

# Information Literacy (IL) Levels Framework Facilitation Cards Series

*Developed by Library Services, Open University  
in collaboration with OULDI-JISC project, 2011*



This PDF contains 15 pages. Print all 15 out back to back on a duplex print and then simply cut out each card - the card will have been printed with the appropriate back. Guidelines to cut the cards are given.

One printing of this document will give you:

- One each of 4 Level 1 cards
- One each of 4 Level 2 cards
- One each of 4 Level 3 cards
- One each of 4 Masters Level cards
- An overview card
- A title card (slightly larger than the other cards)
- An A4 (larger text) handout version of the overview card

A complete pack should contain the following cards

**Information Literacy Levels Framework Facilitation Cards Series**

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|  |  |   |
|--|--|---|
| Understand the information landscape<br><b>Level 1</b> | Plan and carry out a search<br><b>Level 1</b>          | Critically evaluate information<br><b>Level 1</b>     |
| Understand the information landscape<br><b>Level 2</b> | Plan and carry out a search<br><b>Level 2</b>          | Critically evaluate information<br><b>Level 2</b>     |
| Understand the information landscape<br><b>Level 3</b> | Plan and carry out a search<br><b>Level 3</b>          | Critically evaluate information<br><b>Level 3</b>     |
| Manage and communicate your results<br><b>Level 1</b>  | Understand the information landscape<br><b>Masters</b> | Manage and communicate your results<br><b>Masters</b> |
| Manage and communicate your results<br><b>Level 2</b>  | Plan and carry out a search<br><b>Masters</b>          |   |
| Manage and communicate your results<br><b>Level 3</b>  | Critically evaluate information<br><b>Masters</b>      |   |

**Information Literacy (IL) Levels Framework Facilitation Cards Series**

**Embedding Information Literacy:** Information literacy is a key component in the development of the student as an independent learner. Where students are guided from the outset in developing IL skills they will be better able to find, evaluate and use material to support their learning, and to carry on learning throughout their employment and life.

**The Challenge**

Students develop IL skills better when IL learning and assessment activities are relevant, authentic and embedded in the fabric of the module. This means considering how these skills will be developed at the earliest stages of module approval and design.

**Using the cards:** These cards are designed to help you consider how to integrate information literacy effectively into modules and qualifications. They are grouped according to the 4 skills areas covered by the IL Levels Framework:

1. Understand the information landscape
2. Plan and carry out a search
3. Critically evaluate information
4. Manage and communicate your results >>>

Cut 1 ↓

↓ Cut 2

← Cut 3

Understand the information landscape

Level 1

← Cut 4

Understand the information landscape

Level 2

← Cut 6

Understand the information landscape

Level 3

← Cut 5





## Understand the information landscape

### Level 1

- Be able to identify a limited number of key sources of information in the subject area or context
- Have experienced using a limited number of formats of information (e.g. books, journals, websites), as appropriate to the module
- Be able to articulate the key characteristics of different information types (e.g. print / electronic, primary / secondary, freely available / subscriber only / invisible web) as relevant to the subject or context



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## Understand the information landscape

### Level 2

- Be able to identify a range of key sources of information in the subject area
- Have experienced using a range of formats of information (e.g. bibliographic records, full text, abstracts)
- Use knowledge of key resources and their characteristics to independently select appropriate resources for the task as relevant to the subject or context



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## Understand the information landscape

### Level 3

- Be able to select and use a wide range of sources appropriate to the discipline, from the Library and beyond
- Use knowledge of resources and their characteristics to independently select appropriate resources for the task
- Be aware of sources of current information for keeping up to date and able to select and use those most appropriate to needs



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Cut 1 ↓

↓ Cut 2

← Cut 3

Plan and carry out a search

Level 1

← Cut 4

Plan and carry out a search

Level 2

← Cut 6

Plan and carry out a search

Level 3

← Cut 5





## Plan and carry out a search

### Level 1

- Be able to identify the 'knowledge gap' and what information is needed to fill it
- Be able to determine appropriate keywords including synonyms
- Know how to adapt a search (for example, broadening or narrowing by adding or removing keywords, or using different ones)
- Be able to plan and carry out a search in a database on a pre-defined topic using pre-defined resources
- Be able to find an article or book from a reference



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## Plan and carry out a search

### Level 2

- Be familiar with the general principles of effective searching
- Be able to recognise common search features across different databases and the web
- Be able to use a range of database functionality (e.g. truncation, phrase searching, date limits, combining search terms) within a single database
- Be able to independently carry out a simple subject search within a single database
- Be able to use judgement to appropriately adapt a search, including the decision to use a new database
- Be able to interpret database results (e.g. bibliographic or full text), and use results functionality (e.g. sorting, saving, exporting)



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## Plan and carry out a search

### Level 3

- Be able to identify and frame problems or research questions and to select appropriate information to address these
- Be able to use search techniques and common search functions with confidence
- Be able to search familiar and unfamiliar sources independently and confidently, refining the search as needed (e.g. broadening and narrowing)



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Cut 1 ↓

↓ Cut 2

← Cut 3

Critically evaluate information

Level 1

← Cut 4

Critically evaluate information

Level 2

← Cut 6

Critically evaluate information

Level 3

← Cut 5





## Critically evaluate information

### Level 1

- Be familiar with and begin to apply appropriate quality criteria to evaluate pre-defined information
- Be able to use appropriate quality criteria in a broad sense to carry out initial filtering of material from searches



