

## OU Library Services pilot project: Final report: March, 2012

# Using a learning design approach to embedding an information literacy framework

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### Abstract

The aim of this Library Services pilot was for the unit to trial the use of the Open University Learning Design Initiative methodology and tools to:

1. More coherently embed on-line 3rd party and library materials through modules, especially those enabling the development of information literacy (IL) skills.
2. Ensure that IL outcomes become increasingly evident in qualification, module *and* unit level descriptors
3. Support module teams in the creative use of online 3rd party and library resources, especially those enabling the development of IL skills.

A series of interventions were developed and delivered, including: a series of staff development and learning design workshops, a Cloudworks community to share and discuss practice in relation to working with module teams to embed IL, and a set of facilitation cards based on the Library Services Information Literacy Levels Framework<sup>1</sup>.

Overall, the pilot has had a significant impact where the tools and approaches were used: learning design tools and approaches have been applied and have led to improvements in practice. The IL levels facilitation cards in combination with the Learning Outcomes view appears to have been most useful to those who used them when working with module teams, and the Module Map and Pedagogy Profile representations have been useful in helping librarians think about where their resources fit in the wider curriculum design process. In particular it was found that the representations were effective in changing the way librarians and module teams thought about both information literacy and the structure of modules more generally. The modules that have been developed using the OULDI tools and learning design approach will continue to be monitored over time, and early student feedback data suggests that there will have been an impact on students (students feel that they learn better as a result of the improvements in practice).

Data from evaluation interviews and surveys suggests that there is a strong sense that learning design is becoming embedded in processes and practices across the university with one Learning and Teaching librarian saying that "*learning design is pretty much everywhere you turn these days. It's all over the university and it's talked about in different places*"; however momentum will need to be maintained to ensure that the tools and approaches begin to be more routinely used to enable the embedding of IL (and Digital Literacy) outcomes in modules and across qualifications, i.e. that impact moves from positive reactions to full engagement across the university.

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<sup>1</sup> <http://www.open.ac.uk/libraryservices/ILLFramework/>



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### 1. Introduction

This pilot sits with eight other OULDI-JISC pilots: three of these are located in the Open University (one in the Faculty of Education and Language Studies (FELS), another in the Learning and Teaching Solutions (LTS) unit, and the third a cross faculty/unit OER project 'Bridge to Success') and five are located at the project's partner universities (University of Reading, Cambridge University, London South Bank University, Brunel University and the University of Leicester).

### 2. Context

#### 2.1 Library Services

In 2009, Library Services commissioned an external consultant to undertake an analysis of the collective training needs of its Learning and Teaching librarians within the context of its 'Towards 2013 strategic agenda'. This was in response to technological developments, the shift from print-based to online module learning and the economic climate, all of which pointed to a change in role for librarians and possibly the need for up-skilling.

Recommendations of this analysis included:

- the development of a consistent, focused and increasingly generic set of 'products' encompassing both e-resources activities and Information Literacy (IL) activities to help them clarify exactly what they are 'selling' to module teams.
- the identification of the benefits of these 'products' expressed in pedagogic and module terms.

At the same time as this analysis was taking place, Library Services were beginning to develop their own IL levels framework<sup>2</sup>, and a comprehensive set of Library Information Literacy (LIL) activities and resources were designed to easily be embedded into modules. It was hoped that the unit's engagement in the OULDI-JISC project would contribute to the development of strategies, tools and training materials which would support Learning and Teaching librarians in their IL work with module teams.

In common with the other institutional pilots, Library Services has also been involved in work which relates more specifically to the closely associated, institutionally supported Curriculum Business Models (CBM)<sup>3</sup> project. This work has also impacted on the success of the Library Services OULDI-JISC pilot, particularly in relation to the development of a 'Module Team Space' where exemplar representations of modules which have embedded IL outcomes, activities and assessments are made available to Module Teams across faculties.

<sup>2</sup> <http://www.open.ac.uk/libraryservices/ILLFramework/>

<sup>3</sup> [http://www.open.ac.uk/blogs/OULDI/?page\\_id=833](http://www.open.ac.uk/blogs/OULDI/?page_id=833)

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### 2.2 Project focus

The Library Services' strategic plan set targets around increasing the amount of 3<sup>rd</sup> party and library resources used in modules across the university. The expectation is that the use of library and 3<sup>rd</sup> party materials will both enrich the student experience, and reduce module production times and costs. These targets aligned with the Open University's Learning and Teaching strategy, and the strategy documents 'OU Futures 2010-13' in both focus area 2 (Learning and teaching efficiency) and focus area 3 (Developing pedagogy) and 'Securing the Mission 2012-2015'. These strategy documents reflected a broader HE sector focus on student satisfaction, 21<sup>st</sup> century skills for employability and lifelong learning, and the impact of the changing national and global financial context.

Underpinning Library Services' strategic plan were two core beliefs. Firstly, that distance learners should have an equivalent experience to face-to-face students, including access to a wide range of resources, ideas and media. Secondly, that IL skills would enhance students' careers regardless of their discipline and give students greater access to opportunity in every aspect of their lives - and that the University has a role in developing these skills. The plan pledged to:

- *"Provide access to and manage electronic information resources supporting learning, teaching and research, support new business models by identifying, acquiring and delivering appropriate resources and Open University (OU) archive materials. We will focus on trusted services, effective search, accessibility and sustainability;*
- *Enhance the student experience, support retention and progression by leading the transition to an information literate pedagogy empowering practitioners and independent, autonomous learners;"*

There are a number of current strategic initiatives working to achieve these targets. It is recognised by the pilot project team that because of these other initiatives it is inevitable that there will be an increase in the use of online 3<sup>rd</sup> party and library materials over the life span of the pilot, and it that will be difficult to differentiate the impacts of the OULDI project from that of the parallel interventions; however the pilot will be deemed successful if there is evidence that:

**Success criteria 1:** On-line 3rd party and library materials are more *coherently embedded* through modules, especially those enabling the development of IL skills

**Success criteria 2:** IL outcomes become increasingly evident in qualification, module and unit level descriptors

**Success criteria 3:** Module teams believe that they have been more effectively supported in the creative use of online 3rd party and library resources, especially those enabling the development of IL skills.

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### 2.3 Project barriers, challenges and enablers

The following have been identified as the key contextual barriers and enablers for the Library Services pilot:

- The university, and the sector as a whole, has undergone significant change through the life of this pilot project, and although this has presented a number of challenges, change has also opened up spaces for new practices, processes and collaborative relationships that can be seen to have impacted positively of the success of the pilot.
- As a result of changes in funding for HE, university systems have shifted their focus from modules to whole qualifications. This has been seen as a significant opportunity for integrating skills coherently, and the learning design tools have been seen in enabling this.
- The move of learning and teaching materials from print to online has significantly impacted on the role of Learning and Teaching librarians. In addition to their traditional role of supporting students' use of the library and the academic materials it holds, they have become more involved in the qualification and module design process, for example, in relation to the syllabus and pedagogical approach, and the identification of tools and materials that support learning.
- The importance of developing students' skills - including IL and digital literacy skills – has been well promoted, and has largely been accepted across the university. Library Services are recognised in most faculties as having expertise in relation to academic, IL and digital literacies.

*“Globally there is much more emphasis on independent learning, resource based learning, equipping students for the world in which they live which is full of information – how do you make sense of it? How do you know what to trust? How do you manage such a volume of information that might be coming at you? There is increasing recognition of the importance of the skills and also in the past it was just about what was in the library, journals and books but we’ve gone beyond that because we have Open Educational Resources, all sorts of open content and it is now part of the librarians’ role to know about that stuff; know how to find it, be able to help people evaluate the quality of it”*

#### Information Literacy Specialist

- Some Learning and Teaching librarians are more ready than others (?) in terms of skills, experience and confidence for the shift in role that Library Services is experiencing i.e. in relation to discussing learning, technology and pedagogy with module teams to ensure effective embedding of IL.



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- A structured series of staff training events had already been planned in the unit and the OULDI tools and approaches fitted very easily within these.

*“[Using a learning design approach to integrating IL] fitted really well into that broader programme, and I think part of its success can be attributed to the fact that the message kept getting reinforced. So people heard about constructive alignment in learning theory, then it was picked up in learning design as important, and then it came again in assessment and by that stage people were thinking ‘Ah, the penny has dropped – this is a good principle and I can use it and it fits into the work that I need to do with these module teams, to achieve our objectives’”*

#### Information Literacy Specialist

- Historically, skills development - including the development of IL skills - has been considered as separate to other (cognitive) learning outcomes. One of the consequences of this has been that where skills development opportunities were provided for students, often these tended to be added as separate units ('bolt-ons'). It is considered a significant challenge to change this thinking and practice. In an early project interview (see Appendix 1) the Head of Information Literacy said:

*“One of the key problems we have is getting module teams to think about embedding Information Literacy into the fabric of the course rather than having it as a sort of bolt on, as a kind of added extra”*

#### Head of Information Literacy

*“I think the legacy courses loom large [...] where you do still have some of the same skeleton team where they think ‘well, we did it this way last time and so we are going to remake it in the same way’[...] you have to put a brake on that sort of thinking and try and steer round to what we are actually doing now. And I think that is quite an issue really”*

#### Learning and Teaching librarian

- Some faculties are unused to working in multi-disciplinary design teams, whereas others have been working in this way for sometime. This means that it has been necessary for Library Services to be flexible in their approach and develop a variety of strategies to meet the needs of different faculties. The experiences of Learning and Teaching librarians are not necessarily transferable across faculties and it has not been possible to develop a 'one size fits all' approach, rather a series of possible strategies that might be used.
- When this pilot started, there were no formal opportunities in the existing curriculum design (Stage gate) process for thinking about or discussing IL, or even Library Services products and services more broadly. That meant that Learning and

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Teaching librarians had to be proactive in securing regular invitations to Module Team meetings, and ensuring that these invitations come early enough in the design process so that IL could be fully embedded into the fabric of the module. More recently the planning process requires module teams to confirm that they have consulted Library Services about the integration of IL skills.

### 3. Methodology

#### 3.1 Measuring impact

In this report we focus on impact evaluation. The methods chosen for data collection have therefore been selected to inform this evaluation across three strands: impact on individual practices, impact on unit processes and practices and impact on institutional processes. We have captured data which may indicate why impact occurred, or did not occur, and how it could be enhanced. In common with the other OULDI-JISC pilots, we have used the HEA '6-level Impact scale'<sup>4</sup> to measure levels of impact.

Level	Label	Intended outcomes at this level. Individuals/ Schools/ the institution will:	Link to the next level:
1	Awareness of...	Recognise the learning design methodology as enhancing learning and teaching, and thereby...	...make an informed choice to learn more about or engage in some way with learning design.
2	Reactions	Feel positive about the learning design methodology as a whole and/or particular activities, tools or resources, and thereby...	...make a further informed choice to engage in some particular way with the learning design methodology.
3	Engagement	Engage with enhancing learning and teaching by using a learning design approach, and thereby...	...begin to learn and develop some ideas relevant to their practice.
4	Learning from...	Learn and develop learning design approaches relevant to their work, and thereby...	...begin to plan how to use these approaches in their practice
5	Applying the learning	Apply what they have learnt or developed to their practice, and thereby...	...begin to identify the effects of applying these new approaches in practice.
6	Effects on students	Identify instances of students learning better as a result of enhanced practice, and thereby...	...develop evidence-based confidence in these new approaches and more broadly in informed and explicit pedagogic innovation and enhancement

Figure 1 HEA '6-level Impact scale' framework

#### 3.2 Evaluation questions

In order to evaluate whether the success criteria identified in section 2.2 have been met, the following questions have been researched:

<sup>4</sup>For more about this framework and the impact levels used see [http://www.open.ac.uk/blogs/OULDI/?page\\_id=828](http://www.open.ac.uk/blogs/OULDI/?page_id=828)

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- **Success criteria 1:** On-line 3rd party and library materials are more coherently embedded through modules, especially those enabling the development of IL skills
  - How are the resources being used by modules/ module teams? Has this changed as a result of the learning design approach?
  - Has there been a change in the way IL has been embedded through modules as a result of the learning design approach?
  - What do students think about the resources? And has this changed?
  - Have the Learning Design tools and resources supported this process? In what ways?
- **Success criteria 2:** IL outcomes are increasingly evident in qualification, module *and* unit level descriptors
  - Has there been a change in qualification, module and unit descriptors, in that IL terminology is more widely used in these?
  - Are outcomes, activities and assessment tasks described in terms of IL in addition to other learning aims?
- **Success criteria 3:** Module teams believe that they have been more effectively supported in the creative use of online 3rd party and library resources, especially those enabling the development of IL skills
  - Do module teams feel better supported and guided in relation to embedding information literacy as a result of the new approach?
  - Have the Learning Design tools and resources supported this process? In what ways?

