ALISS Quarterly

Association of Librarians and Information professionals in the Social Sciences

Special issue : Supporting evolving research needs

Data management support

LSE Library, Oxford University, Jorum

Librarians as researchers

Miggie Pickton, Northampton University

Information Literacy

University of Reading, CoPILOT project

Special issue : Supporting evolving research needs.

Editorial

Welcome to the latest edition of ALISS Quarterly. It has been published by ALISS (Association of Librarians and Information Professionals in the Social Sciences).

This special issue was inspired by a recent ALISS event. On 30th July ALISS held a one day conference on the issue of how subject/ academic liaison librarians can support evolving research needs. This topic has been highlighted in recent major research reports such as the recent RLUK Re-skilling for research http://www.rluk.ac.uk/content/re-skilling-research and the day focused upon a number of key areas in which skills could be proactively developed. These included; research data management, datasets support, open access advocacy, information literacy and literature searching.

Papers from most of the speakers can now be downloaded from our website at http://alissnet.org.uk/2013/08/06/2013-summer-conference-supporting-evolving-research-needs/

- The Systematic Review – is the social sciences librarian involved. If not, why not? – Alan Gomersall. Senior Visiting Research Fellow, Centre for Evidence & Policy, King's College London.

- What did I do wrong?"a project to support independent learning practices to avoid plagiarism – Helen Hathaway, Liaison Team Manager Science and Information Skills Coordinator, University of Reading Library.

- Supporting the Research data management process- a guide for Librarians - John Southall, LSE Data Librarian.

- Identifiers for Researchers and Data: Increasing Attribution and Discovery - John Kaye, Lead Curator Digital Social Science, British Library.

- Sharing information literacy teaching materials openly: Experiences of the CoPILOT project – Nancy Graham Subject Advisor (Medicine), Library Services, Academic Services, University of Birmingham and Dr Jane Secker, Copyright and Digital Literacy Advisor, Centre for Learning Technology, Information Management and Technology, London School of Economics and Political Science.

- Supporting research by becoming a researcher - Miggie Pickton, Research Support Librarian, Northampton University.

Summaries of the content of all the papers has been expertly provided by one of the delegates- Laura Wilkinson of University of Sunderland http://darkarchive.wordpress.com/2013/07/31/supporting-evolving-research-needs/

Past papers from previous conferences can be downloaded from our archive at http://alissnet.org.uk/pastpaperarchive/

A number of the papers are explored further in this issue. The first section covers data management support. John Southall provides an introduction to the type of services librarians can offer to data researchers using examples from the LSE library. This is followed by a paper from Oxford University which describes the Research Data

Management Roll-Out. Staff at JORUM then describe how they are developing a new collection in their repository to help support libraries in developing research management training materials.

The second section contains in full Miggie Pickton's inspiring paper which discusses how librarians can develop as researchers/ practitioner researchers and through this gain insights which can assist in planning and developing more appropriate library services as well as expanding their own professional potential.

The third section on information literacy contains the paper from the University of Reading which discusses library support in helping students avoid plagiarism. It also introduces the CoPILOT project –this is funded by JISC/HEA and aims to develop a strategy to promote international sharing of open educational materials

We hope you enjoy the issue.

Keep up to date with our new website at http://www.alissnet.org.uk

We also have a new twitter channel where you can keep up to date with our latest activities. http://twitter.com/aliss_info we are using it to highlight weekly listings of new social science websites and publications.

Remember that you can also keep up to date with ALISS news by subscribing to our free electronic mailing list LIS_SOCIAL SCIENCE at http://www.jiscmail.ac.uk/lists/LIS-SOCIALSCIENCE.html, or consulting our website at: http://www.alissnet.org.uk

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Using Special Collections in Research and Teaching ALISS AGM review
John Southall, LSE Data Librarian

This paper is based on a presentation given at the ALISS 2013 Summer Conference 'Supporting Evolving Research Needs'.(1)

Introduction
The work of Subject Librarians and information specialists' changes over time as it keeps pace with developments in research practice. Although core skills may on the whole remain the same, the evolving needs of research means that there may be changes of focus or language. One example of this is the growing concern with research in the form of research 'data' and research data management. This paper will outline the roots of research data management and some of its key elements in order to put it in the context of wider support.

Some specialists may still associate data mainly with findings of statistical or highly structured research. I recall, for example, a meeting with a researcher to discuss archiving some of their old research. Whilst looking through a list of what was held on the hard drive he had put together I asked if that was all his data. He looked puzzled for a moment and replied that there were perhaps one or two small databases there but that mostly it was his 'research papers'. Data as a term in research has slowly expanded beyond its traditional technical usage in mathematical and scientific disciplines and become a more general term. There can still be some discipline based variation in its precise usage but in most cases data is now recognised as referring to any information, facts - and even supporting materials - created in the course of a research project. The fact most of us now create digitally based materials, which are also more commonly called data, is doubtless an additional influence.

