

Information Literacy Community of Practice for Scotland

[The Right Information: information skills for the 21st century](#)

17th January 2023, 2-4pm via Zoom

1. Welcome

In attendance:

- Helen Beardsley, Peter Cruickshank, Margaret Gair, Jacqueline Geekie, Paul Gray, Anne-Lise Harding, Marion Kennedy, Christine Love-Rodgers, Kirsten MacQuarrie, Dina Martzoukou, Kirsten McCormick, Sean McNamara, Anne Noble, Claire Roberts, Bruce Ryan, Lauren Smith and Fiona Travers

Apologies:

- Jennifer Findlay, Mary Garner, Cleo Jones, Kristi Long, Sorina Mihai, Bill Johnston and Alison Preston

2. Previous Minutes and Matters Arising

The previous meeting's minutes were approved with no issues raised that are not on the current agenda.

3. [Information Literacy Impact Framework](#) – Bruce Ryan, Peter Cruickshank and Marina Milosheva

([access the presentation recording](#))

Bruce shared a short presentation on the project findings, expressing thanks to Edinburgh Napier University and MILA for their support. Highlights included:

- The aim of this research is to understand how Information Literacy projects have impact - this is especially important because there is no current guidance on impact creation and its assessment within the IL world.
- It seeks to go beyond Higher Education and investigate real world impact e.g. Scotland's Community Councils, for whom getting and working with information is key to influence what will be built.
- The project centred on two research questions:
 - How is impact defined in IL interventions?
 - What are the success factors behind impactful IL interventions?
- Selection of papers for evaluation:
 - The literature review of items with IL in their titles/abstracts generated almost 4,000 hits. These were reviewed for focus on impact, as defined by the project parameters.
 - 170 items were identified, with these full papers then reviewed for significance, quality and rigour.

- 22 items scored highly, but it was found that the shortlist was more Eurocentric than the longlist, and that the shortlist had higher proportions of 'everyday' and 'workplace' studies. Hence four papers with focus on America, Asia, or 'citizenship' or 'conceptual' studies were added = total of 26 papers.
- Key Findings:
 - Impact is typically evaluated and hence defined in terms of outputs and 'being busy' rather than outcomes and effectiveness.
 - e.g. one paper recorded an increased number of student nurse library visits (an output) but not whether they became better nurses (an outcome/impact).
 - Impact is perceived as a challenging concept to capture and one that takes time to materialise.
 - Impact assessment is most commonly found in educational settings, where there is a need to demonstrate that teaching is effective.
 - Long-term impact is rarely measured.
 - Discussions around means of impact assessment are scarce - little in the literature shows *how* impact has been measured so that people can fully understand the results.
 - In education, impact is assessed primarily using learning indicators but impact on student learning does not always transpire into higher grades, which raises questions on the emphasis on HE in the literature.
 - Relatedly, the importance of IL outwith HE needs to be better recognised.
 - Impact was most frequently demonstrated using quantitative or mixed methods, yet qualitative research is often where we find out *why* things are happening and what quantitative data cannot tell us.
- Success factors behind impactful IL projects:
 - Choice of clear frameworks and structures to measure impact
 - Ensuring integration and relevance of the project
 - Collaboration between stakeholders
 - Design of content and delivery methods
 - Management buy-in and budget
 - Repetition and follow-up (the biggest surprise)!
 - Several papers showed that IL skills must be reinforced over time.
- Next steps:
 - The review covered academic papers - what have we missed?
 - What barriers to and enablers of impact have you found?
 - What barriers to and enablers of impact assessment have you found?
 - What barriers to and enablers of reporting impact and impact assessment have you found?

[Access the final project report](#) or [read the MILA blog post announcing its findings](#).

On behalf of the Community of Practice, Sean thanked Bruce, Marina and Peter for this work and noted that CILIPS will be happy to run a follow-up session gathering insights from the CoP in response to the 'Next Steps' questions above.

Members of the CoP added that they could relate to the need to repeat and reinforce IL skills in their own roles, noting that learners often seem to forget them otherwise.

4. Fiona Travers - Senior Public Engagement Officer, Royal Observatory Edinburgh (Science and Technology Facilities Council)

([access the presentation recording](#))

Fiona shared a short presentation introducing her work and identifying areas where it intersects with Information Literacy. Highlights included:

- Introducing the Royal Observatory Edinburgh's Blackford Hill site, which has been active for over 120 years and remains a working facility for engineering and astronomy research.
- There is a student library as well as an internationally-renowned collection of scientific texts (the Crawford Collection).
- The UK Astronomy Technology Centre is also on site, with electric, mechanical and software engineering in addition to the building of world-leading telescope instruments.
- The Institute for Astronomy - Edinburgh University students and researchers.
- Higgs Centre for Innovation - businesses development support related to astronomy.
- The Royal Observatory Edinburgh is one of many STFC sites across the UK.
- The [STFC Public Engagement Strategy](#) focuses on:
 - building partnerships
 - supporting STEM
 - reaching diverse audiences through engagement and training
- The Royal Observatory Edinburgh's Local Programme of public engagement includes work with public audiences, schools, community partnerships as well as staff engagement.
 - There is an annual September open day - all are welcome!
- Scientific Literacy:
 - An individual's 'Science Capital' comprises what they know, how they think, what they do, and who they know.
 - It can be broken down further into eight dimensions, including 'Science Literacy' and 'Consumption of Science-Related Media'.
- Questions for the Community of Practice:
 - How do IL techniques translate to science literacy?
 - What do you need from organisations like STFC?
 - How can we link research and innovation with IL?