### 3.3 Data collection methods

Because our interest is in capturing a rich picture of impact across the University, we have used a rich multi-method approach which includes video and audio recording, images and photographs, curriculum materials, discussion dialogue from e-mails and the Cloudworks site, surveys and workshop evaluations.

#### 3.3.1 Individual practice impact

Use of semi-structured interviews, representations of designs, workshop surveys, e-mail correspondence, Cloudworks discussions.

#### 3.3.2 Impact on the Unit

Use of semi-structured interviews, Unit level curriculum documentation and webpages

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### 3.3.3 Institutional process impact

Use of policy documents and interviews

## 4. Overview of interventions and activity within the project

### 4.1 One hour introductory workshop 'Digital Literacies and Learning Design'

Date of session:	17 <sup>th</sup> March 2010		
Number of attendees:	25	Number of evaluations received:	14
On Cloudworks:	<a href="http://cloudworks.ac.uk/cloud/view/3140">http://cloudworks.ac.uk/cloud/view/3140</a>		

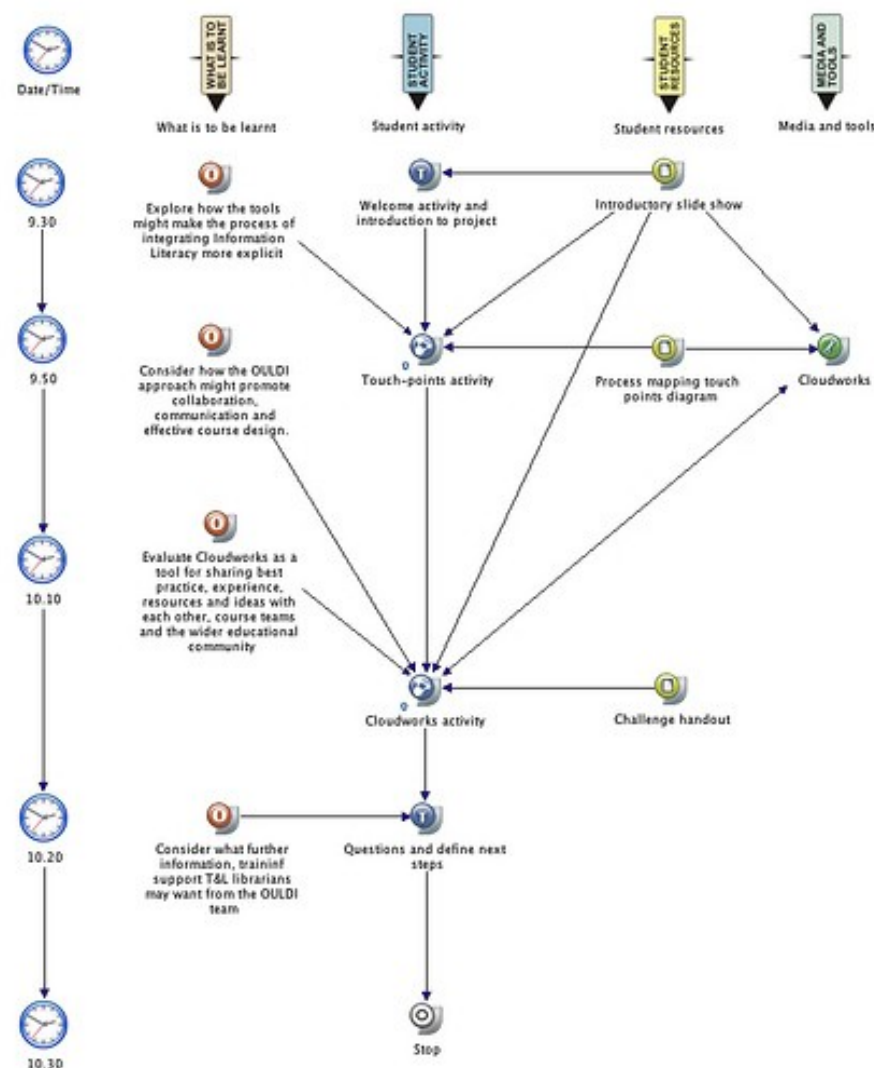


Figure 2 Learning Outcomes view of the workshop mapped in CompendiumLD

The objectives of this workshop were to introduce librarians to the OULDI-JISC project, the Library Services pilot in particular and some of the key tools (Cloudworks and the CompendiumLD icon set) and concepts of the project's learning design methodology. Although the OULDI/ Module Business Models (CBM) representations were introduced briefly, no significant detail was given about these at this stage.

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Four objectives were identified:

- To explore how far the tools and resources might make the process of integrating information literacy more explicit
- To consider how far the OULDI approach might promote collaboration, communication and more effective module design
- To evaluate Cloudworks as a tool for sharing best practice, experience, resources and ideas with each other, module teams and the wider educational community
- To consider what further information, training and support teaching and learning librarians might want from the OULDI team.


In addition to a broad introduction to the project, the workshop consisted of two activities. The first explored the curriculum mapping work completed as part of the OULDI project in 2009 and the second provided an opportunity for participants to explore Cloudworks, a social networking site developed as part of the OULDI-JISC project for discussing learning and teaching ideas, designs and experience.

### Activity 1

## Activity 1:




## Reviewing the 'touch-points'




Task

Have a look at the 'touch-points' charts. Highlight the places where course teams might consider Informational Literacy.



Task

Map the tools, resources, information you already have which support course teams at these points



Task

Are there any gaps?

**Figure 3 Activity 1: Reviewing the 'touch-points'**

Participants reviewed the 'touch points' flow charts created by the Curriculum Mapping work completed in Phase 1 of the OULDI project (Appendix 2), identifying both points in the process and documents where module teams may find it useful to discuss IL and library resources. They were asked to begin to map tools resources and information they might use at these points too, but in reality few groups had time to do this. It was felt that it would be useful to set up a focus group to do this mapping early in the 2nd phase of the case study.



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Discussion after the activity showed that most participants felt that these flow charts were very useful in terms of understanding the whole module design process, and where they fit into it.

**Activity 2** (<http://cloudworks.ac.uk/cloud/view/3019> )

### Activity 2: Cloudquest activity

- Go to [www.cloudworks.ac.uk](http://www.cloudworks.ac.uk) (the Cloudworks homepage)
- Spend a couple of minutes orientating yourselves (What is the site for? Who is it for? Where can I get help should I need it? etc)
- Q1:** What is the difference between a Cloud and a Cloudscape? (write down a URL for where you find the information)
- Q2:** How many people from the Open University are registered on the site?
- Q3:** Find the Cloud entitled 'Google wave'. List all the different ways someone can add to a Cloud.
- Q4:** Type the phrases 'Information literacy' and/or 'Digital literacy' into the search box. How far are the information, ideas and debates around these topics useful and up-to-date? Who is the content aimed at? Course teams, Associate lecturers, Librarians? What are the gaps?
- Q5:** In groups discuss the ways in which Cloudworks could support the work you do and write these on the post-it notes
- Q6:** In groups discuss the barriers to using a tool like Cloudworks. And again write these on the post-it notes

**Figure 4 Activity 2: Cloudquest**

The purpose of this activity was to provide a structure for exploring the Cloudworks site and considering how useful this collaboration tool might be for the team. Prior to the event, the Cloudworks project officer added the workshop activities and resources to the site, and a member of the team had added six discussion Clouds. The post-it note responses to questions 5 and 6 are noted below.

### **How do you think Cloudworks could support the work you do?**

- Central information hub (although many of these already)
- Good for gaining opinions outside of OU
- Sharing of ideas
- Informs about new developments in profession/ field
- Improves social interaction amongst colleagues
- Improved collaboration with module teams - especially CT members at a distance
- Another space to get involved in conversations with influential people
- Discuss information literacy with practitioners from other institutions
- Supports project work (if it's ok to do 'openly')

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- Make resources and services more visible
- Geographical limitations eliminated
- Make information literacy more visible
- Collaborate and plan within team esp. useful for P/T staff
- Creates debate and discussion
- Opportunity to find out what other people are doing
- Supports finding views/ comments on topics around teaching

#### **What are the barriers to using a tool like Cloudworks?**

- As open, may not want to put information up
- Amount of content
- *Another* tool for collaboration. Which to choose? Dilutes? Who uses and who is elsewhere?
- How do we engage module teams with Cloudworks?
- Internet access/ literacy
- Time factor
- It's not focused - hard to follow!
- If a tool isn't embedded in daily work - it may appear as an extra that demands extra time to use
- No structure to it
- Inconsistent use of terminology
- Lacking in content for some Clouds

Discussion after the activity suggested that most thought that Cloudworks would be a useful tool both for communication within the Learning and Teaching team and with module teams; although there were concerns that they would not have time to use it in this way. Most had heard of the site, several had already visited the site and some had registered. It was noted that there was very little about information literacy already on the site and there was some enthusiasm voiced for adding more.

Evaluative feedback given by participants after the workshop (see Appendix 3) was positive with 79% of those who completed the evaluation agreeing that the workshop was relevant to their present work and 86% agreeing that it would be useful to their future work. 100% agreed that the workshop developed their understanding and awareness of the subject

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(Digital literacies and learning design) and 71% felt that they were developing skills useful to their role.

The feedback showed us that there was an interest in the OULDI work generally, and agreement that the tools could support discussions and collaboration with module teams. There were a number of requests for a further workshop.

### 4.2 Half day Away-day workshop 'Learning Design'

<b>Date of session:</b>	<b>23<sup>rd</sup> April 2010</b>		
<b>Number of attendees:</b>	<b>33</b>	<b>Number of evaluations received:</b>	<b>16</b>
<b>On Cloudworks:</b> <a href="http://cloudworks.ac.uk/cloud/view/3435">http://cloudworks.ac.uk/cloud/view/3435</a>			

The objectives of this workshop were to provide an opportunity for Learning and Teaching librarians to explore the OULDI/Curriculum Business Models (CBM<sup>5</sup>) representations more fully, and begin to identify those representations that they felt might help in offering support and advice to module teams. The workshop took place in the afternoon of the away-day, following an introduction to the CBM project, and the CBM representations in the morning. Three objectives were identified:

- Further explore three of the views introduced in the morning (and introduce one more)
- Consider the ways in which the models might support or frame discussions with module teams about embedding IL outcomes and library activities
- Map existing library tools and resources to the models and identify gaps

The workshop consisted of six short activities; the first four of these were presented in a 'carousel' format (i.e. participants physically moved round to each of the activities in turn). Participants worked in five teams of six or seven people.