Influences on Research Support
Other factors have played a part in reshaping the language and expectations that surround research. Government policy and that of funding bodies, such as the Economic and Social Research Council (ESRC), have increasingly focussed on maximising value and impact.(2) Initially this concentrated on what was traditionally the most visible aspect of research – publication. However the success of digital archiving initiatives in preserving the 'raw' data that was the underlying basis of publication, created a further interest in these pre-publication elements. It was recognised that when in digital form this collected raw data may be easily preserved shared and re-used. Further value and impact may therefore be possible though the re-use of these collections. The growth of national data archives such as the UK Data Archive and others has done a great deal to demonstrate the value of preserving research data in this way.(3) These datasets may include statistical information, interview transcripts, field notes, audio recordings or indeed any other type of digital material.

Further interest in research data has been generated by a shift in emphasis from national archives to institutional level collections. Most universities are now building up such digital repositories. Although this has broadly the same goals as national archives it does tend to

place more stress on dealing with data as it is being created rather than as a product to be archived at the end of a project.

Research Data Management

There are implications in all this for how research is conducted by those creating the data that will eventually form the basis of publications and data collections. But it also has implications for those of us involved in supporting this effort. Assistance in how research is conducted, or what resources may be used, remains unchanged for the most part and involves key research skills, literature searches, assistance with methodology and so on. However there are also new components relating to data archiving that have to be understood and advocated. Once data is being created and used in the course of an investigative project it has to be effectively organised. How this is done often relies on the knowledge, guidelines and advice supplied by librarians and other information specialists. So, there is an important support role to be played in facilitating what is now termed Research Data Management. It is also a role that demands a much closer involvement in the research process; from the early stages of a project through to its completion. It is this that may be represented as a 'reskilling' (4)

There are strengths and weaknesses to digital media and this creates some of the novel components of research data management. One weakness is that digital files are often quite inflexible in terms of use or longevity. Digital formats change with great frequency and with little regard for continued compatibility. Repurposing can be difficult. For example, an image created for web use may not be good enough quality for use in print. Obsolescence or incompatibility is also a common problem. Whilst a written notebook may be stored and re-read years later, a digital version may be found to be in an obsolete format and unreadable after a similar period. Research data management attempts to create an appreciation of this and provide information on what to use and what to avoid. (5) The goal is to help researchers look beyond their immediate needs and understand what steps they will need to take, to ensure the data they are creating for use now will still be readable in years to come. (6) This may also be driven by the need to archive within a national archive or an institutional repository.

Digital data can also be easily lost. This can be in the sense of data files becoming corrupted and unreadable with no warning due to software or hardware failure. It can equally be lost in the sense of data on a misplaced or stolen laptop. The need for data management to include a strategy for creating secure yet accessible regular backups is a fundamental one.

The Place of the Data Management Plan

The expansion of academic research to a stage where collaborative research teams – sometimes across different institutions – is now the norm has also increased the need for well organised data. Rigorous planning of the different strategies needed for organising and using research materials. Consistent and meaningful file naming for instance is easily neglected but a simple habit to encourage. Keeping track of multiple versions of the same file can also be a problem unless guidelines are in place to govern them. The development of documentation within a research project to explain this is also important. This is all part

of a more careful consideration of what is being created during the research process; data, standard operating protocols and guidelines.(7)

Presumption that the potential for preserving and sharing research is more possible than ever before also builds on some of the strengths of digital data. This includes the capacity to produce perfect copies; the ease of storage and dissemination; and the ability to access more and more data collections through the internet. The work of research support in promoting digital literacy and effective research skills should therefore also address these issues. It should influence it right from the beginning when a research question is being developed and advice given on available data resources and collections. This involvement could potentially then continue through research funding application, consideration of ethical issues, execution of the research project, interpretation of data legislation, citation in publication and eventual deposit of research material as open data. This necessarily creates a closer involvement with researchers and their work.

There is now a requirement from most funding bodies that a formal data management plan be written as part of a funding application and in a sense this is the latest stage of evolution of research support. It creates an immediate and real need for advice regarding research data management. The plan requires researchers to think through not only data creation but also data sharing and the various other issues to do with data management. It describes the data being created, how it will be organised and what documentation will be produced. It outlines plans for data storage and security, ownership and access rights and how data will be preserved and made available in the long term. But need for a plan also acts as a useful focus for training in research data management. It provides opportunities for us working in research support to engage with our main audience and continue to encourage the creation of high quality research.

