

LILAC Conference Manchester 11-13 April 2022: Session summary

To assist with reading, I have rated each session in terms of innovative concepts and practical applicability, although please appreciate that this is a purely subjective assessment.

Day 1: 11th April

Parallel session 1a: Librarian consultations: supporting student researchers in a hybrid world (Chung Yan Yun, Ruth Jenkins, Christine Love-Rogers, Marshall Dozier)

Innovative concepts	Low
Practical application	Medium

The University of Edinburgh decided to use a feedback questionnaire model created by Dalton¹ to evaluate how students found out about online literature search and systematic review training and what impact that training had on their work. These questionnaires were sent 3-4 weeks after the training took place.

The findings from 77 respondents (mostly postgraduate students²) were as follows:

- Most found out about the training via word of mouth (recommendation was by far the most effective method of attracting interest)
- 78% said the training had a significant impact
- Some respondents liked to record the training so that they could refer back to it if they were getting stuck or needed a refresher

Key learning included:

- Improving search skills/building searches
- Identifying new resources
- Tips and tricks for using software such as databases and reference management

Respondents were asked what they were doing differently as a result of the training. Responses included:

- Using additional resources
- Rethinking overall approaches to searches
- Confirming/validating their current search approaches

The University is now becoming more hybrid and including in-person training, but they are not leaving the online space, especially as so many librarians were offering remote training due to the lack of meeting spaces in the library facility.

¹ Dalton (2009) Journal of Information literacy 13 (2) pp.163-172

² Please note, only 4% of these were medical students

By relaunching the training service with bookable appointments (using a booking system similar to Bookwise), they were able to increase publicity and improve adoption of training in new areas. However, not everyone takes up the offer, preferring to learn from peers. As such, it is useful to try to offer some training (or links to training resources) to a few key individuals in that team so that the knowledge can be cascaded amongst them.

Parallel session 1b: Mutual interest: driving forward the health information literacy agendas. Alison Hicks, University College London, department of information studies

Innovative concepts	Medium
Practical application	Low

The university is conducting research about health information literacy during Covid. They discovered that there were many definitions of health literacy and of information literacy but with very little overlap between the two as a silo approach has been common between these researchers. Their aim was to improve this dialogue.

Health literacy seems to be more about practical testing, whereas information literacy is based on conceptual models. Where overlaps did occur, they tended to focus on social convergence (literacy being situated in specific contexts i.e., how people make decisions in particular situations).

Having conducted a literature review to explore this area of convergence³, Alison suggested some areas where information literacy can inform health literacy and vice versa.

How information literacy can inform health literacy

1 Defining information - whose information are we talking about? Some information literacy models focus on power structures, and health literacy can learn from this. Instead of solely using tests to check readability, it is important to acknowledge that how a body feels is subjective and personal, and can also be informed by community beliefs and values.

Critical health literacy is about individual competence. Information literacy is about emancipation and personal responsibility

Information literacy also acknowledges the importance of informal and invisible learning, rather than focusing solely on mass communication (public health drives, patient information leaflets etc.)

³ Hicks A. (2022) The missing link: towards an integrated health and information literacy research agenda. Social science and medicine (292) Also <https://alisonhicks.weebly.com>

2 Acknowledging social dynamics. Health information has traditionally been about providing access to good quality information from a position of authority. Clinicians (and librarians) are de facto gatekeepers of knowledge. Information literacy considers the power structures present in the system i.e., patient conflict in negotiating family relationships; junior doctors feeling nervous about approaching consultants or medical education personnel if they do not understand a concept, they assume that they should.

Information literacy also acknowledges that being granted access to information doesn't automatically 'transform' people. Health literacy is now beginning to appreciate that mass information campaigns can have no effect (or even be counter-productive) on anti-vaxxers or Covid deniers.

How health literacy can inform information literacy

1 Practical definitions. Information literacy has many models but too few definitions. It is theoretical in scope, whilst health literacy has always been much more practical. This means that barriers like race, ethnicity, disability, employment and education are clearly stated and addressed. These can become lost in the complexity of information literacy models.

The university is considering how the research agenda for the future can continue this dialogue:

- 1) Considering risk - Poor information and health literacy both impact on low levels of health and wellbeing. Recognising and addressing this jointly could be a way forward.
- 2) Libraries can take a key role in the sponsorship of both forms of literacy in the school, academic, public and health sectors
- 3) Workplace and community health and information literacy champions could extend the research of both forms of literacy beyond the gatekeeping world of clinicians, teachers and librarians.

Keynote 1: Manchester Metropolitan University Student forum

Innovative concepts	Medium
Practical application	High

A panel of Manchester Metropolitan University library management students discussed the challenges of running online social media accounts and virtual events. Their key findings were:

- Creating and maintaining appealing social media accounts/running virtual events is a time-consuming job requiring a set of skills and talents which need to be developed. However, it is often seen as an 'add on' for the library to do without considering how much work is involved and how much stress can be generated from disruptive elements. Two terms were used to describe this - 'scope creep' (where new bolt-on work is given to the library

because no-one else wants to take responsibility) and ‘invisible’ labour because social media can become a 24/7 job, and virtual events may be held outside of office hours.

