Developing a vision, strategy and offer for information and digital literacy (IDL): a case study of the University of Sheffield, UK.

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The University of Sheffield

• A Russell Group University

• Strong commitment to inter-disciplinarity and engaged curriculum activities
Learning and teaching strategy 2016-2021

- Excellence in practice
- Outward facing ethos
- Developing a flexible approach
The Sheffield Graduate Attributes

Our students gain an impressive range of knowledge and skills whilst at University. We want these to be clear to our students and to employers, so in 2009 we identified 'The Sheffield Graduate Attributes' as part of our commitment to supporting your development. These have been further refined, most recently to align with our Learning & Teaching Strategy (2016 - 2021).

Some of the attributes are embedded within your course and others are complemented through access to an unparalleled range of extra curricular opportunities. Throughout your studies we offer access to support, guidance and exciting schemes that can help you stand out from the crowd.

Our aspiration is to create opportunities for all students which enable them to graduate with the abilities listed below. Faculties and departments may also supplement this list in ways appropriate to their own areas of study.

Through their studies at Sheffield, all graduates will have had the opportunity to become:

**Discipline-based knowledge**
- knowledgeable in their subject area
- equipped to work collaboratively and confidently both inside and across disciplines
- confident in applying their knowledge and skills to authentic challenges
- able to exhibit ethical behaviour

**Scholarship**
- experienced in the processes and methods of research
- a critical, analytical thinker
- creative and innovative, and able to understand and manage risk
- equipped with appropriate information and digital literacy skills

**Application of knowledge**
- confident in considering issues within local, national and international contexts, equipped to work in diverse cultural settings
- aware and respectful of a range of perspectives and considerate of diversity
- experienced at working in partnership with others, including communities and external partners
- able to translate and adapt knowledge, and apply lateral thinking in problem solving

**Development**
- a lifelong learner who understands the importance of continual development
- an excellent team worker, and able to manage their time efficiently
- a skilled communicator, comfortable with different styles and audiences
- reflective, self-aware and able to take ownership of their own learning
- professional and adaptable, resilient and flexible in their approach

“equipped with appropriate information and digital literacy skills”
“Equip students with the research skills and the information and digital literacy skills they need to be at the cutting edge in their discipline and influential digital citizens”
Information and digital literacy away day

- Allowed for internal dialogue
- Worked through a process of appreciative inquiry
- Utilised a bottom up approach to change
- Captured thoughts about shifting pedagogy – towards more active and critically engaged learning
Reviewed existing frameworks and models for both IL and IDL

- ANCIL
- ACRL
- The Open University Library
- Deakin University Library
- JISC models
Looked at the work of digital literacy theorists, including Doug Belshaw

Developed an initial model

**Information and digital literacy for education, employment and citizenship.**

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Blended approach to learning
Information and digital literacy working group

- Allowing for collaborative dialogue, consultation with local and national experts and a process of co-production
- Due to present a framework and animated model to Learning and Teaching Committee Sept 2017
Joint First for Library Services

In the Times Higher Student Experience Survey 2017

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Some questions to end on …

- Should we, as librarians, teach about the way knowledge is constructed?
- Is digital literacy about more than tools and skills?
- How do we respond to disciplinary contexts?