.ac.uk/Services/Library/>

<http://www.napier.ac.uk/inform/>

Lucy Gildersleeves, Chair, ELG



Library gallery showing airy feel but noise problem

INFORMATION LITERACY = IL = INDEPENDENT LEARNING

Bringing it all together and putting it into practice

Way back in 1996, before most of us realised the extent of the information explosion to come, I chose the subject of Information Skills for my dissertation. I was very fortunate to meet many inspired and inspirational school librarians who were, and had been for some time, quietly instilling their students with these important skills without their schools really understanding the value of them.

Since then of course, the subject has become even more important and much more high profile, and has been the subject of many initiatives at national level – *Literacy across the Curriculum, DfES 2001; School Library Self-Evaluation, Cilib 2003; SLA Conference, 2005; Leading in learning, developing thinking skills at KS3, DfES 2005; Ofsted Report Key Findings, 2006* – to name a few.

Having been at a new school for nearly two years where I had a brief to introduce “Independent Learning”, I attended a brilliant course run by Lynn Barrett and Mal Danks (sadly now retired). I determined that all the projects, ad hoc lessons, PHSE sessions and hastily grabbed moments should be put together into a practical, useful, whole school programme. Of course, many school librarians have done this very successfully, but I know from my own local colleagues that many struggle within their schools to make this a priority. Without the support of senior management and the teaching staff it will never get off the ground.

This is how I did it. If you’ve already succeeded in your school, stop reading now. But if you need a few ideas about how to get your staff involved, read on!

What do you call it? It is most important to ensure everyone understands what you mean – use the language of your school. This may sound obvious but when our staff were asked to write down what they thought of as “independent learning” there were approximately 100 different descriptions, ranging from “able to complete assignments without help” to “bringing a pencil case to lessons”! If you can grab a slot at an INSET session for this exercise just to get staff thinking about skills, this is a great start. If not, send out a questionnaire, or an email, or go and interview them!

Ensure everyone is on board – you really need your senior management behind you. Talk to the most sympathetic member. Ask to set up a Literacy committee – or if there is already such a group – be on it and ask for this to be a focus for the year. Many librarians will have library committees but the word “literacy” gives it more relevance to teachers. Make sure every department or faculty is represented on the group (or gets the feedback).

Find out what departments already do – don’t assume no one is doing anything. If you have a group use the reps from departments, if not send a questionnaire.

Find out what skills *teachers* think are important – we did this by using our own information model (already devised using Marland, Herring, et al and in use in library projects), breaking down the steps into skills and asking teachers two things: 1) how important each skill was in their subject area and 2) if and where they used each skill

Interview or talk to *pupils* about the skills they need – we did this by using the interview provided by Barrett/Danks with pupils of differing abilities and from each year group. It can also highlight things that are easy to change - I was shamed when a bright Year 10 girl could not find a book by Philip Pullman because there was a gap after Pike – the assumption being it was the end of the P’s!

Find out what your IT department already do – again it seems obvious but we had no rep from IT on our group until I started sending ideas for them to consider. They are now amongst the most active and enthusiastic.

Agree on a common core of skills – we collected all the information and agreed the skill areas in our group.

Provide back up materials for teachers – give practical help for use in classes. We have an Inde-

pendent Learning folder on our school network containing questioning grids, search planner, evaluating resources guide, bibliographies (different levels), notetaking, plagiarism, letter and report writing templates and effective powerpoint presentations (to name just a few!)

Disseminate your findings – having done the research and got the backup materials in place, we delivered INSET to staff in the form of practical workshops.

Ensure each year group carries out a research project using the skills at least once a year – more if possible, but it is vital that skills are regularly practised and improved on. Work done in classrooms will contribute to this but should not be instead of research based work using the library. We did this by offering departments a slot for a term (or half term) and asking who they wanted us to work with – not if! This followed immediately on from the INSET (above) and all departments were expected to take part.

Monitor and evaluate – review after 6 months or a year – who is delivering skills, have pupils' skills improved – use Self-Evaluation models

It is impossible in a comparatively short space to do more but hopefully this shows it is possible to involve your whole school in Information Literacy.

Remember: Involve staff, Involve pupils, Involve IT, Enlist keen supporters, Provide practical help, Know what you are talking about!