<sup>5</sup> CBM is a parallel institutionally funded project with a focus on business and production curriculum design processes which also uses the OULDI Module Map and Pedagogy Profile representations. For more on this project see [http://www.open.ac.uk/blogs/OULDI/?page\\_id=833](http://www.open.ac.uk/blogs/OULDI/?page_id=833)

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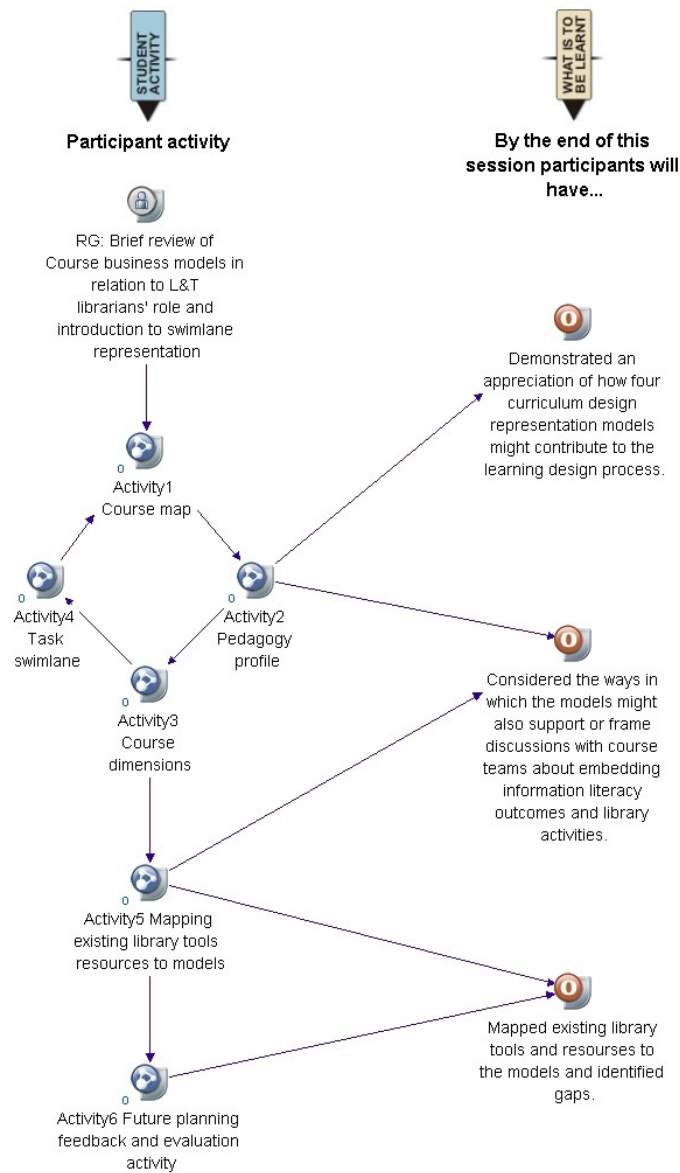
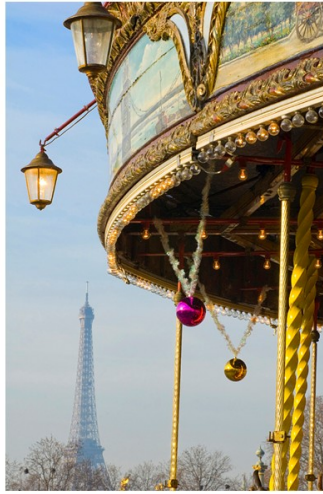


Figure 5 Learning Outcomes view of workshop mapped in CompendiumLD

Activities 1-4

## Carousel activity



- Four activities have been set up corresponding with each of these four views
- In your teams, spend 10 minutes on each activity and move round to the next when the bell rings.
- Don't worry if you get dizzy...there will be an opportunity to discuss, compare and evaluate the models in your teams and with the whole group at the end.

**Figure 6 Carousel activity**

The aim of the carousel activity was to provide an opportunity for the Learning and Teaching librarians to explore the representations in a practical way. Each team was given an activity/short module to design and used this to trial the four representations introduced: Module Map, Pedagogy Profile, Module Dimensions, and Task Swimlane. It was felt that these four representations would prove useful examples of design representations at macro-, meso- and micro- levels of design. They were then given opportunities at the end of the activity to discuss and critique the representations in relation to their role in supporting module teams. All activities were paper based as it was felt that there was insufficient time in the workshop to complete the activities electronically and upload them to Cloudworks. Photographs were taken throughout the session (Appendix 4) and discussion captured. In an interview nearly a year later (Appendix 5), the Information Literacy Specialist referred to this Carousel activity and commented on its value in terms of enabling Learning and Teaching librarians to better understand the design process from a module team perspective:

*“Another benefit [of the pilot] has been to help people understand the bigger picture and actually see where a module team is coming from. There was a workshop where librarians used the tools in the way that a module team might, and putting yourself in someone else’s shoes is quite a valuable exercise because all of us can get [stuck] in our corner doing our job and actually we need to step out of that and think about how it is for somebody else, especially if you need to work with them and influence them and persuade them”*



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### Discussion questions



- How far did the models help you think about your learning design and in what ways?
- Did each of the models have the same impact (i.e. did they achieve similar things) or were they different?
- What was the impact of the models on the types of discussions you were having in your teams?
- Do any of the models stand out as possibly being useful in structuring discussions with course teams about embedding IL and/ or using library activities?

*Please choose 1 person from your team to present the key aspects of your discussion to the rest of the group.*

**Figure 7 Discussion questions**

#### **Discussion topic 1: How far did the models help you think about your learning design and in what ways?**

Overall, teams had similar responses to each of the representations; there was a high level of agreement. One team said that having the models available at the beginning of the process helped inform the design of their activity. Another added that the representations had helped them reflect on the *balance* of the module and what elements to include. One team suggested that the tools were useful in evaluating initial ideas and highlighting gaps in their design early on. They also said that they thought that the representations forced consideration of learning outcomes, priorities and balance of approaches (a good thing). There was a discussion about how the representations promoted a shared pedagogic language which it was felt would support collaboration, although some felt that module teams would not know some of the pedagogic terms and concepts and might be reluctant to learn these. There then followed a more general discussion about the challenges of persuading some module teams to shift their focus from module content to pedagogic structure and design. The group thought the representations would help module teams consider standard practice including the IL levels framework.

#### **Discussion topic 2: Did each of the models have the same impact (i.e. did they achieve similar things) or were they different?**

It was agreed generally that the different representations did very different things. It was noted that some were far more visual than others, and that graphs and diagrams were better for comparisons between modules/ modules than textual representations. Overall the module dimensions and pedagogy profile representations were considered the most useful, with one team saying that the Module Dimensions activity had particularly helped

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them identify gaps in their design. Overall the Task Swimlane was considered the least useful, although one team said that it would be more useful for managing and designing at a micro-level including when engaging in costing activity. Interestingly the Module Map was barely mentioned at this point in the discussion – in most other pilots it has been considered the most useful representation.

**Discussion topic 3: What was the impact of the models on the types of discussions you were having in your teams?**

One group said that the language and vocabulary they were using changed according to the representation they were working with, and that all the representations made them think about the learner more. Two teams said that they found the Task Swimlane challenging to use in teams, partly because they were attempting to retro-fit their designs but also because the nodes and format were so new to them. Generally the other groups agreed with them and reported that during the activity itself there was a great deal of discussion and dispute about what the different nodes meant and how they should be laid out. It was felt that the Task Swimlane had to be used right from the beginning to be useful but the other representations could be used at any time. Several of the participants put their ambivalence towards the Task Swimlane representation down to 'not being visual' people.

**Discussion topic 4: Do any of the representations stand out as being particularly useful in structuring discussions with module teams about embedding IL and/or using library activities?**

It was felt that the Pedagogy Profile, Module Dimensions and Module map could all be useful at different times but most agreed that the Pedagogy Profile would be the most useful. The Module Dimensions representation was also popular, although there was some discussion about the factors which made up the Module Dimensions representation. It was agreed that these would need to be developed further - i.e. it was not wholly felt that these were necessarily the right factors. The ambiguity of some of the terms was noted and whereas this was not considered a huge barrier it was felt that some guidance would be useful. The Task Swimlane representation was not considered to be useful for supporting collaboration with module teams.

## Activity 5

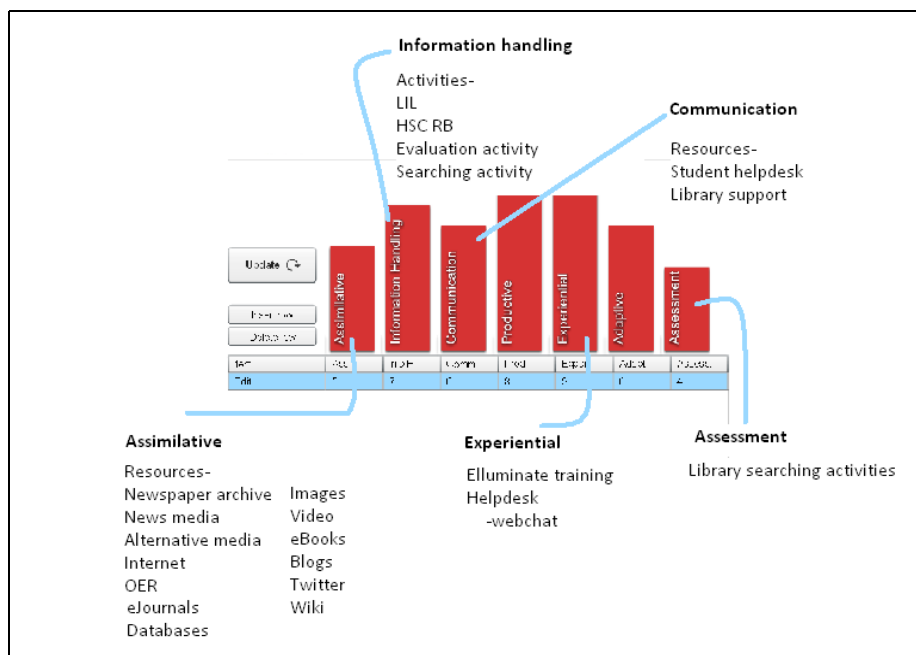
# Mapping existing tools and resources to the models



- Choose 1 or 2 of the representations to focus in on
- Stick the image of that model into the centre of your flip chart paper
- Using one colour pen for activities and another colour pen for tools and resources, map the library's existing objects to the model. Remember that in this workshop we are focusing on supporting course teams to embed IL and library activities, rather than improving students IL directly
- Can you identify any gaps?

**Figure 8 Mapping existing tools and resources to the models**

Two teams chose the Pedagogy Profile representation; two chose the Module Dimensions, and one the Module Map. In the following diagrams we have merged the teams' feedback for each representation. Teams were asked to focus on the activities, tools and resources that supported learning design, as opposed to students, however some teams found it difficult to disentangle the two, as can be seen below.



**Figure 9 Mapping library activities, tools and resources to the Pedagogy Profile**



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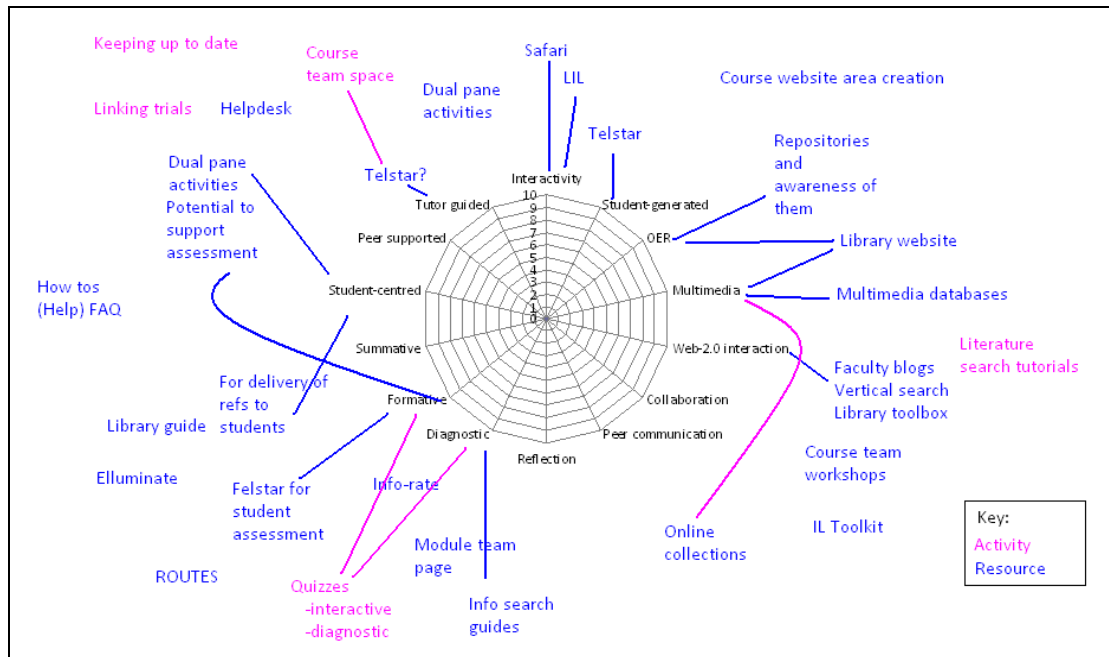