- CILIP should seriously consider creating a working group to provide guidance, policies and a sounding board for librarians carrying out this kind of work to discuss their concerns and share practical advice.
- However, it is likely that - until CILIP establishes such a group - librarians will need to draw on resources at the corporate level. Wherever possible, there needs to be dialogue with relevant contacts in the organisation in order to highlight examples of best practice and potentially establish a working group based on the wider appreciation of how social media and virtual events has the inherent capacity to negatively impact the wellbeing of both participants and facilitators.
- There is a growing assumption that libraries are ‘social services’ where discussions on stress and mental health can take place virtually. But, although they are a ‘safe space’, libraries should not be a ‘trauma dump’ where unqualified staff have to deal with genuine mental health issues like anxiety and depression. Instead signposting to appropriate professionals should be available.
- If librarians are applying for roles that include social media/virtual meeting work, it is not unreasonable for them to ask what support the prospective organisation has in place to tackle the stress described above.

Parallel session 2a Inclusive teaching: practice to improve the learning experience for neurodivergent learners: practical strategies from the perspective of a neurodivergent librarian.

Innovative concepts	Medium
Practical application	High

This session contained a series of practical tips from the perspective on a librarian with autism. These included:

Non-disclosure of disability is a common issue in the workplace due to anxiety over employment discrimination, so even if no need for disability access is identified in advance of the activity you are planning to undertake, assume there is a need anyway. This can be accomplished in training sessions by sending slide and material in advance to give participants the opportunity to make individual changes.

Any kind of training environment will have advantages and disadvantages that a trainer needs to appreciate in advance. Online work often requires the simultaneous operation of multiple applications which can be very difficult for individuals with learning disabilities. Online sessions with multiple cameras can be overwhelming. However, physical spaces can also be challenging in terms of

distractions and noise pollution and group discussions can present social challenges in either medium. Try to think of alternative options for solo and group participation tasks for people to freely choose depending on their learning styles and requirements.

Try not to overload a training session with too much information all at once. Split tasks into smaller steps and allow time for more breaks during the training.

The trend to have little or no text on slides can present challenges for neurodivergent individuals because they are entirely reliant on understanding the spoken communication of the presenter at all times, without a backup being available. Therefore, if you wish to have a 'minimalist' presentation, then at least provide the notes in advance.

With reference to spoken communication, some linguistic types can be particularly challenging such as figurative language or estimations ('I'll be with you in '5 minutes') which can be interpreted literally.

With relation to physical spaces, the layout of libraries should try to provide as much quiet and private study space as possible.

eBooks and eJournals can cause issues for people who struggle with screen software.

Databases can often have outdated and offensive terms for people with disabilities (and many other minority groups), with even our standard way of categorising research being suspect (e.g., 'double-blind study', which may be reworded as 'double-anonymous'). Also, truncation and phrase searching can be difficult for the neurodivergent to understand and may require rephrasing/restating in different ways to aid comprehension.

An important concept to be aware of is 'executive function' which refers to how much information an individual can hold at one time (using their memory and attention). Neurodivergent individuals often have reduced executive function leading to higher levels of stress and anxiety whilst carrying out what others might consider to be relatively simple tasks. To use literature searching as an example, the executive functions required for this task include:

- Staying on track
- Sequencing tasks appropriately
- Being able to pause and restart after distraction
- Planning and organising (choosing data)
- Time management

Neurodivergent individuals may already have coping mechanisms in place, but such mechanisms could include avoiding contact with the library in the first place. There are potential solutions that can help with this, such as:

Visually highlighting the important information (written communication) and repeating the key points (spoken communication) for emphasis.

Being clear and concise with language and instructions, especially if they are difficult concepts or use new terminology (e.g., library searches)

Really explain what you want people to do. So, for example, don't just say 'click here' in an online training session; be explicit about the word or phrase you want your participants to click on.

Session 2b: Turning and challenge in to an opportunity: health literacy training for NHS knowledge and library staff. Sue Roberson and Joanne Naughton. Health Education England

Innovative concepts	Low
Practical application	Medium

Information literacy is key to HEE's strategic ambition to provide information at the right time in the right place to achieve excellent health care

In order to deliver this, all library staff need to receive training in health literacy themselves to enhance their own knowledge. HEE is surfing a wave of interest in the subject based on the need to address health inequality. This has been magnified by the pandemic and combatting the misinformation accompanying this.

Health literacy train the trainer training and health literacy awareness training were initially rolled out in 2019 and have so far reached over 300 NHS staff.

Health literacy awareness training looks at the impact of health literacy on individuals through case studies, highlighting the cost in terms of missed opportunities. It also explains how health literacy fluctuates over our life span. It looks at some of the key tools that information professionals can use such as teach-back and 'chunk and check' to keep people engaged.

Train the trainer flips that to the perspective of a trainer and how you would deliver the awareness training sessions yourself.

HEE have signed a digital partnership with library services in different sectors to improve local health literacy and are developing a virtual community of practice.