Footnotes

(1). The original slides have been archived on the ALISS website. (http://alissnet.org.uk/pastpaperarchive/)

(2). For example the ESRC has a suite of support pages on impact and research (http://www.esrc.ac.uk/funding-and-guidance/impact-toolkit/index.aspx)

(3). The UK Data Archive preserves research data and publications and its sister organisation the UK Data Service support the usage of these archived data collections. Similar national and transnational archives are promoted through an organisation called CESSDA (http://www.cessda.org/)

(4). The RLUK sponsored report by Mary Auckland 'Reskilling for Research' is one example of this and is very effective in outlining keys areas of change. (http://www.rluk.ac.uk/content/re-skilling-research)

(5). Help in this is available from the UK Data Archive which provides guidance on appropriate and inappropriate data formats (http://data-archive.ac.uk/create-manage) as well as other key areas such as copyright, planning, metadata and preservation. The Digital Curation Centre also has a suite of materials for Librarians interested in research data management. (http://www.dcc.ac.uk/training/rdm-librarians)

(6). The LSE project 'Sending Your Research Material into the Future' is one example of a project that addresses the issues of permanence and persistence that lies behind research data management. (http://www.lse.ac.uk/library/services/training/sendingYourResearchMaterialIntoTheFuture.aspx)

(7). Many universities are developing web based support for research data management and have produced guidance on data management planning. Notable examples include University of Edinburgh Data Library (Mantra Project), University of Bristol (Data.bris), University of Oxford (Damaro)

The Research Data Management Roll-Out at the University of Oxford

Dr. James A. J. Wilson,
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Much of the research undertaken by social scientists is dependent on the collection and analysis of data, and the quality of the research depends on the high standards applied to the data. Social scientists therefore tend to recognize the importance of managing their data properly: planning how it will be gathered, how it needs to be structured to enable appropriate analysis, how it should be documented and stored, and how it can be shared, with whom, and on what terms. A 2012 survey of researchers at the University of Oxford found that two thirds of researchers in the social sciences felt that their research would suffer significantly if their data were not properly managed. Less than a third, however, had previously received any information from the University relating to research data management and what support the institution could offer.[1]

Over the last few years, the University of Oxford has been involved in a number of projects to develop tools, services, and support for researchers working with data. These project have involved staff at IT Services, the Bodleian Libraries, Research Services, and the Academic Divisions. They were generally proposed in response to particular local needs, however, with little real coordination. In 2011 it became clear that the separate developments we were working on would be of greater value if they were combined into a larger institutional infrastructure, with the data and metadata gathered by one component of the system being passed on to others as the researchers gathering the data moved from one stage of a project to another. This lead to a collaborative project between the support departments being proposed, called the 'Data Management Roll-out at Oxford' project, or Damaro[2]. With JISC funding in place, we started considering the research data management requirements of the institution in general and how we could combine the outputs of our various projects to help meet them.

A particular spur to this work was the publication of the Engineering and Physical Sciences Research Council (EPSRC) Policy Framework on Research Data[3], which required that the data outputs of work they funded should be preserved 'for a minimum of 10-years from the date … on which access to the data was requested by a third party' and that 'appropriately structured metadata describing the research data they [institutions] hold is published (normally within 12 months of the data being generated) and made freely accessible on the internet'. Furthermore, EPSRC wanted institutions to have the infrastructure in place to be 'fully compliant with these expectations by 1st May 2015. Given that the University of Oxford has in recent years received more than £20 million of EPSRC funding annually, this was something we could ignore. Whilst it may have been the Engineering and Physical Sciences that injected urgency into the University's attempts to develop infrastructure, it was clear that many of the services they required would be just as important to researchers in other disciplines, including the Social Sciences, so we sought to understand the needs of researchers across the board and design cross-disciplinary solutions.

1 http://damaro.oucs.ox.ac.uk/docs/OxfordRDMsurvey2012_public.xlsx
2 http://damaro.oucs.ox.ac.uk/
3 http://www.epsrc.ac.uk/about/standards/researchdata/Pages/policyframework.aspx

In November and December 2012 we carried out a survey of researchers' research data management practices and their attitudes towards data sharing. Besides confirming that researchers in the social sciences take data management seriously, it revealed something of the diversity of data and research practices across the social sciences disciplines and some of the issues faced. 62 survey responses were received from researchers in the social sciences, spanning doctoral researchers to senior academic staff. The most common means of structuring data in the social sciences is in spreadsheets or tables (85% of respondents), although 31% used relational databases, and 23% 'unstructured' databases. Some social science projects generate large quantities of data, although none that we surveyed quite made it into the 'big data' category of having more than a terabyte of data that they would wish to preserve beyond the lifetime of a given project.