Figure 10 Mapping library activities, tools and resources to the Module Dimensions representation

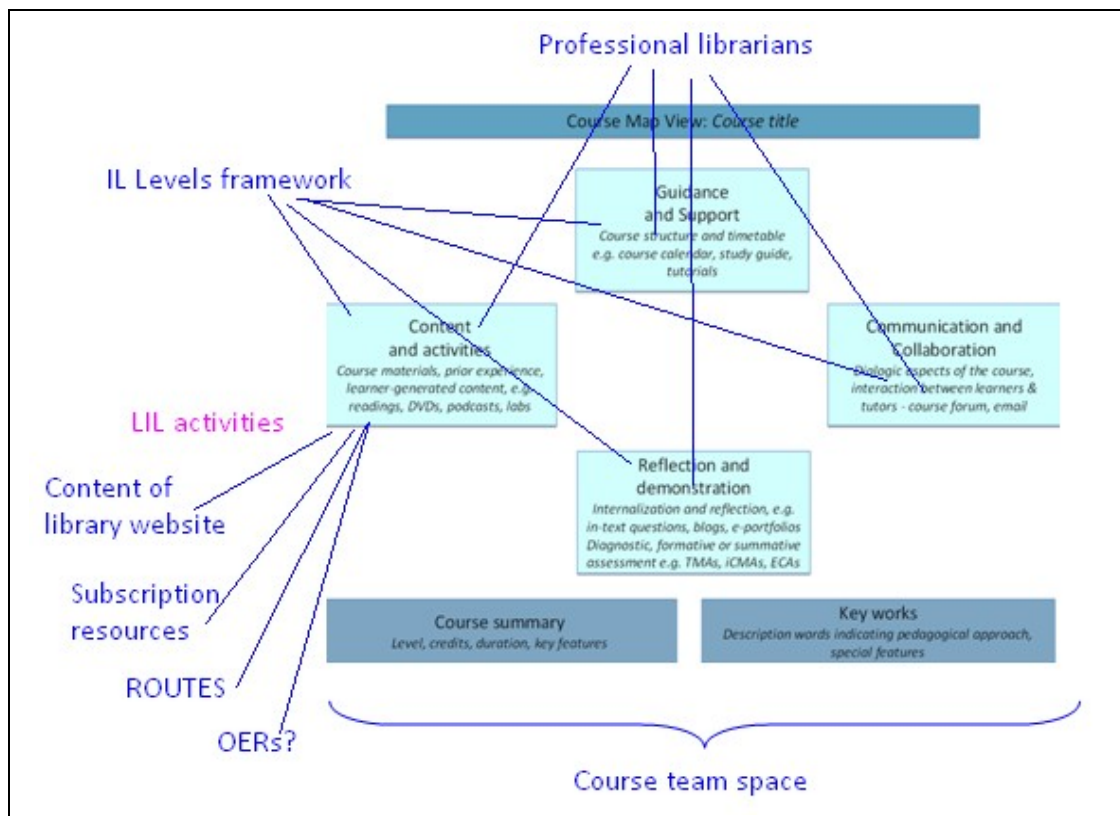


Figure 11 Mapping library activities, tools and resources to the Module Map

### Activity 6

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## Feedback and evaluation

- Which representations do you think would support the discussions you have with course teams in your role?
- Could you suggest ways in which we could add to the representations to make them more useful in supporting course teams in thinking about embedding IL and/or library activities ?
- Could you suggest tools, activities or resources that the library could develop to support these discussions?
- What have you found interesting or useful this afternoon?
- What would you like to know more about?

**Figure 12 Feedback and evaluation**

The final activity asked for feedback about the session in general, and for suggestions about how we might take the pilot forward. Teams were very tired at the end of this long day so feedback was given in the evaluation form rather than collected on the day as anticipated (Appendix 6).

Participants who responded to the evaluation questionnaire liked the practical nature of the workshop and the chance to work with colleagues. Feedback was generally positive, with 87.5% of participants saying that they enjoyed the session. However, only 62.5% of participants felt that the session's objectives had been met. Subsequent informal feedback has suggested that the objective felt *not* to have been met related to 'what do we actually do with this in practice?' When asked what they would change, two people said that they would not have used the Task Swimlane representation and two others suggested that more guidance was needed in some activities.

When asked what they would like to know more about, three participants replied and said that they would like to know:

*"Whether the models are going to be adopted by modules and if there is work going on in involving Library Services at an earlier stage of module production. This is especially important in ensuring that library material is accessible".*

*"How to make best use of this in my job".*

*"This is the kind of session that we should be doing regularly to continue keeping up to date with the faculty, and work together on how we are planning on making the most of the knowledge and skills that we can offer".*

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At the end of the academic year 2010-2011 staff we asked about the staff development workshops. In response to the question 'What did you find particularly useful?' the following responses were given:

*"I have used constructive alignment in all of my module meetings and it seems to really work as a way of getting IL skills development embedded".*

*" [I] acquired knowledge which I could use in writing activities and making activities fit into module to help students attain relevant information skills levels".*

*"Learning theory and learning design; useful to see how things fit together with other OU units and projects".*

*"Understanding how library activities fit in with learning materials at different levels".*

*"It was ... very helpful to look at learning design in the same way that the module teams are thinking about it".*

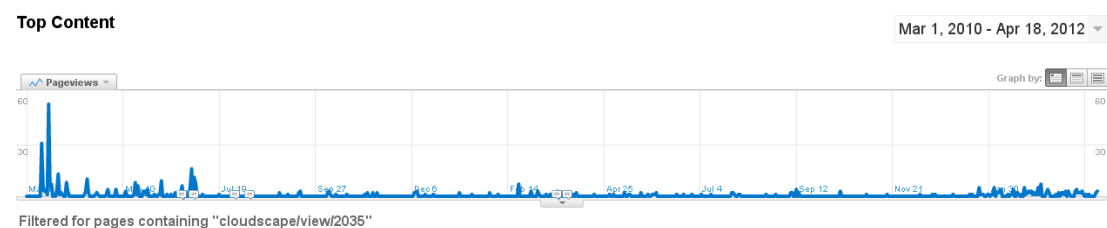
*"Using learning outcomes to hang the activities on = what they will do"*

### 4.3 Cloudscape activity

In Cloudworks: <http://cloudworks.ac.uk/cloudscape/view/2035>

Prior to the first introductory workshop an Information Literacy Cloudscape was set up. Although the primary aim of the Cloudscape was to communicate with people outside Library Services (for example with people in the faculties), it was hoped that the Learning and Teaching librarians would begin to discuss some of the issues online as a community and use the space to collate resources and activities. Six initial Clouds were set up by a member of Library Services prior to the first workshop and grouped into the Cloudscape called 'Digital and Information Literacy'<sup>6</sup>. Other Clouds of interest have been added subsequently. Additionally, a Cloud, called 'Skills for Independent Learning: Developing information literacy skills and integrating use of Library e-resources', was added which had been set up more than a year previously by a Learning and Teaching librarian team leader.

As can be seen in the Google Analytics screen shot below (Fig.13), most activity on the Cloudscape occurred across the first three months after the Cloudscape had been set up.



**Figure 13 Screen shot of a Google Analytics graph showing activity for the Cloudscape between 1st March 2010 and 18th April 2012**

<sup>6</sup> The Cloudscape can be found at <http://cloudworks.ac.uk/cloudscape/view/2035>

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The activity distribution graph of the six Clouds (Fig.13 below) shows the participatory activity of registered visitors (i.e. those adding comments, links etc) for the first 3 months. This activity can be seen to be patchy and not sustained. Eight participants (other than the Cloudworks team) contributed to these Clouds and two participants can be seen as leading activity. Fig. 14 below shows the number of unique page views<sup>7</sup> of both registered and unregistered visitors to the Clouds in question. Both graphs show that enthusiasm of participants in the first workshop can not be seen to transfer into action, either participatory, or non participatory.

*"I think it's down to time pressures and [librarians] not seeing the benefit or need. We also now have the Library Module Support Intranet site where this kind of information is gathered (although that doesn't have the option to discuss and interact with others) [...]The regular monthly Learning, Teaching & Research meeting for all subject librarians is the obvious place [for sharing and discussing practice], but sometimes there are other agendas. Some sharing takes place via Staff Development Hour, especially the series of workshops ILU led on learning and teaching related areas. Otherwise, it's either done by email or in person, informally and sporadically"*

#### Information Literacy Specialist

To date (April 2012) the Cloudscape page has received 702 views (23% of these were from Milton Keynes area suggesting that at least a quarter of views of the Cloudscape are likely to be central university staff) and a total of 4842 distinct guests (i.e. distinct IP addresses) have viewed Clouds in the Cloudscape, 201 of these registered and logged in Cloudworks users. As with other web 2.0 user generated content, its usefulness to the wider audience of non-participatory visitors should not be dismissed when considering our next steps, despite the difficulty in recording this impact.

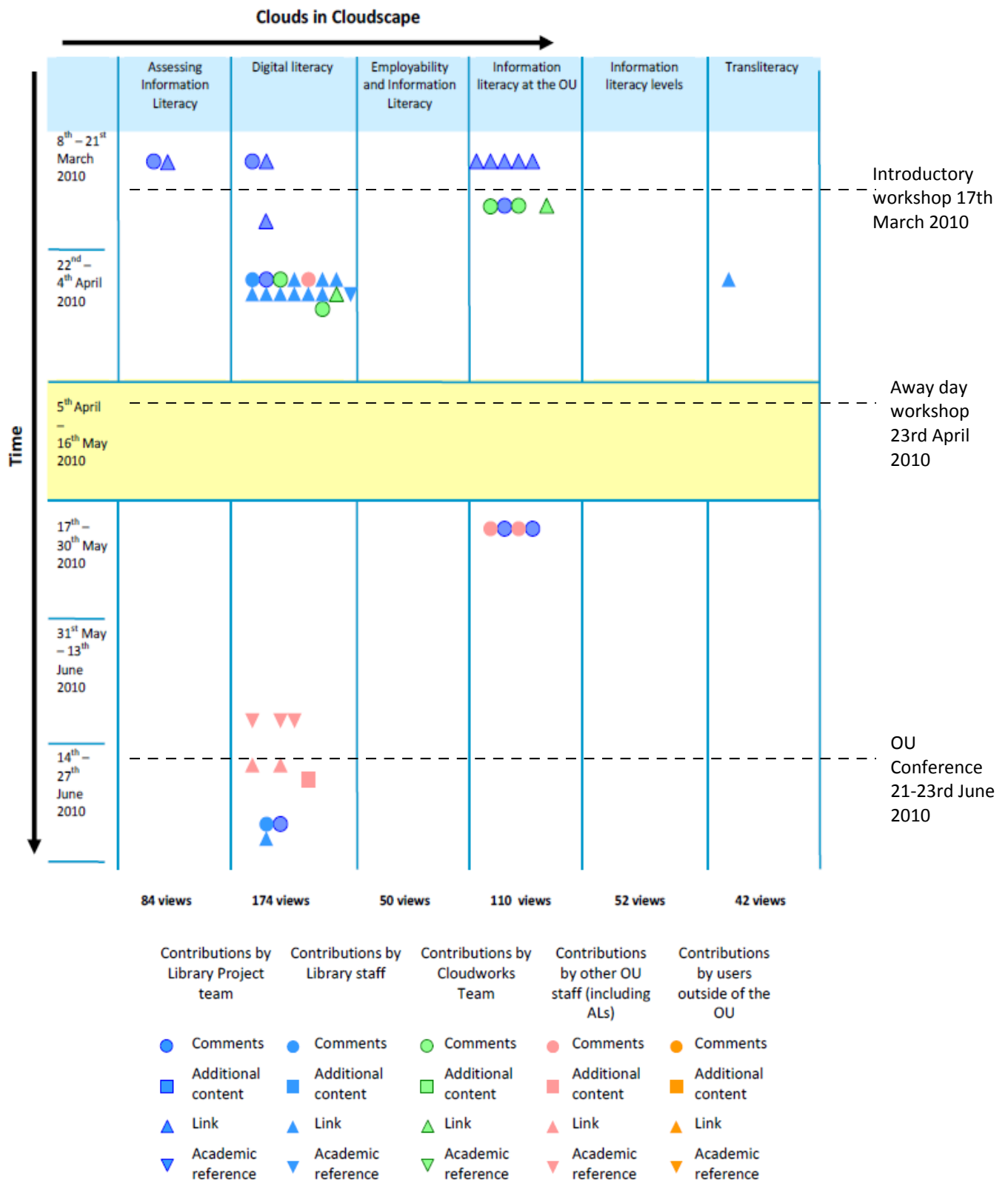
As it has evolved, the Cloudscape itself has become a little confused both in terms of hierarchical structure and purpose, which makes it difficult to navigate. Despite this, it is building into a rich resource containing in total 25 clouds, 55 comments, 66 links, 9 academic references and 11 videos or slideshows relating to digital literacy and learning design.