There are lots of ideas around – talk to your local group, look on SLN (School Librarian's Network), keep abreast of what is going on:

<http://www.cilip.org.uk/professionalguidance/informationliteracy/>

<http://library.open.ac.uk/help/helpsheets/infoskills.html>

Most of all, believe you can do it!

Sue Bastone, Learning Resources Manager, Licensed Victuallers' School, Ascot.

(Editor) Also see: 'Strongest links', the website for UK School Librarians: http://www.strongest-links.org.uk/support_organisations.htm

The logo for Intute: Informs, featuring the word 'intute' in a teal, lowercase, sans-serif font, followed by a colon and the word 'informs' in a blue, lowercase, sans-serif font.

The new Informs interface can be found at www.informs.intute.ac.uk.

For a quick guide see: http://www.informs.intute.ac.uk/documentation/Informs_quick_guide.pdf

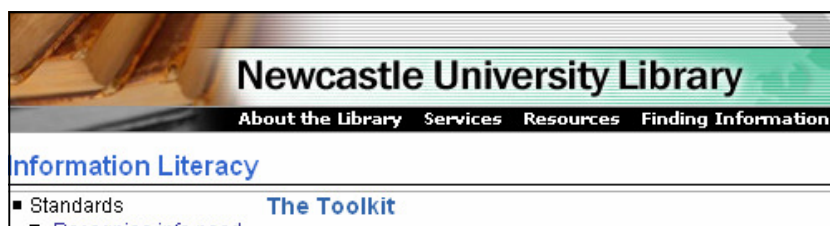
You can request a registration as a new user at:

<http://www.informs.intute.ac.uk/register.html> This is the first in a number of software improvements which will be taking place over the next few months. Intute will be consulting with users about new developments and a sustainable future for Informs.

The ethos of the project is for changes to evolve over this period so that users can contribute to developments, rather than to have a 'big bang' approach to change things all at once. Please contact Diana Massam with comments on the new interface, Intute are really interested to hear what you think! Diana.Massam@manchester.ac.uk

Taken from an e-mail sent to Lis-infoliteracy

UMBRELLA: REPORTS ON ELG ORGANIZED SESSIONS



All Umbrella presentations are available from the ELG website: <http://www.cilip.org.uk/specialinterestgroups/>

Moira Bent & Sophie Brettell: Collaboration in transition. Moira and Sophie are working on the transition from school to HE, with a focus on the role of Information Literacy.

There are a number of changes affecting HE. Curricula are changing, teaching and learning developments have an impact, students are coming in with new experiences and different expectations. Libraries are also changing, being seen as learning spaces. The audience then shared their experiences of incoming students, negative experiences of education to the demand from students for 'ready made' solutions ('McLearning') to a need to make IL integral to the curriculum. School students and teachers were asked for their ideas of how the others see IL. It emerged that each was wrong about the priorities of the other. This shows the value of understanding the views of our users.

A multi-disciplinary team was put together at Newcastle University to look at IL. They developed a toolkit which was open to all staff to use and modify. Based on the Sconul 7 Pillars model, it could be deployed as a taught unit or as a self-directed piece of study.

'Downstream' of IL there are problems in that assessment criteria are so clear that students just read to those. This leads to a lack of deeper reading, a problem when it comes to PG level. IL teaching at the beginning of study could work to improve this situation. For undergraduates at Newcastle (and beyond?) this could also relate to the need for skills audits.

A good session, both for the look at an approach to IL which integrates it into teaching and for the sharing of ideas from the audience.

Pete Smith (taken by permission from <http://clippers2007.pbwiki.com/Saturday>)

Judy Reading on Plagiarism:

Judy's session on plagiarism drew heavily on the work of Jude Carroll:

A Handbook for Deterring Plagiarism in Higher Education / Jude Carroll - Oxford Centre for Staff and Learning Development, 2002 (New edition due July 2007).



Judy started the session with a number of exercises which involved discussion in small groups as we tried to tease out exactly what does constitute plagiarism and what does not. We discovered that we did not all have the same ideas! Following this was plenty of interactive opportunity as Judy presented information about plagiarism, helping us come to a better understanding of the problem. We all agreed that students needed plenty of teaching as early as possible about the concepts, but also constant reminders through-out their student lives.