Surprisingly, social scientists were amongst the least likely to have deposited their data in a dedicated data repository despite a relatively high awareness that the main funding bodies in their disciplines encouraged applicants to consider how they would manage, preserve, and share their data. Possible explanations for this are that a smaller proportion of social sciences researcher are in receipt of external funding than in some disciplines, and are not therefore obliged to meet data preservation requirements set by funders, and that ethical and privacy issues affect a greater proportion of research data in the social sciences than other disciplines (with the exception of Medical Science). Although specialist data curation organisations such as the UKDA can advise researchers how to avoid complications to data preservation and sharing due to ethical issues, balancing privacy and openness is a fundamental challenge in some Social Science disciplines.

At present, Oxford is working on five software services to support researchers with their data management, alongside a central website with support materials[4], advice from the Research Support team, and training provided both at the institutional and disciplinary levels. The planned software services include: a modified version of the Digital Curation Centre's data management planning online tool (Oxford DMPOnline); two tools to help researchers collaborate on data during the 'active' phase of their research – DataStage for sharing and depositing files, and the Online Research Database Services (ORDS) for researchers working with relational databases; DataBank, which will act as a fall-back data repository for researchers without access to appropriate disciplinary data repositories; and DataFinder, which will act as a catalogue of research data produced by Oxford researchers. At the time of writing, all of these services with the exception of DataStage are still in development. The design of the Oxford infrastructure is very deliberately modular. Research data management is a rapidly developing field at present, and if new tools and services are developed that researchers want to use, then we don't wish to preclude integrating them. The corollary of this is that if tools prove unpopular or inadequate, they can be deprecated. It is therefore essential that data can be moved from the systems that host them.

The various components in the infrastructure are being designed to be independent, but linked to each other and to the university's administrative systems, so that metadata gathered at each stage of a project can be passed on to the components used in the later stages, and ultimately to a long-term data repository and to the DataFinder institutional data catalogue. This minimizes the documentation required from the researcher him or herself, whilst helping ensure consistency.

Ultimately, it will be the researchers who will decide which tools and services best meet their data management requirements, and if researchers don't like a particular element of the institutional infrastructure they will substitute an alternative. If an institution is relying on a single monolithic system to manage research data from inception to re-use, but it can't meet one aspect of researchers' needs, there is a good chance that they will either complain about it, or abandon the University's RDM system altogether. The modular approach should at least stand a better chance of discouraging researchers and their data from 'dropping out of sight' completely.

Besides taking a modular approach to implementing a research data management infrastructure, Oxford is also taking an intra-institutional approach to supporting it. As indicated by a survey of University of Oxford support staff conducted in May 2013[5], no one support department (Research Services, IT Services, Bodleian Libraries) has the confidence, let alone the expertise to assist researchers through the complete research data lifecycle from planning to re-use, and acquiring such expertise would require staff to venture far beyond their usual fields of knowledge. It is still not yet entirely clear with which department the responsibility for overall coordination of research data management should sit, but it probably doesn't matter too much provided that they can provide a clear and obvious single point of enquiry for researchers, and pass enquiries on to those members of staff best able to respond to them. Besides the support departments, the academic faculties and divisions will have a role to play in determining how best to implement policy and customize training at the disciplinary level.

We have already begun to develop general training materials for each of the academic divisions, including the social sciences. The generic training materials can be accessed from http://damaro.oucs.ox.ac.uk/training_materials.xml. Whilst trialling the training it has become obvious that researchers can relate to the issues presented more easily when they are illustrated by examples from their own or related disciplines, even when the advice itself holds good across discipline. In response to this we have started to build a database of examples and case studies for the future enhancement of our training.

We still have a way to go before we can truly claim to have implemented a sustainable research data management infrastructure that can support researchers from planning to re-use, but we are well underway, and will be making our software and support materials available under open licences for other universities to take, adapt, and re-use.

4 http://www.admin.ox.ac.uk/rdm/

5 http://damaro.oucs.ox.ac.uk/docs/Research_Data_Management_Training_for%20_Support_Staff_-_a_DaMaRO_Project_Survey.pdf

Supporting research by becoming a researcher: how librarians can use their own research experience to benefit library users
Miggie Pickton

Introduction

Academic librarians support researchers every day. Whether it is an undergraduate researching for a dissertation, a research student writing a proposal for a doctoral project, or a senior professor producing an article for a high impact journal, we are regularly invited to support the research process in a multitude of ways.