An interesting and unanticipated outcome of this intervention is that one of the Learning and Teaching librarians who attended the initial workshop suggested to their module team that they could use Cloudworks as a place for professional postgraduate students and the module team to share and discuss resources. The site is now being used in that module<sup>8</sup>.

<sup>7</sup> The *unique page view report* aggregates page views that are generated by the same user during the same session. A *unique page view* represents the number of sessions during which that page was viewed one or more times.

<sup>8</sup> See for example <http://cloudworks.ac.uk/cloudscape/view/2161>

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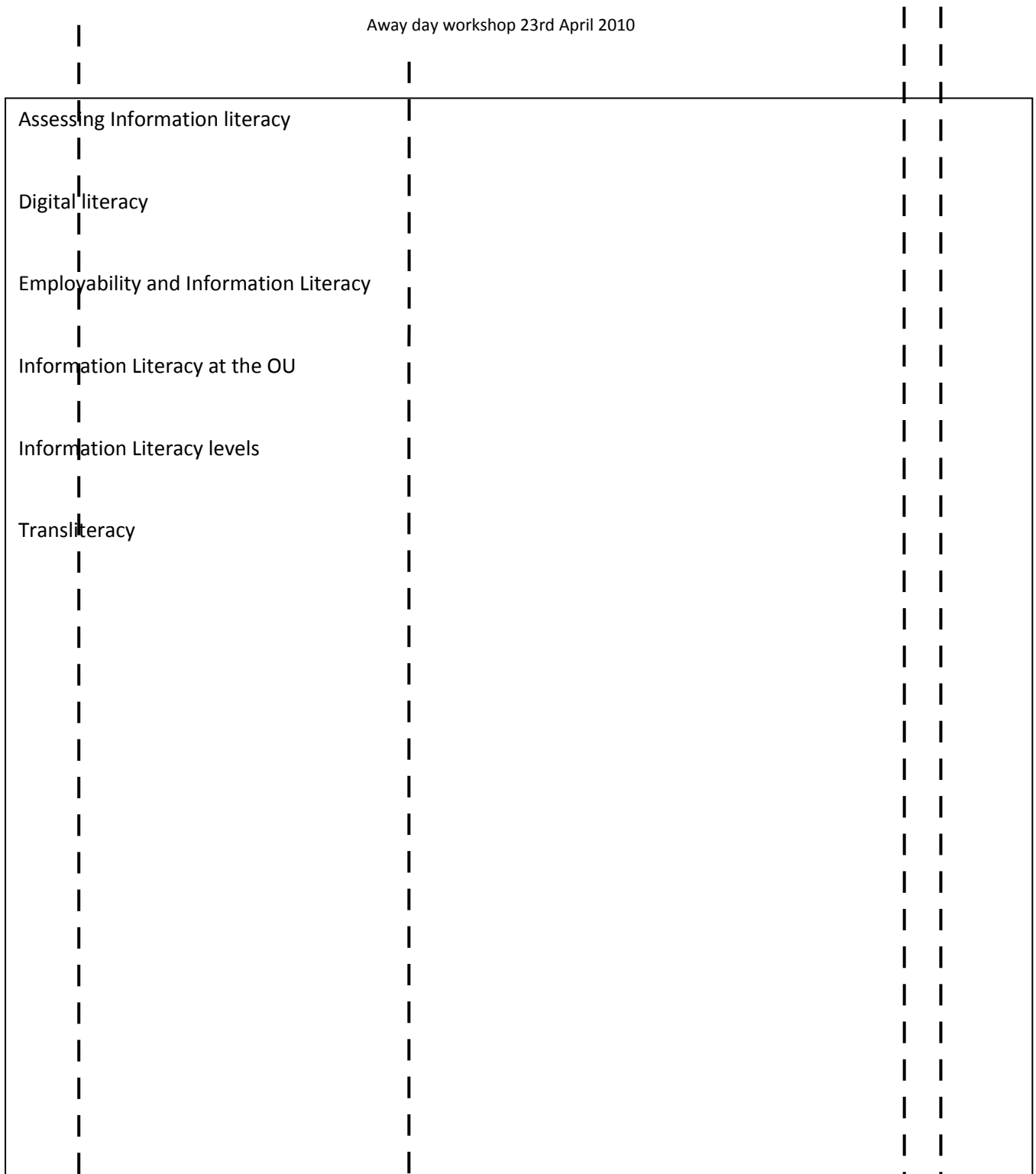
**Figure 14 Activity distribution graph showing the activity of registered visitors across the six Clouds set up by the Library Services project team in the first phase of the pilot**

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Introductory workshop 17th March 2010

Open University conference 21-23rd June 2010

Away day workshop 23rd April 2010



**Figure 15 Graph to show the total number of unique page views (registered and none registered visitors)**

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### 4.4 One hour workshop: 'In the library with the lead piping: being creative with resources'

**Date of session:** 23<sup>rd</sup> June 2010  
**Number of attendees:** 13  
**Session facilitator:** Information Literacy Specialist

This session was independently (i.e. without the support of the OULDI-JISC team) designed and facilitated by a member of Information Literacy Unit staff as part of the regular bi-monthly Learning, Teaching & Research meeting, to which all Learning and Teaching librarians and their managers are invited.

The aim of the session was to brainstorm ideas on how e-resources could be used innovatively to deliver learning. Specifically, the intention was to come up with a list of ideas Learning and Teaching librarians could use in discussions with module teams, and to create one or two case studies.

Participants worked in four teams of three or four people. The workshop consisted of two activities, one ice-breaker and one primary activity. Participants were also given the opportunity to re-engage with the Pedagogy Profile and to actively consider the affordances of some technological tools (Twitter was used as an example).

The first activity adopted a Cluedo theme and used two sets of cards, one for tools and one for resources. Each team was asked to pick one card from each set and to come up with a quick suggestion for how they could combine that particular tool and resource in an activity for students.



### Web 2-doh




- Pick a card, any card... one green (tools), one red (resource)
  - If you get a wildcard that means you can use any tool (if green) or resource (if red) of your choice
- You have 5 minutes to come up with a task for learning, using the tool and the resource you have randomly selected
  - Think about what the students do. Do they produce anything?
- Be creative!

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**Figure 16 Icebreaker activity**

The second activity built on this by providing teams with the full list of tools and resources, plus the activity categories from the Pedagogy Profile representation. This time, teams were asked to come up with as many ways as they could of combining the different tools and resources, specifying the type of activity involved. They were encouraged to be adventurous and to put to one side the constraints which might exist in real life. Outputs were recorded on flipcharts and written up afterwards, with a view to producing one or two case studies.



### Activity: using resources creatively

- Each team has 3 sheets listing tools, resources and pedagogies. You can use other tools and resources not listed.
- Come up with as many ways as you can of combining the tools and resources – this time saying which type of pedagogy is involved
- Use the flip-chart paper to write down your ideas
- If you want, you can represent your ideas visually, using the post-it notes or cards for tools / resources / pedagogies - blu-tac provided
- Each group select their top idea and report back

**Figure 17 ‘Using resources creatively’ activity**

No formal evaluation was carried out; although informal feedback from some participants suggested that the session was considered to be interesting and helpful. The ice-breaker activity in particular was very successful and appeared to be much enjoyed by the groups. The longer activity elicited some productive suggestions, which it is hoped will form the basis of case studies aimed at module teams, to stimulate thinking on how ‘found content’ can be used effectively in OU modules.

### **4.5 Development of Information Literacy Levels facilitation cards**

During one of the staff development workshops led by the Information Literacy Specialist, an activity was delivered introducing Learning and Teaching librarians to the IL Levels framework. A set of facilitation cards was developed to support this activity. Each card detailed a different IL outcome and the level to which it was associated. Participants used the cards to help them consider activities and assessment tasks that would enable students to develop and demonstrate each IL skill. Participants were encouraged to map their ideas using a table version of the Learning Outcomes view.

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Discussion at the end of the workshop indicated that some librarians would like versions of the cards for use in module team meetings, as they were seen as easier to use in meetings than the online IL levels framework.

The cards were further developed in collaboration with the OULDI-JISC project team and have been repeatedly trialled in internal and external workshops and presentations:

*“Things from the more practical end I can see have had a particular impact, for example the Information Literacy Levels cards which seem to be very effective and I know they have been used by librarians with module teams to think about skills integration at both module and qualification level”*

**Information literacy specialist**

These cards should be seen as a significant output of this pilot and are freely available on a Creative Commons BY:NC:SA licence<sup>9</sup>



**Figure 18 Information Literacy Levels Framework Facilitation Cards**

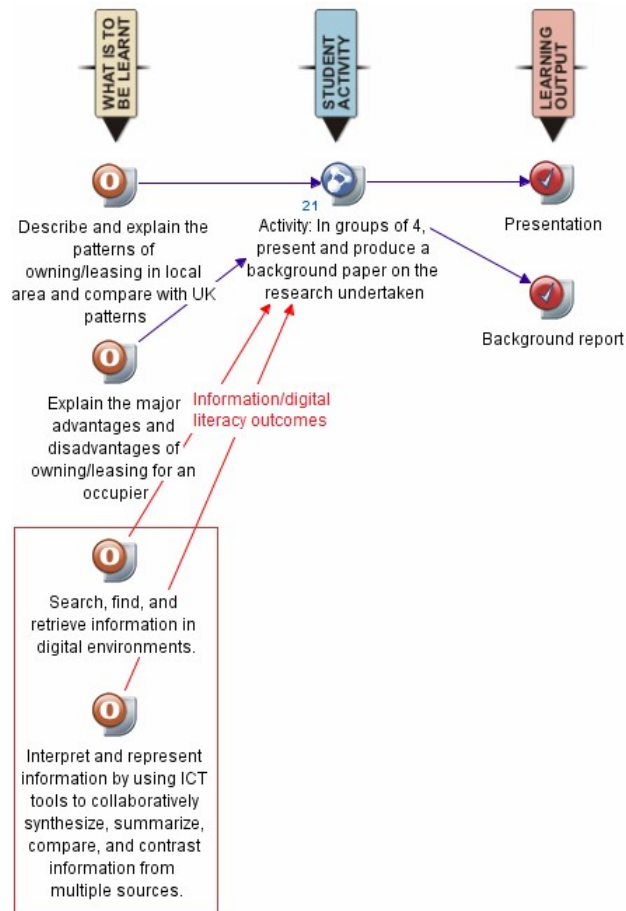
In particular these cards have been used with the Learning Outcomes view<sup>10</sup> allowing for mapping of the constructive alignment (Biggs, 1999<sup>11</sup>) of IL outcomes, activities and demonstration. The example below from the University of Reading uses CompendiumLD however the Learning and Teaching librarians involved in this pilot have tended to use a table version of the representation.