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## Critically evaluate information

### Level 2

- Be able to use appropriate quality criteria to evaluate a range of resources (e.g. books, articles, websites) effectively
- Be able to use appropriate quality criteria to filter results



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## Critically evaluate information

### Level 3

- Apply appropriate quality criteria to critically evaluate information from any source to determine authority, bias, etc, which sometimes may be subtle to detect
- Be able to use appropriate quality criteria to filter results, and also to focus on the most relevant information within documents



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Cut 1 ↓

↓ Cut 2

← Cut 3

Manage and communicate your results

Level 1

← Cut 4

Manage and communicate your results

Level 2

← Cut 6

Manage and communicate your results

Level 3

← Cut 5





## Manage and communicate your results

### Level 1

- Know what is meant by plagiarism
- Know what a reference is, the information required to create a reference, and that references can be created in different styles
- Be aware of the need to accurately record search results
- Be able to select appropriate references to produce a reference list and in-text citations as required for assignments



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## Manage and communicate your results

### Level 2

- Be able to produce an accurate list of references for common sources using the appropriate style
- Be able to record search results accurately
- Be aware of different systems available for managing references (e.g. social bookmarking tools, card index, diary, Refworks)



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## Manage and communicate your results

### Level 3

- Be able to accurately and appropriately refer to the thoughts and ideas of others in your work
- Be aware of the range of tools and techniques for managing and exporting references (e.g. card index, Refworks) and able to select and use as appropriate



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Cut 1 ↓

↓ Cut 2

← Cut 3

# Understand the information landscape

**Masters**

← Cut 4

# Plan and carry out a search

**Masters**

← Cut 6

# Critically evaluate information

**Masters**

← Cut 5



## Understand the information landscape

Masters

- Be able to work independently to attain an in-depth and up-to-date knowledge of your subject alongside a broader contextual knowledge
- Be able to use a comprehensive range of sources in any media, including appropriate sources of specialised information (e.g. archives, data sets, special collections, colleagues and contacts in research networks)
- Understand how research information is generated and disseminated
- Have a critical and systematic approach to keeping up to date using the most appropriate tools and resources (e.g. RSS, mailing lists)



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## Plan and carry out a search

Masters

- Be able to define clearly the scope of a research question and have developed relevant criteria to filter large quantities of information
- Be able to search independently with confidence and fluency across information sources in any medium (e.g. print, electronic)
- Understand how Library databases work (e.g. fields, records, indexing) and be able to apply this knowledge to improve searches
- Be able to independently conduct a thorough search of the literature
- Be able to make effective use of research outputs (e.g. reports, conference proceedings, journal articles)
- Understand the concept of citation searching and use it effectively to retrieve information



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## Critically evaluate information

Masters

- Apply critical appraisal skills, including judgements on reliability and validity, to own work and the work of others
- Understand the value of peer reviewed sources whilst maintaining a critical stance



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Cut 1

Cut 3

# Manage and communicate your results

## Masters

Cut 4

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#### The Challenge

Students develop IL skills better when IL learning and assessment activities are relevant, authentic and embedded in the fabric of the module. This means considering how these skills will be developed at the earliest stages of module approval and design.

**Using the cards:** These cards are designed to help you consider how to integrate information literacy effectively into modules and qualifications. They are grouped according to the 4 skills areas covered by the IL Levels Framework:

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>>>

Cut 6

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## Manage and communicate your results

## Masters

- Be able to use a suitable method for managing a large volume of information
- Be able to synthesise information from a range of diverse materials on complex subjects
- Be able to write a comprehensive review of the literature in your subject
- Be able to share and communicate information using appropriate online tools (e.g. research networks, social bookmarking, blogging)
- Be aware of the ethical and legal requirements surrounding the use and reuse of information and know where to seek advice
- Be able to construct a major bibliography and reference a large range of materials (e.g. using bibliographic management tools)



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Each skill area has 4 cards, one each for 1st, 2nd, 3rd and Masters level. On the front of each card you will find the broad skill area, and on the back the outcomes for the relevant level.

Use these cards in module team meetings, workshops and staff development sessions, or to help explain IL to employers, tutors and students

The cards will help you to:

- decide on learning outcomes, teaching and assessment of IL skills at a particular level
- think about IL skills across an entire qualification and about how progression can be built in
- ensure that IL skills are explicit within learning and teaching, thus enabling you to better articulate, teach and assess these skills

Accessing the IL Levels Framework online

<http://www.open.ac.uk/libraryservices/ILLevelsFramework/>

Download a pdf version

<http://www.open.ac.uk/libraryservices/ILLevelsFramework/ILLevelsFramework.pdf>



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The OU Learning Design Initiative (OULDI) started with institutional strategic funding in 2007 and has been funded by JISC under the Curriculum Design programme since September 2008. Our work is focused around several key questions:

- \* In what ways can the efficiency and effectiveness of time spent designing learning be improved?
- \* How can we capture and represent practice (and in particular innovative practice)?
- \* How can we provide 'scaffolds' or support for staff creating learning activities, which draw on good practice and make effective use of tools and pedagogies?
- \* What does a quality design process look like?

Our aim is to develop and implement a methodology for learning design composed of tools, practice and other innovation that both builds upon, and contributes to, existing academic and practitioner research.

Website: <http://www.open.ac.uk/blogs/OULDI/>



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