This article will explore the ways in which engagement in practitioner research can contribute to this service. It will first clarify what is meant by 'research' and highlight some differences between academic and practitioner research, then it will consider some of the ways in which both the act of doing research and the results of that research can enhance our ability to support researchers.

The quotations featured throughout the article are all from research active practitioners working in academic libraries. I am grateful to them for their willingness to share their experiences.

Defining 'research'

> "Research can be defined as the attempt to derive generalisable new knowledge by addressing clearly defined questions with systematic and rigorous methods" (Department of Health, 2005, p.3)

> "Research is a systematic enquiry which is reported in a form which allows the research methods and the outcomes to be accessible to others" (Allison,1995, p.6)

These two definitions highlight some of the key elements of research: systematic enquiry, rigorous methods and new knowledge. Other descriptions of research might also include terms such as investigation, experimentation, problem solving, theory generation, synthesis and so forth. Approaches to research are very much discipline and context dependent. The type of practitioner research that librarians and information professionals might undertake may well be different from the academic research which we are called upon to support.

Academic vs practitioner research

The purpose of academic research is usually to generate new insight, theory or knowledge through investigation, experimentation or review. In these fund-strapped times, curiosity driven scholarly research is in decline and research that solves problems and offers benefits to the economy and society predominates.

In the academic library, practitioner research will almost certainly focus on a particular problem or need. Projects may be evaluative or investigative, perhaps generating data for audit or benchmarking. The approach taken will often be pragmatic, particularly with respect to theory and methodology.

This does not mean that practitioner research should lack rigour – far from it. Without a rigorous methodology and verifiable findings, the evidence produced by research can and will be challenged. If the results of a practitioner research project are to support organisational decision-making, policy and strategy then the procedures underpinning those results must be sound.

Benefits of doing practitioner research

By becoming research active the practitioner researcher gains first hand experience of the research process, increases their familiarity with research tools, builds empathy and credibility with researchers, and can foster profitable collaborative relationships.

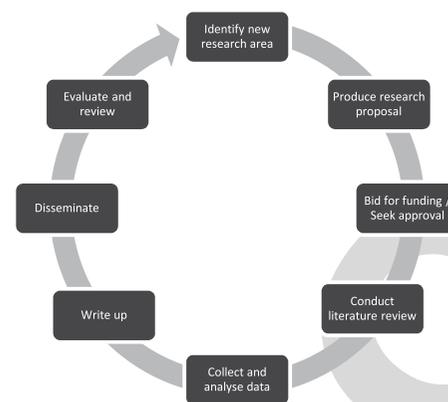**Understanding the research process**

Figure 1: The research lifecycle

Figure 1 describes the research lifecycle. Librarians who support researchers will quickly find that having direct experience of the different steps in this process will enable them to design and implement timely and appropriate support services. For example, having produced a research proposal of their own, the practitioner researcher has a greater understanding of what needs to go into such a document and how the library can support this. Librarians who have themselves sought opportunities for bidding and identified suitable outlets for dissemination are well placed to develop research support services in these areas.

One academic librarian describes how she was able to bring her own experience to bear on finding and using resources:

> [An academic colleague...] *"wanted to run some focus groups in partner colleges and wanted advice. Fortunately, I'd just done some reading on managing focus groups for my own research, so was able to recommend an excellent practical textbook and talk through some logistical issues – [later, I] was able to give her advice from my own current experience on formulating good questions."* (Researcher 4)

Familiarity with research tools

It often falls to library staff to offer training in reference management software such as EndNote or RefWorks. But how many of us have actually used these tools in earnest? The process of creating, organising, managing and citing bibliographic references for a 'real' research project will provide an insight that cannot be achieved simply by preparing test data for a teaching session.

"They appreciate advice on bibliographies and maintaining these... having done it yourself you understand the importance." (Researcher 1)

Likewise, we are increasingly expected to advise on the use of social networking and communication tools such as ResearchGate and Academia.edu. One practitioner researcher uses her experience of these to great effect in her teaching:

"I show them my own ResearchGate profile and blog. They are able to see the potential impact these can make." (Researcher 2)

Downloads, 'favourites', mentions and 'likes' are the social media equivalent of citation counts and other conventional usage statistics. Demonstrating the impact of our own work through some of these indicators not only gives researchers something to relate to but raises their awareness of us as research active colleagues.

"Having published my own articles and seen them cited I can now use this experience in my teaching." (Researcher 2)

The beneficial effects of increased familiarity with research tools and resources apply across the board: whether writing long documents in Microsoft Word, analysing data using SPSS or managing research data for preservation and re-use – increasing our understanding of the tools researchers use pays dividends in our ability to support them.