This session has already led to plans to hold a plagiarism workshop in Oxford in November 2007.

**Exploiting VLEs: Moving the Library into the Classroom:
Sue Blood and John Partis**

<http://www.hppc.co.uk/moodle/>

Hurstpierpoint College VLE

Sue and John gave a good explanation of what the Moodle VLE is and what can be achieved by using it. Between them they have the whole school age range to consider and have made good use of the VLE for developing the information skills of the pupils and attracting them into the Library. John's range of presentations developed for the Year 6 pupils was impressive and he showed very clearly when and how various information literacy problems could be addressed. There was an opportunity for discussion and a quick demonstration by a delegate at the session showing their own VLE.

Literature Matters: where next? – a Breakfast Session at Umbrella hosted by ELG and SLG

25 delegates turned out at 8.30 am to hear an inspiring talk given by Natasha Innocent, Senior Policy Advisor for Learning at MLA, and Sue Jones, Head of Hertfordshire's Schools Library Service, on the Literature Matters: Libraries and Literature in Initial Teacher Training project. This was funded from 2005-2006 and, across the regional MLAs, trialled a range of different ways of increasing trainee teachers' knowledge and confidence in using books and libraries with children. Natasha explained the rationale behind the initiatives, introduced the report evaluating the project, and outlined lessons learned. Sue showed how a close collaboration had been developed between the Hertfordshire SLS and local teacher training programmes, with powerful results for these student teachers and fulfilling one of the project goals - to enhance links between the ITT providers and the libraries and literature sector. The clear messages were that Literature Matters works but that sustainable funding will be vital to keep the momentum, and that we need to find ways of making the Literature Matters 'graduates' our advocates for the future. The session also showed that, despite this being a nationally trialled initiative, many delegates present had not heard of it, so we need to find ways of raising the profile of this – and other equivalent programmes – more widely.

ELG AGM MAY 2007

The AGM was held at the Institute of Education, London. Key aspects of the 2006-7 report:

1. 1051 members
2. Planning of events based around the 2005 survey results.
3. Three events took place
4. Re-design of ELG News and continuation of the Resource Guides
5. Working with CILIP in the group review.
6. Working on your behalf with other groups interested in education and related issues.

Following the AGM, Claire Drinkwater and Gwyneth Price gave those attending a talk on Inductions. Spanning a number of years, they related the changes that had been made to the style of Inductions they had taken place and showed ways in which they were now using the Institute's VLE to enhance this.

A tour of the Institute's Library was given after this. Many thanks to the Institute for hosting this event.



EDUCATION LIBRARIANS GROUP

LIS-EDUC is a list for discussion of the provision of information to those involved in educational research, school and college library provision, teacher training and the study of education.

LIS-EDUC is at
<http://www.jiscmail.ac.uk/lists/LIS-EDUC.html>

ELG ON THE WEB:

[http://
www.cilip.org.uk/
specialinterestgroups/
bysubject/education](http://www.cilip.org.uk/specialinterestgroups/bysubject/education)

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QUICK LINKS: INFORMATION LITERACY

IFLA/UNESCO Information Literacy Resources Directory

<http://www.infolitglobal.info/>

The Information Literacy website:

<http://www.informationliteracy.org.uk/>

Journal of Information Literacy

<http://ojs.lboro.ac.uk/ojs/index.php/JIL/index>

Open University infoskills

<http://library.open.ac.uk/help/helpsheets/infoskills.html>

InfoTeach wiki

http://www.infoteach.org/wiki/index.php/Main_Page

Judy Reading Poster Session at Umbrella:

Tools for Teaching Information Literacy

Main points:

1. Project run by Oxford University Library Services aiming to develop info skills programmes using appropriate learning technologies with easy-to-use IT tools.
2. Used Survey Monkey to gather information
3. Identified key resources including INFORMS, VLEs, blogs, Powerpoint and many others
4. Lessons learnt included the need to balance a professional look with flexibility. Learning needs to lead technology.
5. Project wiki available at: http://www.ouls.ox.ac.uk/staff/information_skills/library_staff_research/

THE LAST WORD!



Cartoon taken from bLaugh.com