

Responses from the online survey

Ten out of eleven participants completed the interim evaluation survey. Such a high response rate makes this survey representative of the cohort's views.

Q2. Overall evaluation of FILE (measuring progress as facilitators of IL. On a scale of 1 to 5 (1 being low) how would you rate your accomplishment in the following learning outcomes?)

	1	2	3	4	5	Responses	Average Score
Identify diverse information literacy requirements of the wide range of users	0 (0.00%)	0 (0.00%)	0 (0.00%)	6 (60.00%)	4 (40.00%)	10	4.40 / 5 (88.00%)
Develop a learning strategy that appropriately addresses the needs of a targeted group of users	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (50.00%)	5 (50.00%)	10	4.50 / 5 (90.00%)
Facilitate a range of information literacy activities	0 (0.00%)	0 (0.00%)	0 (0.00%)	6 (60.00%)	4 (40.00%)	10	4.40 / 5 (88.00%)
Reflect on the process and the impact of information literacy practice on your professional development	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (40.00%)	6 (60.00%)	10	4.60 / 5 (92.00%)
							4.48 / 5 (89.50%)

The participants' feedback confirms the data displayed in the table above and shows that FILE has had a substantial impact on the participants' current and future practice. In particular the respondents claim to have integrated the following strategies in their IL practice:

1. The profiling of users to address their diverse needs and circumstances, leading to a full customisation of the IL provision. Similarly to the 2008 cohort the responses for this year's FILE clearly indicate that the participants have shifted their attitude from "one size fits all" to customised (and therefore more relevant) facilitation strategies. In addition they acknowledge the importance of evaluating both short and long term impact of IL provision: "I am taking more time to ask users about their current experience at the start of all training sessions, not just some. When current building work finishes at work (May/June 09), I will liaise with the education team to profile users before they attend training. Once FILE coursework is finished, I will work on evaluating the courses I provide more effectively to look at the long term impact of the training I do".
2. The importance of establishing a supportive community of practice that provides constructive feedback: "The FILE course has been an energising experience, principally due to the enthusiasm, commitment and support shown by my tutor. It has also been a pleasure to work with a group of like-minded colleagues in a sharing, helpful environment, I have learnt from all of them".
3. Impact of FILE on their own CPD and the adoption of a lifelong learning attitude: "I have adapted my current practices to reflect my own experience of FILE. I am endeavouring to improve my practice of gathering information about course attendees prior to attendance whilst I have also started to collect more detailed responses regarding the learning outcomes achieved after attendance on a training session. The group exercises early on during the course were particularly useful in evaluating information literacy of specific user groups. As I am in the process of Chartership I am certainly reflecting upon the impact of information literacy within my own professional development, as well as considering the information literacy skills of others while I am involved in the recruitment of an Information Skills Trainer".
4. The confidence to redesign the IL provision at work and to cascade what they have learned in FILE to colleagues at work and general advocacy of IL within the organisation: "The course has provided me with a greater awareness of the need for information literacy education within healthcare and in other sectors, and I feel better able to make a case to colleagues within the organisation for improved support for information literacy".

Q7. Was the level and timing of the support provided by the FILE tutor appropriate in terms of the following?

	Yes	No	N/A	Responses
Completing the assessed components	10 (100.00%)	0 (0.00%)	0 (0.00%)	10
Identifying ways of improving in my IL practice	10 (100.00%)	0 (0.00%)	0 (0.00%)	10
Identifying things that I do well in my IL practice	10 (100.00%)	0 (0.00%)	0 (0.00%)	10
Adopting a reflective approach to evaluate my IL practice	10 (100.00%)	0 (0.00%)	0 (0.00%)	10
Adopting a confident attitude in my professional practice	9 (90.00%)	0 (0.00%)	1 (10.00%)	10

All the responses found the timing for the assignments realistic, where the “gap was sufficient to complete the assignments whilst being short enough that they were still *fresh*”. Some of the respondents commented that the conflicting demands from work made the deadlines a bit tight at times but as the assignments were relatively short in length it was possible to complete these in time. Some were appreciative of the extra week allocated to complete component 2 which is done in a group setting: “the group based presentation definitely needs a gap of at least 3 weeks as this is quite difficult to coordinate long distance”. The respondents also found the tutor’s enthusiasm and knowledge of IL inspiring and commented that the tutor’ supportive attitude enhanced their confidence as reflective IL practitioners.

Q9. Were you satisfied with the following aspects of the learning environment?