Empathy with researchers

One of the services we offer at the University of Northampton is the Northampton Open Journals collection (Pickton, 2013). This facility enables prospective journal editors to create and manage new open access journals. As an ex-journal editor myself, I fully understand the challenges of building and maintaining a scholarly publication. Not only can I speak with authority on this subject, but also I can show empathy with researchers going through this process.

Other practitioner researchers have had similar experiences:

"Knowing that I have had experience of research makes a difference to the kind of questions they ask... more are related to my personal experience" (Researcher 2)

"Understanding their concepts and terminology enable me to engage with them at a deeper level" (Researcher 3)

Credibility among researchers

Being research active gives the librarian a number of opportunities to enhance their credibility among the research community. Winning external funding, having an article accepted for publication, presenting at a national or international conference, and

collaborating with partners at other institutions will all earn kudos from other researchers. In the words of our practitioner researchers:

"You come to be seen as an equal partner; not serving, but contributing." (Researcher 6)

"We've come a long way from the perception that I am simply the person that orders books" (Researcher 3)

"I was flattered to find out that the School of Education wanted my work to be included in the REF." (Researcher 2)

"Authority comes because they know you've been there and done it." (Researcher 1)

Building collaborative relationships

Library and academic staff share a similar goal: to support and enhance the student learning experience. Whether working together as co-researchers on a project to achieve this end, or collaborating as researcher and participant, there are many opportunities for developing fruitful relationships.

As co-researchers, the different perspectives and expertise of the academic and practitioner add value to the project. The novice practitioner researcher can benefit especially, with access to advice at all stages of the process and perhaps a willing co-author to generate a publishable paper at the end.

One practitioner explains how he was able to use his research contacts to find participants to test a new online interface:

"As a result of our close working relationship I was able to go to the Faculty and ask for students to test the interface. The result was a joint paper with the academic." (Researcher 6)

Involving academic staff and students as participants demonstrates the library's interest in understanding its user's needs and its commitment to supporting these. The experience of working together can also open the door to future opportunities:

"Not only have I been into colleagues' lectures to plug my project and try to recruit students for surveys and focus groups etc, but having the imprimatur of some research behind me, even a small-scale project, makes it easier to ask colleagues to allow me, say, into their lectures for short chunks of co-teaching " (Researcher 4)

Using research findings to benefit the service

The last few paragraphs have demonstrated the benefits of being research active; but there are also benefits to be gained from the outputs and outcomes of a research project. These arise from what the findings reveal, how they can be used to inform service development and the reputational benefit that can be gained from sharing and disseminating the work.

At the University of Northampton, Library and Learning Services staff are actively encouraged to undertake practitioner research projects to underpin their work. Recent projects have informed the implementation of a new reading list system and the design of training to support this (Siddall and Rose, 2013); refurbishment of the university library (Littlemore et al., 2012); the use of video conferencing for skills tutorials (Rice and O'Hare, 2012); a new research data policy and roadmap for the university (Pickton et al., 2012) and a host of other work.

A colleague sums up her experience:

> "The practitioner research my colleague and I did really helped us to have the evidence to negotiate with staff, we had concrete examples that we could use to help improve and adapt our teaching to better support students. We used our research findings to encourage academics to think about how students experience things that they take for granted." (Researcher 5)

Conclusion

Most librarians already have the knowledge and skills to conduct useful research projects. This article has demonstrated that there are many benefits to be gained both from doing the research itself and from using its findings to support service development.

Why don't you give it a try?

Acknowledgements

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Research Data Management – a new route for Jorum

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Jorum[1] has recently created a new collection within its repository for Research Data Management (RDM) training resources. But what is Jorum and why have we done this?

Jorum is a shared service for discovering open educational resources (OERs) that can be used in teaching and learning. Jorum enables educators from the Further Education, Higher Education and Skills sectors in the UK to share resources under open licences. Jorum provides:

- A trusted national repository
- A showcase for institutions to demonstrate world class teaching materials
- A way for individuals to develop and demonstrate a commitment to enhancing learning and teaching; and
- Significant effectiveness and efficiency for the education sector by fostering the reuse and remixing of its growing collection of OERs.

Why RDM for Jorum?

As a Jisc-funded service, Jorum understandably wants to align itself to Jisc policy and one of Jisc's priorities is to promote and support good research data management and sharing for the benefit of UK Higher Education and Research. Jorum is also aware of fulfilling the needs of its community which were not being met by the existing collection structure within Jorum. Based on the LearnDirect and JACS codes for Further and Higher Education respectively, the structure was not a natural fit for resources relating to RDM training. Existing resources are often subject-specific and yet uploading them to their HE subject collection was not necessarily the best location. In most cases, and especially for any resources which were deliberately generic, such as those created by librarians, the only logical place was to share them via the broad HE - Education subject collection for the simple reason that they were teaching related.