You can learn about the level of health literacy in your local area at:

<https://healtliteracy.geodata.uk/>

Session 3a: Using theory of change to evaluate information literacy initiatives. Dr Pam Mckinney and Sheila Webber, University of Sheffield

Innovative concepts	Medium
Practical application	Medium

This session examined the project evaluation theories of Connell and Kubisch⁴ (1998) to design a project in conjunction with your stakeholders (which can also include participants) in order to ensure that people feel consulted and active in your project from the very start. The table below contains the main headings:

2) Drivers	5) Resources	4) Activities	3) Outcomes	1) Impact
Where are we now? What needs to change?	What support is needed to get there?	What do we need to do? (Be specific)	Using SMART goals to evaluate success	Both the short and long-term implications

There needs to be a consistent and credible narrative across all 5 columns. Guidelines suggest theory of change (ToC) tables be completed in the numeric order indicated. Facilitators should encourage the project leader to consider impact in the short and long term to encourage ‘blue skies’ thinking, before examining the current situation. After that outcome can be identified and the activities required to achieve them. Finally, the enablers needed to support the activities can be defined and an overall narrative for the project (linkages between each section) can be finalised.

Reflection is really important in the theory of change, so the evaluation of the project needs to involve stakeholders to the same degree, based on Kolb’s learning cycle (1984). The table above may be revisited and it is also useful to create an evaluation matrix to help identify where the evidence for your evaluation can be drawn, since you’re likely to be using multiple collection methods. An example is shown overleaf:

	Collection example i.e., focus group	i.e., questionnaire	i.e., project leader reflection
Enabler (what you want)			☑
Process (what you did)	☑		
Outcome (what you got)		☑	☑

⁴ <http://dmeformpeace.org/sites/default/files/080713%20Applying+Theory+of+Change+Approach.pdf>

Session 3b: Teaching how to structure literature reviews via 1990s movies. Kirsty Thomson, Academic support and liaison librarian Heriot-Watt University, Edinburgh




Innovative concepts	High
Practical application	High

In evaluations, it was clear that students were finding the university’s literature search training slides to be very dry and many admitted to not doing the pre-set practical exercises.

In attempt to create something fun and informal that could be used as a hook to draw students back into more serious training, Kirsty decided to concentrate on one particular aspect of literature searching (summarising and finding keywords) and make it more accessible. The initial idea to stick virtual ‘post its’ to a journal article for students to add a summary and ‘tags’ (which was a more user-friendly term than keywords), didn’t go far enough, so Kirsty decided to use a totally different example.

The exercise was to put students into groups summarising three 1990’s films and identifying themes. This showed students how to convert themes into a literature review and demonstrated that creating their own summaries whilst reading made writing up assignments easier.

It was important to explain that themes were metaphors for journal articles, and that the aim of the course wasn’t to create film critics! The exercise took approx. 45-60 minutes depending on the size of the group. An example is shown below:

Film	Summary	Theme
Titanic 	Ship sinks. Many lives lost.	Romance Structural failure Leonardo DiCaprio
Jurassic Park 	Dinosaurs get loose. Many lives lost.	Dinosaurs Bio-engineering failure Based on a book
Romeo & Juliet 	Italian families feud. Many lives lost.	Romance Based on a play Leonardo DiCaprio

As can be seen, it is possible to interpret the film’s themes in different ways depending on your background. The ‘structural’ and ‘bio-engineering’ failures were pointed out by engineering students. However, the important thing is that it’s clear there are potential overlaps between the films, demonstrating how journal

articles can also have overlapping elements, helping students to find the similarities and differences, and to draw conclusions from these.

Reflections on the exercise

- Make sure you choose well known films with clearly overlapping themes
- Older films work better as they're not personally associated with the individual's childhood
- It's important to emphasise the films are metaphors for journal articles or participants will become confused or question the relevance of the exercise
- Works in both face to face and virtual group sessions (use virtual break out rooms in Teams for the discussions)
- Don't go to every group as there will be lot of repetition
- Be selective about what you write down

You can draw some additional conclusions with more advanced groups. For example:

- Different 'papers' can be used in more than one literature review.
- Jurassic Park spawned a lot of sequels. Could it be seen as a 'seed paper'?
- Could Leonardo DiCaprio be seen as a key 'author' in the field?
- In 'Titanic' the plank of wood might have accommodated both characters with appropriate persistence and technique - does this show that the 'research' of that paper was flawed?
- Jurassic Park ended badly for humans, but not for the dinosaurs. A different interpretation of the same results depending on the audience?
- Romeo and Juliet would have been improved by dinosaurs. Discuss. Is there evidence for this or are we just being silly? (Probably the latter). An unexplored area for future research?

One session isn't fully transformative of course, but it did help people to remember the training, raised the profile of library training and sowed the seeds of knowledge leading to good practice in information retrieval, summary and synthesis.

Day 2: 12th April

Keynote 2: Equality, diversity and inclusion issues in information literacy.
Elizabeth Birkbank and Marilyn Clarke

Innovative concepts	High
Practical application	Medium

This keynote was an interview of Marilyn Clarke from Goldsmiths College, who initiated the 'liberate our library' initiative as part of the library's contribution to decolonising Euro-centric teaching practices. This involved setting money aside for student book/resource suggestions to address gaps in the library stock. A bookplate with raised fists was placed in the new stock, together with a searchable tag on the catalogue. Some of these books are now featured on reading lists. The library also has a collection of 'zones' using keywords from the zone creators to better reflect what is discoverable there since library catalogues are often inadequate to the task.