	Yes	No	N/A	Responses
Length of the sessions	10 (100.00%)	0 (0.00%)	0 (0.00%)	10
Room where the course was run (in terms of lighting, layout, temperature)	8 (80.00%)	2 (20.00%)	0 (0.00%)	10
Computer facilities in the room	8 (88.89%)	1 (11.11%)	0 (0.00%)	9
Quality of catering	9 (90.00%)	1 (10.00%)	0 (0.00%)	10
Timing of catering	10 (100.00%)	0 (0.00%)	0 (0.00%)	10
Administrative support	10 (100.00%)	0 (0.00%)	0 (0.00%)	10
Overall timing of FILE	10 (100.00%)	0 (0.00%)	0 (0.00%)	10

The responses here show an overall satisfaction with the learning environment, although two responses express some dissatisfaction with the room hosting the sessions, one with the ICT facilities available and one with the quality of catering. Whilst it is not possible to identify which venue the participants were not happy with (i.e. Bristol or York) it should be noted that the accommodation made available at both Bristol and York was not as flexible as the accommodation provided by London Metropolitan University in that in both venues the sessions had to be run in ICT labs where the layout is not conducive of seminar or group work. The problem with the timing of catering refers to the interruptions we experienced in York (session 6) when lunch was delivered during an assessed presentation despite my request to leave the trolley in the corridor. As for the quality of catering this could be related to the fact that one respondent had strict dietary requirements that were not always satisfied.

Q10. If a colleague asked you "would you recommend the FILE course?" what would you answer?

All of the participants said that they would recommend FILE to colleagues because: "It was extremely relevant to healthcare library practice, and integrated theory and practice well, in particular in thinking about different frames of information literacy, what information literacy is and how it impacts on all sectors of librarianship, not just health librarianship. It also provided the opportunity to create learning materials and gain useful insight into the varying needs of different user groups. The course was at such a level as to 'stretch' us professionally, and make us reflect on why and how we provide information literacy education to our users". In one case the respondent had already recommended FILE and one of her colleagues has now signed on to attend the course delivered in 2010. Understandably some comments allude to the need to be committed to the course in order to capitalise on its impact and gain a full understanding of the rationale underpinning the facilitation of IL "If you are willing to make the commitment to the work then FILE is an excellent course that informs, confirms and underpins what you do as a trainer and most importantly why you do it".

There is one comment that I will need to take into account by the next time FILE runs and this is the inclusion of a session on "practical delivery style - i.e. how to command the space, how to appear confident", although in the main the manipulation of the space available is determined by the environment one has to work with I will certainly add some activities about this and body language that exudes confidence.

Feedback from the last component (C5) providing an overall evaluation of its impact on the participants' practice.

One of the questions included in C5 asked the participants whether FILE had met their initial professional targets. All of the respondents stated that the course had been successful in fulfilling their expectations, enhancing their IL practice and strengthening their role within the organisation they operate in. Some participants claimed that FILE exceeded expectations: "I now not only cope but take the unexpected, for example technical hitches, in my stride and move on to plan B; unrehearsed activity, different method of delivery etc. I had not expected to gain knowledge that would enable me to understand and be able to explain why something works; for example, using different techniques to hold participants' attention. I now feel more confident about targeting training for specific groups and selecting appropriate content, delivery methods and outcome limits (one size does not fit all)" This is a recurring theme as the FILE participants in 2007 and in 2008 expressed a similar level of satisfaction with the course in their summative assessment.

This year additional benefits emerged as one participant was selected as a sponsored delegate for LILAC 2009 (Librarians' Information Literacy Annual Conference) and his account of this conference will be published in the Summer issue of the Journal of Information Literacy (JIL). In addition, the majority of the participants this year volunteered to become reviewers for JIL and successfully reviewed articles that are going to be published in the Summer issue. Moreover three participants from this cohort have agreed to contribute to the EBIL conference in September.

Final assessment results

All of the 12 participants registered for FILE successfully completed the course (the marks are now waiting for moderation by the external examiner and approval by the assessment board which will be held at the end of June 2009). Full details of the e-Portfolio will be available from the end of June at: <http://www.ilit.org/file/eportfolios09.htm>.

This year we implemented a waiting list of at two participants and this ensured that a cohort of 12 people is maintained as two of the original cohort dropped out of the course prior to its start and were replaced by the two applicants on the waiting list.

2010 Provision

Next year FILE will be delivered at London Metropolitan University, and the cohort will consist of participants from London and other regions. We have 12 participants who have confirmed attendance, 3 who are on a waiting list and another 6 applicants could not be accommodated as the maximum number of participants x course is 12. This shows that there is demand for additional provision of FILE in 2010.