With the above in mind, Jorum became a partner institution to **Jisc's DaMSSI-ABC project**[2]. This project was just one of the Jisc Managing Research Data Programme[3] projects and was a follow-up to the original Digital Curation Centre-led DaMSSI project[4]. The DaMSSI-ABC project finished in July 2013 and its aims included working with professional bodies to endorse and promote good data management practice, and to identify and agree benchmarks on learning outcomes and means of assessment to enable comparison by training providers. Jorum's role largely dealt with improving discoverability of resources, firstly with the creation of a classification scheme specifically for describing RDM training resources; and secondly by constructing a sustainable 'portal' within Jorum

1 http://www.jorum.ac.uk/
2 http://www.jisc.ac.uk/whatwedo/programmes/di_researchmanagement/managingresearchdata/research-data-management-training/damssi-abc.aspx
3 http://www.jisc.ac.uk/whatwedo/programmes/mrd.aspx
4 http://www.dcc.ac.uk/training/damssi

to showcase the resources of the Jisc RDMTrain projects[5] alongside any existing and future RDM resources shared with Jorum. The result of Jorum's work with the DaMSSI-ABC team, was the creation of a new Research Data Management collection[6] which now sits prominently alongside our existing collections[7] for FE, HE and Re:Source[8], an OER collection from Scotland's colleges sector.

How was the collection created?

I began by looking at RDM resources already available in Jorum and the keywords that were used. This had limited use as it quickly became clear that the main priority for adding keywords were that they be discoverable as RDM resources among the many thousands of other OERs in Jorum. This meant that the only common ground for terms used were variations on the same combination of words such as data, management and research.

From here, I began to look at both **Vitae's Researcher Development Framework**[9] and the **SCONUL Seven Pillars of Wisdom**[10], as the project plan specified we should. This produced better results in the end but also brought its own issues. These two standards are aimed at wider Information Literacy skills, of which RDM is only one part. Therefore the DaMSSI-ABC team discussed these issues in length and also incorporated feedback via a workshop from some of the Jisc Research Data Management training projects[11] associated with DaMSSI-ABC. The final decision was dictated by two necessities. Firstly, the fields and their respective terms must be chosen on the basis that they improve the overall descriptions of RDM resources and with that improve discoverability. Secondly, the practical considerations involved in sharing resources with Jorum were as important in two ways: the need to maintain a straightforward process for sharing resources while at the same time creating meaningful groupings for discovery purposes determined a rational limit on both the number of new fields and the terms permissible for them. This last point was especially important given Jorum's new faceted search functionality. The lists for both the existing and new fields are given here:

Existing fields:

Subject (pre-determined by collection choice)	Resource Duration
Title	Data of Creation
Description	Author
Type	Publisher
Language	Licence
Keywords	

5 http://www.jisc.ac.uk/whatwedo/programmes/di_researchmanagement/managingresearchdata/research-data-management-training.aspx
6 http://dspace.jorum.ac.uk/xmlui/handle/10949/18267
7 http://dspace.jorum.ac.uk/xmlui/community-list
8 http://www.jorum.ac.uk/blog/post/54/re-source-the-new-resource-sharing-platform-for-the-college-sector-in-scotland-powered-by-jorum
9 http://www.vitae.ac.uk/CMS/files/upload/Vitae_Information_Literacy_Lens_on_the_RDF_Apr_2012.pdf
10 http://www.sconul.ac.uk/sites/default/files/documents/researchlens.pdf
11 http://www.jisc.ac.uk/whatwedo/programmes/di_researchmanagement/managingresearchdata/research-data-management-training.aspx

New RDM-specific fields with RDM specific terms:

Subject (based on JACS code)
- HE - Architecture, Building and Planning
- HE - Biological Sciences
- HE - Business and Administrative studies
- HE - Creative Arts and Design
- HE - Eastern, Asiatic, African, American and Australasian Languages, Literature and related subjects
- HE - Education
- HE - Engineering
- HE - European Languages, Literature and related subjects
- HE - Historical and Philosophical studies
- HE - Law
- HE - Linguistics, Classics and related subjects
- HE - Mass Communications and Documentation
- HE - Computer Sciences
- HE - Mathematical Sciences
- HE - Medicine and Dentistry
- HE - Physical Sciences
- HE - Social studies
- HE - Subjects allied to Medicine
- HE - Technologies
- HE - Veterinary Sciences, Agriculture and related subjects
- Non subject/discipline specific