There is a clear distinction between:

- Diversification - which is a surface level procedure, adding books to the catalogue to redress historical imbalances in a piecemeal fashion.
- Decolonisation - which requires more strategic thinking as it addresses why the existing book stock is in the catalogue/on the booklist in the first place?

Decolonisation also draws in the entire experience of accessing an institution, including walking into its buildings and how welcoming (or unwelcoming) this feels for under-representative groups. As such, the library services cannot be viewed in isolation just as products that can be 'tweaked' by getting a publisher to 'sell' a decolonised collection.

A higher proportion of minority article authors will be publishing in less prestigious journals which are less likely to have undergone a fully peer-reviewed procedure. Integrating these articles into evidence-based practice is a balancing act, because it is important for research to be undertaken correctly, but it is also important to see health experiences from multiple minority perspectives. If in doubt about the research quality of a paper on this topic, Marilyn advises to ask the author as they are often very keen to share. She has also developed some resistance research and inclusive citation training at the college to help students to understand how to interpret such papers in a respectful but rigorous manner.

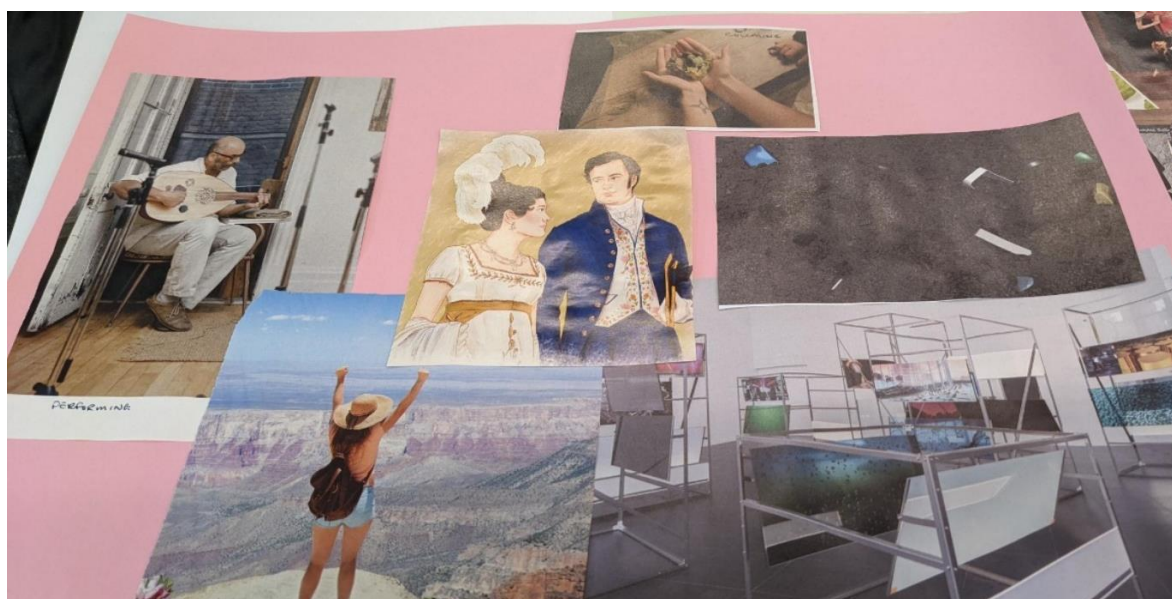
To effect strategy change, find communities and allies a level removed from the library who have influence at the board level in conjunction with a participant force such as a BME working group.

Parallel Session 4a: The power of collaging in unlocking research topics. James Soderman, Faculty liaison librarian, science and engineering. Queen Mary University of London.

Innovative concepts	Medium
Practical application	High

Having attended a seminar on helping students to visualise their success and the journey they needed to take at the University Science and Technology Librarian's Group conference in 2017⁵, James decided to trial a collaging process to help students consider the topic they wanted to research. By 'thinking outside the box' individuals who struggle to put their concepts into words are able to explore their topic, especially if they are at an early stage of the topic exploration process.

The process involves jotting down the main topic or question they are wishing to address onto a sheet of paper and then selecting/cutting out images from a series of magazines that help to visualise this. The aim is to cover up the main question with images and yet still be able to explain the topic to others. Below is a picture of the collage I created for my 'pause for thought' reading group extension pilot:



Reflection

Thus far, James has carried out 27 sessions involving 157 participants since 2017; 94% said the session met their needs, and 99% said they received a good overall experience.

The session can be delivered online but it takes longer (usually about 2 hours) and requires the use of PowerPoint and a free image database such as pixelbay.

⁵ <http://www.ustlg.org/wp-content/uploads/2017/05/keddiemartin.pdf> (select USTLG Spring 2017 – Teaching – trying something new, Visual learning strategies for information literacy)

The important thing about a collaging session is that it provides time to allow individuals to think creatively and learn at the same time. As such, the role of the trainer is to facilitate and encourage rather than lead the group.

It is also possible to carry out a visual collaging exercise mapping out the journey to achieve the research project. To do this, think about an journey going from A-B, and consider the landmarks you encounter along the way, including places you could pause and take a rest, places where you are unhappy and places where you can get support. This struck a chord with me personally because I got hopelessly lost on more than one occasion attempting to get from the venue to my hotel and back! Again, this exercise can be doing either in person or online, but online delivery would require the use of specialist software to produce a timeline (Gantt chart software could be considered).

