

## 'Sharing good practice in Evidence-Based Information Literacy' (EBIL)

Wellcome Conference Centre, 17 September 2009

### 1. Context

The initial idea for the conference came from Susie Andretta from London Metropolitan University and has been developed with partners from healthcare libraries and SchARR. The conference aims to bring together the participants of courses and projects funded by the NLH, namely FILE, FOLIO, FOLIAGE and NHS NE-IL<sup>1</sup> in order to establish a wider Community of Practice (CoP) that enables the sharing of effective EBIL strategies and the dissemination of these amongst the health information professionals at large. Within this context EBIL practice is interpreted as the information literacy practice that the IL educators have used in their training and facilitating work.<sup>2</sup> To establish clear parameters for the EBIL conference and give an indication of the scope and type of topics presented by the IL educators during this event the following definitions were used.

### 2. Definition of Evidence-Based and Information Literacy

The evidence-based focus is drawn from Booth's definition of evidence-based library and information practice: "[...] the need to address the practical problems of day-to-day decision-making by reference to the research evidence." (Booth, 2006: 34)<sup>3</sup>

The interpretation of information literacy is based on the American Library Association's definition promoting this phenomenon as the foundation of lifelong learning:

To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Producing such a citizenry will require that schools and colleges appreciate and integrate the concept of information literacy into their learning programs and that they play a leadership role in equipping individuals and institutions to take advantage of the opportunities inherent within the information society. Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand. (ALA, 1989<sup>4</sup>)

### 3. The EBIL conference is based on the following objectives:

1. Provide a forum for discussion on EBIL between the participants who have been involved in information literacy courses/projects (hereafter called IL educators) and the conference attendees.
2. Celebrate the success stories in EBIL through the presentations by IL educators of EBIL resources and strategies produced during the courses/projects, or on completion of these.
3. Expose the IL educators to public speaking and facilitation within a conference setting to further consolidate their confidence as professional facilitators within the health information community.
4. Establish a Community of Practice to sustain the sharing of ideas and good practice in EBIL beyond the conference and underpin future collaborative ventures.
5. Publish a set of proceedings in pdf format as a special issue of the Journal of Information Literacy in 2010 to maximise the dissemination of the conference's presentations and discussions about EBIL.

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<sup>1</sup> Courses sponsored by the National Library for Health: FILE (Facilitating Information Literacy Education) run by Susie Andretta at London Metropolitan University; FOLIO (Facilitated Online learning as an Interactive Opportunity); FOLIAGE – Advanced clinical question answering course run by the SchARR FOLIO team collaboration with the West Midlands Project APPLE team; North East Strategic Health Authority Information Literacy Project supported by Susie Andretta.

<sup>2</sup> For example EBIL practices include tutorials such as "Searching the CAM specialist library from the perspective of health visitors", or "Setting up RSS feeds using the National Library for Health (NLH)".

<sup>3</sup> Booth, A. 'Where's the Harm in EBLIP? Current Perspectives, Future Developments'. *Journal of the European Association for Health Information and Libraries*, 2(3): 34-38. Available at: [http://www.eahil.net/newsletter/journal\\_2006\\_vol2\\_n3.pdf](http://www.eahil.net/newsletter/journal_2006_vol2_n3.pdf) (Accessed 27 December 2008).

<sup>4</sup> Extract from the American Library Association's *Presidential Committee on Information Literacy: Final Report*. Available at: <http://www.ala.org/ala/mgrps/divs/acrl/publications/whitepapers/presidential.cfm> (Accessed 27 December 2008).