

Agenda for the first two training sessions

Day 1 (April 8th)

10.00-12.00

Objectives and targets of the IL project and session 1

Discuss the transition from traditional provision (face to face and printed) to e-learning and reflect on its impact on the IL practice of NHS librarians attending the three sessions (and involved in the IL project).

Introduce the three strategies of facilitation based on the Relational model of IL, explore ways of employing these to produce the TIL components and assessment strategies to test their effectiveness in promoting independent learning.

Discussion and group work on the transition from traditional provision (face to face and printed) to e-learning (and challenges of e-learning drawn from the responses to Q4 of the survey)

What is Information Literacy? Post it exercise - We Need to define Information Literacy in relation to:

Your definition of information literacy (IL) - this could be drawn from an existing definition (the NE IL project for example uses the CILIP's definition) or it could be devised from scratch. We will collate all of the views of IL at the beginning of session one to arrive at a shared definition that fits in with the aims of the IL project.

e-learning (ie blended provision, quality and relevance of learning experience, promotion)

KSF dimensions

Group-based reflections on responses to the online survey, covering the contributions to and expectations from the project (Q2 and 3)

Lunch

12.45- 4.00

The 6 Frames of IL – examples of educational/training scenarios

With coffee break

The Relational Frame from facilitator and user perspectives. The three strategies of facilitation and how to apply these in different healthcare related training contexts

Introduction to the learning continuum, and practice on the development of measurable objectives and appropriate assessment strategies

Day 2 (April 9th)

10.00-

Objectives and targets of the IL project and session 2

12.00

Develop an e-learning strategy that supports the aims of the project "IL: enabling learning for healthcare delivery", identify the 5 components of the toolkit (TIL) to be developed by the participants (10 in total working in pairs) and devise evaluation strategies to assess their impact on the IL practices of users.

Identify the KSF competencies to be used to structure the toolkit, map these against the ACRL IL standards and devise a subject tree for the VLC.

The group of NHS users you would like to target with the IL component and how this fits in with the KSF dimensions. NB the selection of the dimension(s) is determined by the type of users targeted, for example if the Toolkit Information Literacy (TIL) component is targeting clinical staff then this should be cross-referenced with some of the dimensions from Health and Wellbeing; while for TIL components directed to management staff then General dimensions would be mapped instead. While dimensions from the Core category could be used for a range of users.

Identify TIL components and group allocation

Profile the audience addressed by the TIL components and devise appropriate learning outcomes and assessment for the TIL components

Lunch

12.45 – 4.00

Mapping KSF dimensions and ACRL standards onto TIL components and the subject tree for the VLC

With
coffee
break

Developing an evaluation strategy for each TIL component.
Introduction to the mixed method approach (eg qualitative and quantitative evaluation criteria to assess: impact of training on practice, extent of training provided) and practice of software to produce evaluative online surveys.