If you were working with a number of clinician groups, it might be possible for each table to create a collage and then walk from table to table with post-it notes to evaluate and add suggestions to other people's collages, giving the teams the opportunity to learn from one another.

Parallel Session 4b Supersize (and digitise) my session: reflections on redesigning a small-scale workshop for a large-scale setting⁶. Chris Thorpe and Fiona Paterson, City University of London.

Innovative concepts	Medium
Practical application	High

Having publicised literature search training to a number of faculties, library staff found themselves delivering to much larger groups of students in from 2019. Changes made by the librarians to accommodate this increase in group size included:

- Having a 'runaround' quiz (where students needed to move to different sides of a room depending on if they wanted to answer their questions 'A' or 'B'). This assessed tier base level of knowledge and engagement and demonstrated to the participants that they weren't in a 'lecture'-type situation.
- Having established this was an active training session, the group would be split into sub-groups to evaluate a Wikipedia page in terms of reliability, references etc. and each sub-group would present their findings to the whole. This provided participants with presentation and preparation skills.
- A side on evidence-based practice was added to establish rapport and a genuine interest in the participants outcomes.

⁶ <https://libguides.city.ac.uk/CTLILAC22>

In summary, making a small group training session larger involved more group work and active participation.

All was going well and then....2020 happened. And everything went online. Instead of 30-40 students in a group session, there were workshops of 100 happening twice a day!

Additions to the group format to accommodate this included:

- Starting with an icebreaker. What words spring to mind if you hear the word 'library' or 'librarian' (examples included 'monster')
- Adapting the quiz using an online voting feature
- Contemporising the context of the Wikipedia page using an article on COVID-19.
- Also featuring a lancet article on social distancing reported in the Guardian and the Mirror in very different ways
- Using online breakout groups to divide up the sub-groups and, at least initially, using a shared word document because of technical difficulties and lack of familiarity with other virtual meeting formats.

Reflection


- Always try and repurpose and repackage what you have to reduce your workload, especially if the previous training methods were working well.
- Online spaces can be challenging to manage technically, especially the breakout groups
- Explaining the activity has to be much more explicit because you cannot easily interpret body language where participants may indicate their uncertainty or discomfort.
- Material for review needs to be sent out in advance
- It is important to be as flexible as possible, and embrace imperfection!

Parallel session 5a: Educational design patterns: going beyond the classic information literacy concept. Anne Bagger, Lisbeth Ramsgaard, Henrik Tang

Innovative concepts	Medium
Practical application	Medium

STAK⁷ is a Danish project to help educators teach digital literacy. The tool discussed in this session helps teachers and librarians to create a project plan for an activity in advance of a full lesson plan. It asks a series of questions as shown in the photograph overleaf:

⁷ <https://onehe.org/stak/>

ACADEMIC AND EDUCATIONAL VALUE? Describe the benefits a student will acquire/gain from the specific digital skills that are <i>mentioned on the card</i> . What is the academic purpose. What is the overall value for the student?	
TITLE (FROM THE INSPIRATION CARD)? 	CONTEXT? What specific challenges will the student encounter during or after studies, if the student does not possess these digital skills? Are there any specific situations, where these skills are of crucial importance? Are they important to a specific group of students? Is there a crucial moment during or after studies, where these skills are especially useful?
LEARNING OUTCOME? What's in it for the student? How does the student benefit from doing this activity? What is the purpose, learning objective or aim of the activity?	ACTIVITY CONTENT? What ideas do you have for specific activities that will develop the students' academic and digital competences? Describe! What is the content of the activity? What is the activity about? Describe! MATERIALS / TOOLS / RESSOURCES? What resources are required to perform the learning activity? What technologies, tools or materials must be available for the activity to be successful?
ADVICE FOR THE NOVICE TEACHER? How can the novice teacher prepare prior to this learning activity? Describe in relation to the use of terminology, technology, material or tools?	PROFESSION / COURSE / STUDY? Will this activity be relevant to a specific course, class or study program?

The advantage of using this tool is that it has some very comprehensive prompts - this allows multiple stakeholders (including potential students) to take part in the planning stage of the project. The group I was working with for this exercise on the day decided that students would learn how to use a digital product by creating a 60 second video on using Google scholar.

Another element of STAK that the presenters emphasised was the shepherding method of peer review which can take place once the tool has been completed. In effect the sheep is the author(s) of the completed tool template and the shepherd is the feedback giver. Just as with a real shepherd, the aim is to achieve a happy medium, nudging in the right direction, without forcing or nursing. The role of the shepherd is to:

- Examine the planning process
- Comment directly on the elements which stand out (good or bad)
- Ask questions for clarification where appropriate
- Provide an initial impression
- Drill down into more detail
- Complete by scrutinising at the finer detail including proof reading