<sup>9</sup> Downloads and information about using the cards can be found on the JISC Design Studio <http://jiscdesignstudio.pbworks.com/w/page/48915295/OULDI-Information%20Literacy%20facilitation%20cards>

<sup>10</sup> See <http://jiscdesignstudio.pbworks.com/w/page/33031528/OULDI%20-%20Learning%20Outcomes%20View>

<sup>11</sup> Biggs, J. (1999) Teaching for Quality Learning at University, SRHE and Open University Press: Buckingham

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**Figure 19 Example mapping of IL outcomes using the Learning outcomes view from the University of Reading**

## 5. Case study narratives

The following narratives tell the story of three individuals who have engaged with and piloted the OU learning design methodology, and have been written in close collaboration with the individuals involved. They should not be seen as representative of the experience of all those who attended workshops or have otherwise used the approach as part of the pilot, rather the aim of these narratives is to draw out the potential impacts on individuals' practice and tell the story of the pilot from an authentic 'insider' point of view. These narratives sit alongside 24 others from the other pilots and it is hoped that a synthesis of these will enable the project team to identify the key impacts, barriers and enablers of the project as a whole.

### 5.1 Katharine Reedy

Katharine Reedy is an Information Literacy Specialist working in the Information Literacy Unit in Library Services at her university. She specialises in information and digital literacy; however an important part of her role is running staff development sessions for Learning and Teaching librarians around learning and teaching related topics such as learning theory, assessment and learning design.

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Katharine has worked at the university for more than 11 years and has seen significant changes in the librarian role over that time:

*"I think the role [of learning and teaching librarians] has changed over the years, over the time that I have been with the library. I think the emphasis has definitely shifted. There was a training needs analysis which tried to identify skills gaps and one of the things that has changed is that librarians need to go and sell the library resources and the library contribution to module teams in a much more 'upfront' way and that's quite a culture shift. We do get people saying "It's not really what we do. I didn't sign up for that" but actually it is what we do now".*

She also noted that increasingly librarians are working as members of a multi-disciplinary module or qualification team and that this means that librarians need strong collaborative skills and confidence to work effectively with others in this way:

*"It does seem to be the case [that there are more multi-disciplinary module teams]. You can see [...] that there are faculties working together [...] there are more examples of that. Where it's working well, you've got partnership with other people/contributors like the library, like LTS – you've got that working well. Each area is contributing what it can and working together to ensure that they produce a good piece of learning for the students".*

*"And I think it's about being able to speak from a position of knowledge and confidence and authority. So you've got this set of principles, they are well grounded in theory and practice, and it's about being able to bring them in at the appropriate moment and say "Look, this is the way we could do it" and then they can see that it works and it spreads – you do get that ripple effect".*

As a consequence of these changes in role, Katharine has been very much involved in developing and facilitating workshops for librarians to develop new skills and approaches. She took the OULDI-JISC project as an opportunity to develop activities, tools and resources for librarians that utilised the learning design approach (i.e. representations, conceptual tools and opportunities for collaboration and design discourse) because she felt that they offered *"fresh ideas for working with module teams and integrating skills, and changing people's thinking"*:

*"The learning design workshops came at a really good time for us because we were wanting to do something more with the learning and teaching librarians around their role as educators. So, not just providers of resources - people providing information about what there is in the library - but actually how it can be used in teaching. So we set up a whole programme of workshops, including an introduction to learning theory, introduction to assessment (what is it, what do the different terms mean), something about writing learning outcomes, something about digital*

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*literacy, so it fitted really well into that broader programme, and I think part of its success can be attributed to the fact that the message kept getting reinforced. So people heard about constructive alignment in learning theory, then it was picked up in learning design as important, and then it came again in assessment and by that stage people were thinking “Ah, the penny has dropped – this is a good principle and I can use it and it fits into the work that I need to do with these module teams, to achieve our objectives”*

Katharine’s particular interest throughout the pilot has been the evaluation of learning design tools and concepts for integrating Information Literacy skills and active, resource-based learning into modules. From her perspective she has seen good levels of uptake from a number of Learning and Teaching librarians, and has found that the most significant impact has been on changing thinking in relation to the design of learning and integration of skills:

*“A lot of my role is around staff development – enabling the learning and teaching librarians to be equipped to work with module teams, particularly around skills integration (that is information and digital literacy skills) – and I think a number of the tools from the project are particularly useful[...]Some of those tools have been used to good effect and in terms of how the librarians work I think it’s as much about changed thinking as about the tools - from where I’m standing at the moment that is the thing that’s having the greatest impact”.*

However, although she is quick to recognise the impact of the project at ground level, she is less confident that there has been a significant change at institutional level:

*“At a high level, my impression is that maybe not all that much has changed as yet. I think that’s to do with the nature of the University - change is quite slow to come sometimes[...] I think there are efforts to communicate the principles of learning design and the tools at a top level. I think that people at that level have a lot of initiatives coming at them so they have to prioritise and I don’t know how much this is being prioritised [...] I think that something that is able to show that it is helping the OU to work efficiently and save money, and there’s data about efficiency and so on, that will maybe be their first priority. And for module teams, people working more on the ground, I think the learning and teaching aspects are more important but not always”*

Katharine remains extremely positive about the impacts of the project on the practice of Learning and Teaching librarians and the work they are doing with module teams to integrate information literacy activities and stresses the importance of maintaining momentum:

*“I think [the project] has been really useful and I think people have seen the relevance of it to library objectives – it does line up well with that and another*

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*benefit has been to help people understand the bigger picture and actually see where a module team is coming from [...] I'm hopeful that if we are influencing at top level and on the ground that those two will come together and we will get to the point where the course production process isn't just about the procedures but is about design thinking"*

*"I don't think we can say, "We've had OULDI, we've done learning design. Let's move on", because I don't think that's the way it works. I think we have to keep revisiting it and reinforcing the principles. And that probably applies to the tools like Cloudworks and the other tools that are used. What I wouldn't want to see is it sinking without a trace, and I think we have moved far enough on that it won't but there is probably more that we can do to keep it alive once the project ends".*

Katharine is also involved in a Library initiative to develop a digital literacy curriculum and expects to use a learning design approach to embedding those principles too in the future.

### 5.2 Anna Hvass

Anna Hvass is a Learning and Teaching librarian who works with the Science and Health and Social Care faculties of her university. She has a very strong technical background and has worked in a number of HE institutions. Her job role involves her in working closely with new modules in production and in presentation to advise on how to integrate content and information skills into the curriculum and VLE environment.

Anna started in the role of Learning and Teaching librarian in 2009 but only began to work on her first undergraduate module at about the same time as the OULDI-JISC pilot began in the Library Services Unit in 2010. This was also the time that the faculties in which she worked were starting to develop modules that were predominantly online, rather than print based. As a consequence, Anna realises that what might be considered innovative or unusual working practices for others is just how she has always worked in her role:

*"I think it was quite a surprise to me that one of the very first [undergraduate] modules I'd worked on was the first Science module to be completely online. I didn't know that until about a year in. I just assumed it was an everyday occurrence. It hadn't even crossed my mind that it was new and so we were very innovative working in that way [...] didn't have a clue!"*

Anna attended the Learning and Teaching staff development workshops held in the Library where she was introduced to the OULDI project and tools, in particular she was attracted to the idea of using the Learning Outcomes view (based on Biggs' notion of Constructive Alignment) and the Information Literacy Levels Framework developed by Library Services to structure the conversations she was having with module teams about how they might embed Information Literacy outcomes, activities and assessment through modules. She feels

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that the Learning Outcomes view gave her a very useful structure to use with module teams, to help her introduce the levels framework and Library Information Literacy (LIL) activities:

*"I think all these tools we have to work with now - the structure we have - really helps with the discussions we have with different module teams. So the Constructive Alignment idea, along with the IL activities that we have and we also have an information literacy framework that gives us a framework around the different levels of Information Literacy Skills there are, and the module team space...these all help us work with module teams when we are integrating Information Literacy"*

*"You can stand up and say "Look, this is what we're going to do because of this, this and this" and there's theory behind it"*

*"I keep coming back to this idea of structure, but it is very much about how you structure the learning and the teaching for the students. As well as how it helps you structure the module in the first place. ...I think it's essential when you are looking at such a big piece of work to have that structure that goes across everything that you do".*

When Anna started work on one particular Science module, the module team had already decided which information literacy skills they wanted students to have at the end of the module, and how they were going to assess these. Anna used the Learning Outcomes view (in table form) to help them work back to understand what the initial learning outcomes might be in relation to the IL Framework, and how they might create opportunities in for students to learn and develop these skills using activities from the Library's Information Literacy (LIL) activity bank. Anna feels strongly that the module team valued the proactive role she took in relation to embedding Information Literacy because she was able to take a task away from them and deal with it competently:

*"I get the feeling that everyone is so busy with everything else, there is so much going on, and we've moved to a point now where module teams are much smaller sometimes – there are less people there to do this sort of work - and I think a few of my modules have latched onto me and gone "Yay! You can help with this, you can do this" For [the Science module] I wrote the wrap-around text that went along with the learning activities that we had embedded. So, not only did I provide the learning activities, I did the wrap-around text, working with the module chair that went with the module. And they were really happy to hand that over to me and say "right, that's off my list, I don't have to worry about it"".*

Anna believes that taking a learning design approach (i.e. the use of representations and conceptual frameworks to support design dialogues and design thinking) has helped in building the confidence of module teams and other support professionals in her skills and

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knowledge, and getting their 'buy-in' about the importance of embedded information literacy:

*"And I think a lot of the time, going into module teams and – not just sounding like you know what you're talking about because we know what we're talking about – but going in with theories, with learning design, with the activities we have already, with the IL framework that we have and say "Right, this is what I recommend, we should do this, this and this" [...]that's a big part of it".*

*"And of course we see [LTS and Curriculum managers] again and again on different modules that we work on so the more work we do, and the more we show what we can do, the bigger the trust is and we get involved that way."*

When asked why she feels she was able to make such good use of the Learning Design methodology she focuses on the preparedness of the University, and the Library Services unit in particular:

*"We have that knowledge base across the university – a huge knowledge base – of the tools that are out there and learning design is pretty much everywhere you turn these days. It's all over the university and it's talked about in different places"*

*"I think within the library, more and more we are gaining that knowledge. We go to lots of presentations on the VLE and the future of the VLE, and spend a lot of time on knowing what is coming next, knowing what we can and cannot do and what is the best way to do things. Before [library services] got involved in structured content at all we were thinking about 'where is the university going? Which direction should we go in?' At that kind of level."*

Anna emphasises the need to be flexible in the way she works with different module teams, and responsive to their working patterns:

*"Working with different teams can work differently so it's a case of going into each team and seeing how we might work together and the best way of getting things integrated"*

*"As long as we get the information literacy in that I need to get in - to make sure the students are going to be ok at the end of the day – then I'm quite happy to give as much or as little help as you need"*

Some modules can be particularly challenging to work on, particularly where older print based modules are being revised for online VLE presentation and a modern student market:

*"It's a struggle with remakes because of the content they have. They have 7 books that used to be in print and they convert them into structured content and that's your module, pretty much. And the idea that you would have interactive online activities kind of goes out the window because there's no space for them and it can*



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*be very hard – I've managed it with one of mine but it's going back again and again and saying "we need this space"*

Anna has found that it is very important to give information to module teams at the right time, and that this is often earlier than might be expected, and may need to be repeated more than once:

*"I think it's important to look at things as early as possible [in the design process] so once you have your learning outcomes looking at what assessment you want to have, and therefore looking at what skills you need to teach within that module. So the earlier you can have those conversations, the earlier you can build in the skills you want to include, and make sure your assessment matches exactly what you want the students to come out with at the end"*

*"And there is a case sometimes when you have to go through these things more than once. You can't just give a presentation at the beginning of two years and think that will be it. A lot of our stuff fits in at different points, so if you are going to talk about the learning outcomes matching the teaching which matches the assessment, then that fits in at different points. We have assessment meetings so we have to come at it from a different point of view then[...] I tend to do several different presentations throughout the time I'm working with the module team to make sure that I'm always catching different things".*

### 5.3 Sam Thomas

Sam Thomas is a Learning and Teaching librarian who works primarily with the Faculty of Education and Language Studies and the Social Sciences faculty in her university. Over the last three years, Sam has noticed a significant shift in the role of Learning and Teaching librarians, in part due to the increased use of online technologies, including the virtual learning environment (VLE) as platforms for learning and teaching:

*"I think [our role] is definitely moving much more towards being involved with the pedagogy. For a lot of courses that I've been involved with, you were seen much more as someone who sorts out the [University's] external website database, links and the access to resources rather than the actual learning and teaching as it were [...] For a very long time the library was marginal to the business of the University in that everything [i.e. learning and teaching materials] came out of the box, and so it was very limited what we could contribute but now because the technology's moved on, there are so many online resources we can use and we can generate really exciting, brilliant activities online. I think that has made a real difference to what we can actually contribute as well. "*

The Library Services unit has responded to this significant shift in role by running a series of workshops to 'up-skill' Learning and Teaching librarians to enable them to respond to new

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requirements. These workshops included sessions on learning theory, assessment and learning design. These sessions led to Sam deciding to trial the use of a learning design approach to support the integration of IL outcomes, activities and assessment into a module she was working on.