On behalf of the CoP, Sean thanked Fiona for her presentation and invited members to share their thoughts on the above questions after the meeting. He noted that the core values of what we know as Information Literacy often prove to be consistent

across different sectors, and key definitions of IL are clearly compatible and connected with Science Literacy.

5. Update from MILA and ILG – Anne-Lise Harding

[Media and Information Literacy Alliance \(MILA\)](#)

- MILA now has a fully operational [Board](#) with Jane Secker in the Chair.
- The October away day took place in person and was very beneficial for thinking about strategic goals in the medium/long term, as well as the challenges involved in transforming MILA into a formal legal entity.
 - Key questions include defining MILA's strategic goals and what MILA offers, with a business plan to support raising funds planned for Summer 2023.
- [MILA Framework](#)
 - Consultation on applications of the Framework during LILAC were very beneficial
 - A comprehensive review of literature is starting soon
- MILA is also driving IL advocacy by supporting the [All-Party Parliamentary Group on Media Literacy](#), now chaired by Kirsty Blackman, MP for Aberdeen North.
 - MILA is offering administrative support to highlight IL in the policy realm.

[Information Literacy Group](#)

- ILG has been working since September on a new strategy.
- The [member survey is now live](#) - thinking about impact and what ILG can provide for members.
- ILG has been busy recruiting new representatives - [Andy Lacey](#) is now Public Library Representative, taking over from Jacqueline Geekie.
- A new training officer will be recruited soon
- An upcoming webinar next month will be on *Enablers and Barriers to Information Literacy and Tools to Measure Progress* (EventBrite link coming soon)
- The IL New Professionals Group has a podcast series, with the first episode about to go live.
- [LILAC 2023](#) will be taking place in Cambridge - ILG bursaries open soon.
- Award nominations have also just opened, including [the inaugural Ross Todd Award for Outstanding Research](#).

The Community of Practice thanked Anne-Lise for this update and asked whether contact has been made between MILA and other UK parliaments? Anne-Lise confirmed that this has not happened yet but it is a good suggestion and something MILA is very open to.

6.

7. Individual updates (optional)

Lauren Smith, QMU

- The [Journal of Information Literacy](#) Special Issue on Critical Information Literacy will be published soon (June 2023), containing a diverse and exciting range of examples that encompass both theory and practice.

Paul Gray, Scottish Government Librarian

- Paul and Margaret Gair have recently joined the Scottish Government's fortnightly mis/disinformation health working group. The group's remit includes tackling COVID-19 misinformation, which is particularly helpful as the Library team are still delivering regular 'fighting fake news' training sessions to Scottish Government staff.
- Up to 10,000 staff can potentially join these sessions, along with the new Research Essentials webinar, which also has a significant focus on IL
- Question for the Community of Practice - Does anyone have ideas/reflections on mandating IL in their setting to really get the message out there?

Dina Martzoukou, [Maddie is Online](#)

- *Maddie is Online* is now in its final phase with school visits taking place to complete voiceovers for the latest series.
- Interestingly, a number of school nurses have been in contact - they have responsibility for safeguarding and feel that *Maddie* aligns strongly with this. A new blog post will be published shortly, showing the connection between IL and safeguarding roles.

8. CILIPS Updates

Event update:

- [Building a Media, Digital and Information Literate Scotland](#) took place in September 2022 with 156 signups and a further 75 catch-up views.

Advocacy update:

- CILIPS will continue its efforts to engage with both SLIC and the Scottish Government on Information Literacy. Unfortunately, little has developed so far based on the recommendations in Stewart McDonald MP's [Disinformation in Scottish Public Life](#) report, but CILIPS will continue to support its call for a national strategy.

9. Community of Practice - Next Steps

- There are 35 people in our current membership, with new members joining all the time. How do we continue to grow the Community?

- This work has never been more relevant, so how do we see the CoP developing in the future? Are one or two meetings a year still optimum to share practice, or would members prefer a different format?
 - What agendas should we focus on? Health, digital, schools, HE, FE?
 - Should we consider a name change in line with MILA?
 - How should we develop our digital presence?

The meeting consensus was that two meetings a year remains helpful, with HE/FE members noting that September is more difficult for them to attend than any other month due to the start of the academic year. The meeting agreed with Sean's suggestion that a working group should be established to reflect further on the questions above.

10. Any other Business

No other business was raised.

11. Date of Next Meeting

Thursday 9th November 2022, 2-4pm, via Zoom.