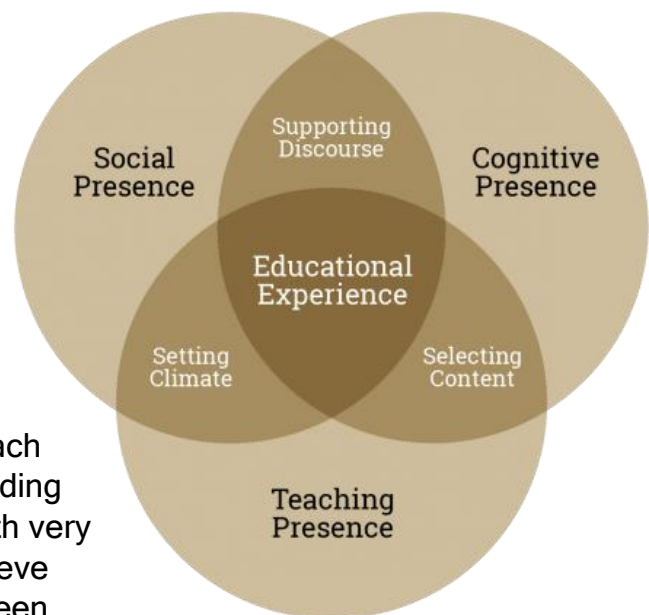
You can use this method to comment on other people's STAK templates.

Parallel Session 5b: Developing a systematic review search strategy through online and peer active review. John Woodcock and Jane Pothecary, Kings College London.

Innovative concepts	Medium
Practical application	Low

Kings College London library service had a high demand for systematic review training but also a high expertise of online training and creating e-learning pathways using Moodle. As such, they were in an excellent position to build a full online course package around systematic review study.

The used the Community of Inquiry approach originally outlined by Garrison and Akyol in 2013⁸ to consider the wider application of presences within the educational experience, in particularly the overlapping social and cognitive aspects. This was demonstrated by having librarians introduce the training in the videos, emphasising their social presence. Assignments introduced new concepts with a flipped classroom approach where learners explained their understanding of the concept to the trainer. Together with very clear requirements and deadlines to achieve success, this made the relationship between participant and trainer more realistic to that of a workplace model.



The courses were divided into 5 sections as follows:

- Stage 1 - Introduction (2 weeks)
- Stage 2 - Limits and filters (1 week)
- Stage 3 - Reading week (1 week)
- Stage 4 - Published search strategies (1 week)
- Stage 5 - Grey literature (1 week)

In order to emphasise the social presence of library staff still further, learners were given lots of instructor presence at the beginning of the training and in smaller groups, together with regular postings of information to relieve any anxiety that might occur as a result of remote training.

To ensure availability of library staff to help, answer questions, and facilitate peer learning, Kings College also used a software package called 'Gather'. This

software is based on proximity-based communication where a small icon of 'you' can move near other icons to engage with each other. This was seen to be fun and engaging but there were problems with those who disliked the 'game' style of the software and it also did not meet any accessibility requirements (nor do any other forms of 'gamification' social media at present). King's College adhered to a set of 'rules' to create and maintain their 'Gather' space:

- There would be a dedicated 'greeter' (and explainer) on the page
- The space would be kept simple
- There would be visual instructions
- 'Gather' images would be used in advertising for the training
- Specific student groups would be invited because this was considered more successful at attracting attendance than providing 'drop in' sessions for all
- A certain amount of chaos during the sessions would be accepted!

Instructors received an instruction manual for each week, called 'at a glance' so that training sessions could be picked up by different individuals in the event of annual leave or sickness absence.

Weekly debriefs on specific problems and concerns would be available for all instructors

Thus far, only 25% of student have 'passed' the course. The proportion of passes have remained constant despite the library staff adding more content to the training. The learning they take from that is that people who take their training seriously will continue to do so at the same steady rate even if the workload increases slightly.

Successes

- It is a different way of working and teaching
- 'Gather' appears popular as a social media product
- People are supported more closely where they need it, on a remote basis
- Students (and trainers) can be linked to different forums and drop-ins for support

Failures

- It is a different way of working and teaching (a double-edged sword!)
- It remains difficult to forge connections remotely
- It is a no charge MOOC (Massive Open Online Course) with no credits attached so there is little incentive to complete
- A lot of effort has gone into this project with little appreciable gain
- Students need to be highly motivated to complete the training

Session 6: Information literacy: elements of a maturing discipline. Dr Karen Kaufmann (and Dr Clarence Maybee)

Innovative concepts	Medium
Practical application	Low

Sheila Webber and Bill Johnson have published multiple works on Information Literacy originally as a soft discipline in 1999 and most recently as a maturing discipline in 2017. At this stage, researchers, as repeated most recently by Hicks and McKinney (2022)⁹ have demonstrated their concern that there is an insufficiently strong and shared narrative on what Information Literacy is.

Kauffman and Maybee believe that this is caused by a disjoint in the theory, research and practice of Information Literacy, which can only be solved by emphasising the cultural practice of how we use information rather than dwelling on technical definitions

A shared vocabulary would strengthen our Information Literacy narrative allowing us to be understood by other disciplines. This would make it easier to integrate Information Literacy into the curriculum and create greater opportunities for courses with credits to be developed and taught.

This would also allow for more dialogue between areas transdisciplinary), embracing sub-disciplinary literacies and contributing to a holistic understanding of Information Literacy as a social practice.