In addition the unit has developed a series of tools and resources for Learning and Teaching librarians to use in their work with module teams, and has seen the OULDI tools and resources as complementary to these. In particular they have developed an Information Literacies Framework, and a set of Library Information Literacy (LIL) activities and resources for module teams to integrate into new and existing modules. Sam says of this initiative:

*"I think [Library Services] have adapted to the online environment really well though. You were talking about the links but the Library Information Literacy website – the LIL site – that's been relatively recent. That's been two years we've been working on that and that's been an absolute revelation for us in lots of ways. It means we've got a database – in effect – that's got all these activities that we can go and show module teams that "this is what we can do and you can take something from here, and we can amend it if you want it in a different way" and I think that that has really had an impact on how we work with our module teams. The fact that they can see there and then what we do and how it can work for them".*

Sam decided that the tools would work well with a module she was working on where the module team had already decided to use a number of the library's resources, such as dictionaries and thesauri, and it was clear that the development of students' Information Literacy skills would be an important feature of the module. Sam used the Library's Information Literacy framework to structure discussions with module team about level and progression, and then used a representation to map activities and Library Information Literacy (LIL) resources to the chosen outcomes from the framework:

*"Having the framework was really good because it meant that I could go to the module team and say that this is what we recommend that students work at this particular level and we can identify the sorts of skills that they may be using and how we might address those skills - so the sorts of activities that we may want to incorporate, but it also meant that we could identify the gaps in our provision so the framework was really valuable and the module team could see the value too".*

When asked why she thinks she adopted a learning design approach and was able to embed it into her practice so successfully Sam said:

*"I think it's partly around structure, and around wanting that framework in a way. I'm quite organised - and you'd expect a librarian to say that really – but I like things to be mapped out, I like things to be orderly and I like to be able to say "right, we've covered this, this and this so we know what we're doing" [...] It gives me that*



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*confidence I think, when I go into a module team, to say “Look this is all based on previous work that’s been done, and the experience of other module teams”, and I think if you have that evidence then that really backs you up. And I think that’s why I really like using it.”*

She also suggests that the positioning of Library Services across the faculties has a positive impact on her ability to work effectively with module teams, in that she has a breadth of knowledge and experience to share:

*“I think [Library Services] are one of those few areas that have that broad knowledge of the way that different areas are using the VLE and that pays off as well. You can go to module teams and say “Well we’ve seen it done this way and we’ve also seen it done this way” So you can offer those options as well because it isn’t all clear cut. There are different ways of doing things. I think because we get involved in so many different modules we do have that breadth of knowledge”*

Changes in the role and practice of the Learning and Teaching librarians have also positively impacted on relationships and working patterns with other support professionals from other units.

Sam warns that there are significant challenges for Learning and Teaching librarians in working with some module teams who have a more traditional approach to module design, especially where they are working on revisions (remakes) of existing modules rather than on brand new modules, and sees Learning and Teaching librarians in having a role in changing the design thinking of module teams in these cases:

*“Sometimes the activities online, whatever those activities might be, are seen as an add-on, an afterthought [...].the academic writing is [seen as] the actual content, everything else is just peripheral. When actually it’s about trying to shift that sort of thinking. Pedagogy has changed and it’s about a holistic view of all the activities, the readings, everything is part of that experience. And how do we convert that knowledge into what we actually do? Well there seems to be a gap in how that actually works. But I think we are contributing to remedying that with our activities and certainly with LIL because it has that structure and that foundation of evidence, I think we can say “Look this really works” and learning design as it becomes more common will eventually bed-in, but it just takes a long time”.*

She believes that being involved in early design discussions can significantly help with the integration of Information Literacy outcomes, activities and assessment:

*“I think getting in very early is key. I think if we can have those discussions very early on in the production process that really helps. So that is what I’m intending to do with the modules I’m currently working on – to introduce the Information Literacy framework very early on so they can incorporate that into their thinking right at the*



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*very beginning of the learning design stage[...] and that means we can develop a module which is a really good learning experience for students"*

### 6. Impact analysis

#### 6.1 Success criteria 1: On-line 3rd party and library materials are more coherently embedded through modules, especially those enabling the development of information literacy skills.

Whilst there is not (yet) a great deal of hard evidence for changed outcomes resulting from the OU Learning Design project, records are now being kept of how information literacy and e-resources are being integrated into the modules (approach to learning and teaching) as well as just overall figures. For example, amount of time spent on IL in modules, type of pedagogy used, assessment of IL, number of Library Information Literacy (LIL) activities used to teach the skills. The integration of digital literacy skills is also starting to be tracked.

Since 2005/06, there has been a steady upward trend in the numbers of students studying modules with integrated e-resources and information literacy, and an especially noticeable increase since 2008/9.

Mapping of IL in qualification pathways has recently (January – February 2012) been carried out, to identify progression routes for skills and any gaps.

This all points to increased awareness and knowledge of learning design approaches and tools, and a recognition that they are important across the university.

There is strong evidence that using a learning design approach - and particularly the use of the Learning Outcomes view to frame discussions about embedding IL outcomes and activities - has enabled both Learning and Teaching librarians and Module Teams to visualise and perceive qualifications and modules in a different way. In doing this, they have been able to use the IL levels facilitation framework and cards to better effect, and discuss in a more informed way the impacts of integrating IL tasks into module learning activities and enabling demonstration of skills in assessment activities:

*"I think there's been some very good work done in [faculty B]. Traditionally they were quite hard to crack really. They didn't think that their students needed information literacy skills and one of the librarians has been using the [Learning Outcomes view] to good effect [...] It's that sense of the bigger picture but also the ability to analyse how it fits together over a module and a programme and the faculty seem to be buying into it".*

**Information Literacy Specialist**

Historically in the university, IL outcomes have not been considered alongside other learning outcomes but this practice has been changing over the last three years:



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*“There was a compartmentalisation in thinking about skills and content. So [in faculty A] they would talk about having a ‘service’ module where they would teach students skills but that was separated from the real/ interesting ‘stuff’/ the subject. I think those are now coming together more”.*

#### Information Literacy specialist

Similarly, the practice of embedding IL teaching and tasks into tutor marked assessment (TMAs) had become widespread in some faculties – for example as part of their TMAs students would be told how to access a particular journal article and then asked to access it as part of the assessment. Students were not routinely given the opportunity to practice skills or develop independent skills prior to being asked to demonstrate the skill. The impact of these approaches to IL was that some students were not developing sufficient skill or independence in preparation for level 3 and postgraduate study, and further they were expressing dissatisfaction with information literacy activities because they could not see the relevance of them, causing some module teams to consider removing these activities entirely. Using a learning design approach, one librarian was able to repeatedly challenge this practice and enable change. Indeed, it appears that the most significant impact of this pilot has been on the thinking of both module teams and Learning and Teaching librarians in relation to how they conceptualise the development of IL across a qualification or module. Module team members are more routinely thinking about embedding IL in the learning outcomes, activities and assessment – therefore ensuring multiple opportunities for the development and demonstration of skills.

In addition, using the approach has given Learning and Teaching librarians the confidence and tools to work with teams at a qualification level to ensure the progression of IL skills across a whole qualification:

*“Now [we can say] ‘Right, this is what I recommend, we should do this, this and this because in [module A] they do this and so we don’t want to duplicate it, so in [module B] we need to move up a level and do this, and that will mean in [module C] they can do the next level and we’ll move that up. And in Masters we know that they do this.’ And because I can map all that out for them, it’s a huge chunk of work that they don’t have to worry about and that’s a big part of it”*

#### Learning and Teaching librarian

As can be seen, module teams still need significant support from Learning and Teaching librarians in embedding IL and in part this seems to be because module teams do not feel that they have time to do it themselves. This means that even in faculties where the tools and approaches have been used for two years, it cannot be seen to be embedded in module team design practice. However there are some indications that this will happen over time:



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*“I think we can say ‘Look this really works’ and the learning design as it becomes more common, I think it will eventually bed-in but it just takes a long time [...] [recently one module team] had already done their learning outcomes before I got involved but they are spot on – they cover everything we need them to cover [...] but the chair was on [another module using a learning design approach], she wasn’t a chair then but she is familiar with the way that we did the work then and also [another module which has integrated IL] which is very similar [...] So it’s evolving and it should get easier and easier.”*

#### Learning and Teaching librarian

Where the tools and approaches have been used, a level 5 impact appears to have been achieved. The approach has been successfully applied, and participants are able to begin to identify the effects of this i.e. in relation to the impact on students’ learning experience. However, there has not been impact above a level 2 across the university (i.e. a generalised feeling of positivity towards the approach and some commitment to applying the approach in the future). This is because many Learning and Teaching librarians have not yet used the approach in their practice. Most often the reasons cited for a lack of uptake sit with the faculties however there is some concern that the value of the approach has not been effectively communicated to them (with perhaps the implication that the responsibility for this does not sit with the Learning and Teaching team):

*“[Faculty A] haven’t really engaged with the learning design project or tools [...] In my view the barrier is that they feel there are too many initiatives going on that they are asked to engage in although I am not sure how it was sold to them in terms of value”*

#### Learning and Teaching team leader

### 6.2 Success criteria 2: IL outcomes become increasingly evident in programme, module and unit level descriptors

From March 2011 to March 2012 the number of activities used in modules almost doubled. This suggests an increase in IL learning outcomes in modules. In addition, an increasing number of modules are using the information literacy levels framework to integrate IL into modules and an increasing number of modules are assessing IL skills both formatively and summatively

Where a learning design approach has been used, there also appears to be change in the way module teams introduce and talk about these skills in student facing documentation; they appear to be more able to be explicit about the value and purpose of these skills. Again, the use of a learning design approach to embedding IL is not consistent across the university, but where it is used a level 5 impact can be seen, and the impacts on students although not



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yet measurable because these modules are not yet in production however, recent Library surveys show that students on courses with embedded Library resources and IL skills are more likely to agree that online resources had enhanced their study.

In the following example of a module that has worked with a Learning and Teaching librarian to integrate IL outcomes and activities using a learning design approach, students are clearly told in module materials which IL skills they will be developing, how these skills will improve their learning and academic practice and sits in stark contrast to the 'bolt-on' approach used previously:

*"Scientific enquiry, whether in the field or in the laboratory, proceeds through objective observation and experiment. Skilled practical scientists reveal underlying relationships by devising questions that can be addressed safely; they report effectively and critically evaluate their findings.*

*You will be studying four practical topics in this module with a group of fellow students who have similar subject interests to you, but later on you will be allocated to a team comprising people with different scientific subject specialisms. Communication among scientists is essential so as a first step to getting to know your group undertake the [group exercise on retrieving and sharing information](#) now".*

#### Module materials

### **6.3 Success criteria 3: Module teams believe that they have been more effectively supported in the creative use of online 3rd party and library resources, especially those enabling the development of information literacy skills.**

Informal feedback (verbal or in emails) made to Learning and Teaching librarians involved in this pilot suggests that module teams find the structure provided by a learning design approach helpful when considering learning outcomes, teaching and assessment of skills. They like the fact that activities to teach the skills are already available in the Library Information Literacy resource bank and do not have to be created from scratch. All of this saves them time. In one third level Science module they are using information literacy in their assessment to refresh the assignment each year so they do not have to re-write.

