

**The impact of an Information  
Literacy Curriculum (ILC) on  
Undergraduate student development  
and success: a critical analysis.**

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## Evolving undergraduate degree offer.

- Traditional definitions of the undergraduate learning experience and degree offer, no longer sit comfortably with HE policy and student expectations (Gibson and Haynes, 2005)

# Our research

- An ongoing research project -the beginnings of a longitudinal study addressing policy requirements, student needs and expectations regarding their subject degree's Information Literacy Curriculum, (Gibson and Luxton, 2009; Maybee, 2006).

# Changes to our practice

- Regular input of IL skills in each year of programme
- More time has allowed the development of IL curriculum and allows students to set own agenda
- Linking with PDPs (Personal Development Portfolios)
- Embedding IL input within a wider range of modules
- E.g. ISM, WBL, academic,
- Variety of delivery modes – lecture, small group tutorials, individual tutorials, email support

# Changing ILS tutor role

- Subject Librarian introduced as part of the academic team to students on their first day.
- Subject Librarian becoming an integral part of the team by attending team meetings, away days and module planning sessions.
- Subject Librarian developing a deeper understanding of the content of modules and the underlying aims and philosophy of the programme.
- Subject Librarian input into programme development in particular how Subject Librarian support can help achieve and enhance the quality of the student experience.
- Change in academic staff perception of Subject Librarian role from a 'separate persona' to an 'equal and essential partner' vital to the student learning experience and programme effectiveness.
- Our integral approach to information literacy helps students understand the role of the Subject Librarian better and allows them to see the role as an important part of their academic learning.

# Tensions

- Librarian role definition and related power issues/tensions
- Mackey and Jacobson , 2005.
- McGuinness, 2006.

# Student success to date

External Examiner's report in 2007:

“I was impressed by the provision for students across all levels for Learning and Research support, for information relating to what constitutes plagiarism, and for guidance on essay writing and referencing”

# A longitudinal study

A sample from 2009/10-2011/12

The foci of our work will be:

- **Students' understanding of Information Literacy**
- **Students' experiences of Information Literacy in relation to academic study to date**
- **Students' needs regarding Information Literacy development and related tutorials**
- **Students' linking this development with academic success/failure**

# Concluding thoughts

- *Ensuring contemporary students are provided with effective and meaningful input and support when developing their Information Literacy skills, as well as reflecting on their development through PDP, are now integral parts of university learning. This aspect of the student learning experience needs to be managed effectively, integrated into thus complementing their academic learning as opposed to being seen as a bolt on and separate.*

(Gibson and Luxton, 2009, p.2-3)

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