The characteristics of a mature discipline includes:

- 1) A community of scholars (including librarians)
- 2) Communication networks (journals, standards/frameworks)
- 3) Ethical concerns (equity, social practice and access)
- 4) A tradition and history of enquiry (standard bodies for disciplines and sub-disciplines)
- 5) Specific models of enquiry (research methodologies)
- 6) Information Literacy knowledge and curricula (the body of knowledge, skills and theories)

It must be acknowledged that, Information Literacy is a series of literacies of information, elements of which include:

- Media literacy
- Digital Literacy
- Health Literacy
- Visual Literacy

⁹ <https://eprints.whiterose.ac.uk/184635/>

- Financial Literacy
- Data Literacy

If we used Information Literacy as a discipline for future conversations to researchers, academics and practitioners, we would be able to extend the range of information discussion within the whole range of Information Literacies, provide opportunities for librarians to lecture on and carry out their own Information Literacy research and allow us to meaningfully address a growing number social challenges e.g., fake news. On this subject, the UK Government has, for the first time, recognised Information Literacy as a discipline in 2022 but only as a branch of Media Literacy in the service of refuting fake news.

Day 3: 13th April

Parallel session 7: Are you a teaching librarian? How two ‘imposters’ grew a library health centre. Keith Brittle and Cory Newbigging, National College of Ireland

Innovative concepts	Low
Practical application	High

Taking on teaching/training responsibilities is becoming an expectation for many library roles, and active participation in the educational sphere places us under close scrutiny. For many librarians, this results in imposter syndrome i.e., not valuing our achievements and accomplishments in the new role

We can feel unsure of the content we are dealing with (for example, a lack of medical knowledge) leading to teaching anxiety. We may even fail to acknowledge that we are actually teaching. As Continuing Professional Development is ‘on the job’ and few librarians formally trained as teachers before qualification, there can be a feeling that we are not ‘properly’ trained in the academic sense.

This can be countered by:

- Risk taking
- Marketing
- Collaboration with other trainers/librarians/specialists
- User-led support
- Adopting a brave-before-perfect approach
- Celebrating successes

In the case of the College of Ireland, librarians adopted an open-door policy. When approached for the first time, they tried their best and gave it a go, speaking to peers and experts to get up to speed. They considered themselves

as 'guest lecturers' on their specialist subjects of literature searching, research and appraisal.

12 Key learning points:

- 1) We can't always 'play it safe'; sometimes we need to take risks.
- 2) Collaboration is key - we can be powerful partners in learning. Take the time to be visible and build partnerships with departments
- 3) We need to work outside of our comfort zone.
- 4) We need to acknowledge that everyone 'learns by doing'. No-one knows you're faking confidence or not, except you
- 5) Remain self-aware of the gaps in your knowledge in order to fill them.
- 6) Be relevant to people's needs - what works for them is important, not what is best for us. Similarly, don't provide 'general' training if you can be specific and address genuine needs
- 7) Try to avoid terms and jargon which may be obstacles to learning
- 8) Collect and preserve feedback and successes as this helps us improve and addresses any lingering feelings of imposter syndrome
- 9) We do have particular teaching experiences because our sessions require different skillsets to other teachers or lectures, with a variety of subjects learning outcomes and skillsets they do not have. We are also trying to be friendly experts (unlike some!) and this vulnerability is important as it is a way of connecting as people to those we are hoping to train.
- 10) We need to collaborate with each other and celebrate our own identifies and successes.
- 11) Individual guidance, identifying resources, addressing problems...in doing these things, librarians are teachers.
- 12) In other words, it is perfectly legitimate to consider ourselves as teachers, making invaluable contributions to learning in our own organisations.

Keynote 3: Power relationships and their effect on information access and information literacy. Emily Drabinsky, City University of New York

Innovative concepts	Medium
Practical application	Medium

Emily has been an academic librarian for 20 years, beginning as an indexer where she began to understand the politics of language. She is interested in the way library spaces, products, services and ways of staff attitudes interact with the way information is valued and used. Her hope is that, by reflecting on these, we can understand the power relationships in our own institutions.

A prime example is the power of subscription databases. In the end, we all go to Google so our job is to acknowledge that and help our users to appreciate what they're actually doing. Google doesn't list the sources it uses to select and

acquire information. It has one box to type into. Contrast that with subscription databases which meticulously list their sources and have many boxes for to locate data more precisely. This helps users understand what is actually happening when they casually 'google' something - it meets them where they are, which is in itself a form of knowledge mobilisation.

Of course, it is totally understandable that people just need to get the question 'answered' and the job 'done'. Understanding the power structures of their search isn't a top priority. We're not there to sell concepts but it may be more interesting for them to appreciate why searching for articles is challenging, because power structures and paywalls make things unnecessarily difficult. If we can add an analytic argument then our training becomes more realistic, holistic and compelling.

We have our own perspectives on the world. When we search a database and not find what we want, then the problem is not us as searchers so much as the one-sided nature of the interaction with an inflexible system. Our role is to help users appreciate this, and also to present them with the terms that will work. Planting seeds and making people curious about why the system fails them when they search will hopefully lead to meaningful change because active people make positive choices rather than turning their anger back to themselves and internalising the aggression.