Further, module teams find it useful to have IL activities embedded within the module, and have commented on the way these exploit Library resources to the full for students.

The experience of using the IL Levels Framework in planning use of e-resources and IL skills has been positive and is likely to impact on module team members' approach to integrating library resources in future modules. In one participating faculty, the input provided by the Library has been described as 'excellent' and their allocated Learning and Teaching librarian is regarded as a key figure.

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The workshops, and particularly the half-day away day workshop (see section 4.2), provided a number of opportunities for Learning and Teaching librarians to consider how they would use the approaches and tools. The activities where librarians were able to experience design from a module team's perspective appear to have been particularly valuable and seem to have had most impact on the way librarians worked with module teams:

*“There was a workshop where librarians used the tools in the way that a module team might and putting yourself in someone else's shoes is quite a valuable exercise because all of us can get [stuck] in our corner doing our job and actually we need to step out of that and think about how it is for somebody else, especially if you need to work with them and influence them and persuade them. And I think that is really important”.*

#### Information Literacy specialist

When asked, Learning and Teaching librarians who attended the workshops agreed or strongly agreed that they believed the tools would support a shared design dialogue about the embedding of IL. The Learning and Teaching librarians who went further and used the tools and approaches in their practice felt very positively that they were able to support module teams better. In particular they felt that the approach has enabled them to be more confident and proactive in their role, and that module teams have appreciated this.

Everyone who responded stated the staff development sessions had affected their practice to some extent and 4 of 9 who answered the question said it had changed their practice a lot. In no cases had practice changed completely, but on the other hand, no one felt their practice had not changed at all. Respondents said:

- I have lots of different ideas about how to “sell” our resources, support and expertise now.
- My practice has been informed by the theories of learning and learning design training. I feel more confident of my arguments when discussing possible resource based activities with module teams, which is a subtle change, but nevertheless important.
- I hope activities are more about ‘doing’ than ‘reading/learning’.
- It's not really about change, but taking time out to step back and look at how you do things. We do not have time to read new theories, or refresh old ones

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### 7. Conclusions and recommendations

In this section we will summarise some of the key findings of this pilot and draw out some overarching recommendations for the institution and the sector as a whole in relation to using a learning design approach to integrating IL outcomes into HE qualifications.

Overall, the pilot can be seen to have had a level 5 impact where the tools and approaches were used. The IL levels facilitation cards in combination with the Learning Outcomes view appears to have been most useful to those who used them, and the Module Map and Pedagogy Profile representations have been useful in helping librarians think about where there resources fit in the curriculum design process. In particular it was found that the representations were effective in changing the way librarians and module teams thought about both information literacy and the structure of modules more generally. The modules that have been developed using the OULDI tools and learning design approach will continue to be monitored over time, and it is hoped that student feedback will show that there has been a level 6 impact (students learn better as a result of the improvements in practice). Unfortunately, although the majority of Learning and Teaching librarians attended one or more of the learning design workshops - and the majority of these felt that the tools and approaches would be useful to their practice - only a small minority said that they had actually used them with module teams. There are some indications that some Learning and Teaching librarians have used the approaches without recognising that they were using a learning design approach (i.e. level 3 impact - engagement):

*“I’ve had one or two bits of feedback from people where they say “Well, we’re not really using it. The module teams aren’t really engaged with it” and actually you find that yes they have integrated Information Literacy all across level one and they have a systematic way of doing it. And they are looking at learning outcomes and so on. So I think they are doing learning design but maybe not with a capital L and a capital D [...] tools can be used quite flexibly and each situation is different. It’s about using the principles as much as a rigid way of doing it. I think at that level it is having an impact and it is having success. Certainly from our end - getting all the skills into the modules and the qualifications”*

**Information Literacy Specialist**

However it is likely that most did not use them in practice. The reasons most often given for this were associated with the module teams with the availability of time to engage in these activities.

Those Learning and Teaching librarians who did use the approach were very proactive in the way they worked with module teams, securing early invitations to module team meetings, delivering multiple short presentations to the team about IL and learning design approaches, and often actually doing the mapping work for module teams. They recognised that the role



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of the Learning and Teaching librarians had changed, and felt strongly that they had a responsibility to students for ensuring that IL outcomes were coherently embedded in modules and across qualifications.

The librarians who engaged in the pilot found that using the approach increased their levels of confidence when working with module teams, and found that there were increased levels of trust in them from both module teams and other support units. This has led to stronger relationships with other support units and more effective communication and working practices:

*"I've kind of changed how I work with module teams [...] there's no point in the module team getting involved if I can go directly to the editor. And it means that the conversation's much shorter because we both work with structured content, we both know what we are doing[...]I can remember missing a module team meeting because I was on leave and when I came back the editor had taken them through one of my ideas because I hadn't been there, so because he had been to so many of my presentations, he knew some of my stuff so he could take them through and recommend that they get in touch with me to talk about it"*

### Learning and Teaching librarian

There is a strong sense that learning design is becoming embedded in processes and practices across the university (level 2 impact across the institution with impact levels 3-4 in some areas) with one Learning and Teaching librarian saying that *"learning design is pretty much everywhere you turn these days. It's all over the university and it's talked about in different places"*. However momentum will need to be maintained to ensure that the tools and approaches begin to be more routinely used to enable the embedding of IL (and Digital Literacy) outcomes in modules and across qualifications, i.e. that impact moves from positive reactions to full engagement across the university.

Although there has been very little engagement in Cloudworks in this pilot, there is a sense from within the project that it could be an effective tool for promoting and sharing experiences and strategies across the Learning and Teaching team in the unit and there is commitment to trying again to engage staff in its use.

### 7.1 Critical success factors

A number of factors have emerged as being important in enabling the positive impacts this pilot has had, and minimising barriers to uptake and implementation.

#### 7.1.1 Positive and proactive backing from Library Services directorate and middle management team

The pilot project was initially led by Library Services Head of Information Literacy and latterly by the Information Literacy Specialist, with strong and visible backing from Library Services

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Associate Director of Academic and Student Services. There was also strong support shown by the Learning and Teaching librarian team leaders with most of these regularly attending all workshops and presentations. It was felt that this positive support from the management team gave permission and confidence to the Learning and Teaching librarians working directly with faculty teams to push at the boundaries of their traditional roles, and try new strategies and approaches for working with module teams.

*"The JISC OU Learning Design project has been a great opportunity for us to stand back and consider how we work with module teams to develop learning materials and to embed Information Literacy Skills. It has given us the chance to understand the concepts of learning design, use the tools, see what works and review and if necessary amend our approach. We have used it as a learning opportunity for ourselves which should help to improve our practice".*

**Associate Director, Academic & Student Services, OU Library Services**

### **7.1.2 Workshops**

The workshops were very successful in developing learning design skills and knowledge. They were also successful in promoting discussion and sharing of ideas and strategies. It was these opportunities for sharing and discussion that appeared to contribute most to changes in the way participants thought about their new and developing role, and the ways in which a learning design approach might be used as a significant part of this role.

The sequence of short (1 to 3-hour) workshops appear to have been effective. Participants were able to begin to use techniques in their practice and then discuss how it went, or gather more information at the next workshop:

*"I think the [learning design workshops] got people talking. It's a protected time when people don't have other work and they can share what they are doing and think about what they are doing actually. Sometimes it's just time to reflect which is missing and having that series of workshops, of which learning design was part, was really good. The first one was about two years ago and the good thing to my mind was that it was followed up the following year and it was an update on the situation and where we had got to, and how people were starting to use the tools and I think that's what is needed really. It's the little and often that gets it embedded into practice."*

**Information Literacy Specialist**

### **7.1.3 Preparedness for change**

There have been a number of projects and initiatives in Library Services, prior to and including the OULDI-JISC pilot, which mean that the unit is well positioned to respond to and thrive in a change environment.

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*"I certainly feel confident about what we do in terms of the library activities and the things we've developed in house. I know that they are appropriate and that they meet the outcomes that we have set for them".*

### Learning and Teaching librarian

In particular data from interviews and workshop evaluations has shown an enthusiasm for learning and continuous professional development from staff in the unit, and a significant confidence in the unit's ability to learn and develop:

*"In terms of some of the other technologies, I probably wouldn't say I was very confident on those but I think as we develop towards [a] Digital Literacies [framework] which is the next thing we're working on, that will certainly bring with it new opportunities for us to learn about the technologies"*

### Learning and Teaching librarian.

*"I think what we can be confident about is that if there is anything we don't know, we can go and find out. We have that knowledge base across the university – a huge knowledge base – of the tools that are out there."*

### Learning and Teaching librarian

## 7.2 Recommendations for the institution

- Library Services should continue with the staff development workshops, and promote the sharing of experience and strategies for working with module teams to integrate IL outcomes and activities
- Library Services should continue to monitor the modules where IL has been integrated using a learning design approach and gather student feedback to inform the development of practices
- The new curriculum design and production (Stage gate) process should ensure that module teams are encouraged to thinking about how IL outcomes will be embedded in qualifications early in the design process
- Module Team Chair training should include an introduction to using the IL levels cards with a Learning Outcomes view representation (table or visual representation)
- Curriculum Managers should ensure that Learning and Teaching librarians are invited to Module Team meetings early and that IL is regularly included as an agenda item. They should also ensure that librarians are invited to any learning design activity because they know the approaches and they can they can advocate both for learning design and for IL. This is already happening in some faculties.

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### 7.3 Recommendations for the sector

- That strategies for the integration of skills frameworks should include top-down as well as bottom-up approaches. Explicit senior management commitment is essential if practitioners are to feel supported in significantly changing the way they work with others.
- That a learning design approach that uses representations of the curriculum (i.e. the Learning Outcomes view) and conceptual frameworks (such as the Open University's IL Levels framework or SCONUL's Seven Pillars) to promote collaborative design dialogues in workshops or online should be used to more systematically integrate skills frameworks (including IL and Digital Literacy) across qualifications.
- That the integration of skills frameworks should be considered early in the curriculum design process and this should be supported by institution curriculum design processes

### 8. Plan for sustainability

- Learning and teaching librarians will continue to be encouraged to use a learning design approach with module teams. The use of this approach is likely to become increasingly important as CBM is embedded in university systems and the university completes its move from modules to qualifications.
- Library Services will continue to run staff development workshops for library staff that include the use of learning design tools and approaches
- A learning design approach will be used to support the integration of the new digital literacy levels framework which has been built on, and will soon replace, the current IL levels framework
- Further attempts will be made to use Cloudworks to engage librarians in discussing and sharing strategies for working with module teams to integrate IL/Digital literacy skills across qualifications

### Acknowledgements

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### Project resources and outputs

Digital and information literacy Cloudscape: <http://cloudworks.ac.uk/cloudscape/view/2035>

Information Literacy Levels Facilitation Cards Series:

<http://jiscdesignstudio.pbworks.com/w/page/48915295/OULDI-Information%20Literacy%20facilitation%20cards>

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Video: Design Problem/Design Solution, interview with the Information Literacy Unit manager [http://www.youtube.com/watch?v=XjYO6Ubuv3k&context=C4296b95ADvjVQa1PpcFPn4Q\\_LYl3g8P-ld3irM3ZlEnYfPTADY4=](http://www.youtube.com/watch?v=XjYO6Ubuv3k&context=C4296b95ADvjVQa1PpcFPn4Q_LYl3g8P-ld3irM3ZlEnYfPTADY4=)

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Reedy, K. (2012) Impact of the OU Learning Design Initiative (OULDI) project on skills integration into OU courses ALDinHE Conference, April 2012

**Appendices**

**Appendix 1: Transcript of video interview with the Head of Information Literacy**

**Appendix 2: 'Touch points' flow charts used in the 'One hour introductory workshop'**

**Appendix 3: Evaluation feedback from the 'One hour introductory workshop'**

**Appendix 4: Photos taken at the 'Half day, away day workshop'**

**Appendix 5: Transcript of interview with Information Literacy Specialist**

**Appendix 6: Evaluation feedback from the 'Half day, away day workshop'**