The political economy of information: we all bring a political analysis to our work because of our backgrounds so we need to acknowledge our perspectives and those of others, and how such perspectives colour how we search and appraise what we find. If people don't like the way things are, they can change them. For example, clinicians may think that journals available through OpenAthens are just 'on the internet' but by understanding the paywalls inherent in the publishing industry, they may choose to publish their research material in open access.

Session 8a. Pestalozzian Principles in post-covid praxis: IL through a musician's eye Ed Wilkinson and Dr Christ McCartney

Innovative concepts	Medium
Practical application	Low

To summarise a very complicated topic, Johann Heinrich Pestalozzi was a late 18th/early 19th century educationalist who believed everyone, irrespective of background, had the right to learning opportunities. His major contribution to education was a principle called transformative learning which requires educators to meet their students wherever they are on their learning journey and for both student and teacher to appreciate this through their senses, to listen, think, feel and do (sometimes summarised to heart, ear, mind and hand).

This principle was picked up in the educational elements of the musician Zoltan Kodaly (1886-1967) who said that musicians needed a well-trained ear, mind, head and hand, with all 4 parts developed in equilibrium. Like Pestalozzi, he worked with students of all abilities, including some with no 'inner ear' at all, who would later become famed musical educationalists in their own right.

Nikolai Kondratiev was a soviet-era economist who created a system to explain how political and economic crises in history occurred in cycles beginning with a 'revolution' against the current status quo, followed by the establishment of a new order. This order gradually imposes more and more rules to sustain itself until eventually society can no longer tolerate the order, and another revolution triggers the cycle to restart. Ironically these 'Kondratiev' waves which were designed to predict the fall of capitalism, also predicted the fall of capitalism.

The work of Pestalozzi and Kodaly was revolutionary in its own way. It taught people to be self-reliant by preparing them for the future e.g., Pestalozzi preparing children to learn to write by getting them to trace simple shapes at younger ages. However, over time, these principles have been ossified by rules. Kodaly was opposed to rigid structures, and systems and believed the personality of the teacher was key to learning. However, in recent years Kodaly's principles have been systematised since to a very high degree.

The presenters were at pains to point out that practical examples of these theories aren't possible because they become rule-based as soon as they are expressed(!) However, they did believe that Pestalozzi and Kodaly's emphasis on the personality of the teacher/trainer was a key learning point and that our joy and enthusiasm during teaching sessions could create memorable experiences for our students. Such experiences should be the catalyst for students becoming self-sufficient in achieving their own learning objectives and helping others to do so, either by publicising/advocating for the training, cascading their learning in a peer-to-peer fashion in the workplace or potentially becoming teachers/trainers themselves in the future.

Session 8b: Revisiting the one-minute paper: personal reflections, student engagement and assessing the assignment. Rebecca Maniates, Research librarian, Singapore Management University

Innovative concepts	Medium
Practical application	High

The 'one minute paper' is a simple two-question evaluation tool which has been used since the 1990s and well documented in the library literature. However, its regular use in the academic sector has resulted in less responses from students and less analysis from teachers.

- Question 1 asks: *What is the most important thing you learned today?* (Encouraging active learning and reflection)
- Question 2 asks: *What questions do you still have?* (Highlighting support needs, the learning progress and encouraging self-assessment)

Rebecca sought to use the ‘one minute paper’ more effectively by using the 5 categories proposed by Wolstenholme (2015)¹⁰ to differentiate student feedback:

Topic named	“I learned about X, Y and Z today”
Positive statement	“...and the lecturer was great”
Reflective statement	“I learned how to find X, Y and Z using these databases”
Reflective statement with further insight	“I learned that if I’m in X circumstance, I use this database, but if I’m in Y circumstance, I use that database”
Reflective question	“But if I do this, what happens in Z circumstance?”

Having collated, transcribed and categorised the results from 342 ‘one minute paper’ responses, Rebecca discovered that learning about search strategies and search platforms were most often mentioned in question 1.

From analysing the responses, she believed that elements of literature searching should be split up and delivered in a series, giving students more opportunity to learn from each other in group sessions and benefit from joint reflection in real world scenarios (e.g., clinicians discussing what they have learned with each other both during and after the training session).

Most students did not answer question 2. Rebecca believed that the problem with the ‘one minute paper’ in its current format is that this question would be better to ask at a different time, when the learning has become embedded. Alternatively, the question could be reworded to ask for concerns or issues to address rather than on questions to ask.

Reflective-type questions often tie together concepts, seeing what the student are thinking helps you to decide where to concentrate your future training, the topics to discuss and potential problems to address.

Out of the 342 responses, 58 students provided contact information. Rebecca contacted everyone who provided these details whether they asked a question or not to provide outreach and extend learning. She also sent a follow-up with links to handouts and other material, answering questions applicable to all and publicising the completion of the ‘one minute paper’ to anyone who had not completed it initially.

¹⁰ <https://journals.library.ualberta.ca/ebliip/index.php/EBLIP/article/view/24066/18804> (table 4, page 18)

In conclusion, Rebecca believed that the value of the 'one minute paper' and indeed any other simple evaluation is in engaging individually with the participants, addressing their needs, and most of all, in validating their challenges. By maintaining regular communication, participants feel you have created a relationship with them and that you are genuinely interested in their future development.

DP 16/04/2022