Audience
- Doctoral researcher
- Librarian/Information Professional
- Postgraduate researcher
- Professional/senior level
- Research staff
- Support staff
- Technical staff
- Tenured researcher (lecturer, reader)
- Trainers/facilitators
- Undergraduate
- Other

Skills
- Project planning
- Information searching, review and discovery
- Assessment and analysis of information sources
- Creation and collection
- Description
- Attribution and citation
- Ethics & Data Protection
- Legal issues (licensing, copyright, fraud)
- Selection and retention
- Storage and preservation
- Publishing, open data/Freedom of Information and dissemination of research results
- Other

Ability Level
- Introductory (aware of)
- Intermediary (understands)
- Advanced (able to)

Delivery
- Classroom-based courses (lecture or workshop)
- Individual tuition
- Online courses
- Training materials

Range
- Department
- Discipline
- Faculty
- Institution
- Inter-institutional
- International (open to non-UK HEIs)
- National/regional
- Not applicable

It was the Skills field that proved the most difficult to agree on and required the most discussion and deliberations among the team. There has not been any feedback on the choices we have made but the collection is proving useful and popular and Jorum has fulfilled its requirements for creating a 'portal' onto RDM resources within Jorum. Already

it contains some of the earlier Jisc RDMTrain projects[12] and other Jisc projects such as DaMaRO[13] and SUDAMIH[14] from the University of Oxford. As the collection grows, the extra descriptive information will streamline the process of discovering the most appropriate resources for users of different levels and subject backgrounds looking for specific RDM skills.

The Future
Jorum will review the new collection after the first year and examine the use and the usefulness of the extra fields and whether they require any adjustment.

Also, Jorum intends to create a similar collection for **Information Literacy and Skills resources**. The issues with mapping to Jorum's existing collections are exactly the same here. With the help of the Information Literacy OER community via projects such as DELILA[15] and CoPILOT[16] and the IL-OER Discussion list[17], Jorum hopes to build a collection with Information Literacy and Skills specific fields and terms. If you would like to make any suggestions, please contact me.

12 http://www.jisc.ac.uk/whatwedo/programmes/mrd/rdmtrain.aspx
13 http://www.jisc.ac.uk/whatwedo/programmes/di_researchmanagement/managingresearchdata/infrastructure/damaro.aspx
14 http://www.jisc.ac.uk/whatwedo/programmes/mrd/rdmi/sudamih.aspx
15 http://delilaopen.wordpress.com/
16 http://delilaopen.wordpress.com/project-co-pilot/
17 http://www.jiscmail.ac.uk/IL-OERS

"What did I do wrong?" Supporting independent learning practices to avoid plagiarism
Helen Hathaway (University of Reading Library), Clare Nukui (ISLI), Dr Kim Shahabudin (Study Advice and Maths Support), Dr Liz Wilding (ISLI)

Background
The University of Reading's Teaching and Learning Development Fund supports a number of projects each year to develop teaching and learning enhancements in line with the university's objectives and in 2012 funded the project What did I do wrong?" Supporting independent learning practices to avoid plagiarism" - a joint bid from International Study and Language Institute (ISLI) staff, a Study Adviser and the Library Information skills co-ordinator. This paper is very much a case study of why and how we conducted our research – with my Librarian's perspective highlighted where possible in the context of working as a close team.

Rationale
Despite the availability of a wide range of advice (internal and external) on effective practices for independent learning, students continue to state that they do not know how to cite, or to avoid unintentional plagiarism. The project aimed to conduct research into current practices and needs, to inform a co-ordinated and effective approach to supporting the development of that independent learning needed to avoid plagiarism. We based our project on the premise that at the heart of higher education in the UK lie the fundamental academic principles of independent critical thinking, supported by appropriate and properly cited evidence from evaluated sources. A proper understanding of these principles and the learning practices needed to achieve them is especially crucial in avoiding unintentional plagiarism, going beyond simply learning the mechanics of bibliographies and citations. Students also need to understand associated practices such as where to find appropriate sources of information, how to keep proper records, to précis, paraphrase and quote and how, when and why to use references. This will enable them to develop their arguments with reputable evidence and achieve the correct balance between evidence and interpretation. This is particularly the case for international students, who may have previous experience of study success in an academic culture different from the UK.

The Librarian supporting researchers
As Librarians we are often asked how to reference – usually as a mechanistic "how do I cite…", but we also have a role to play in setting our responses in the wider academic context described above. Researchers are not suddenly created – they develop and their research practices are shaped by the experiences and advice they have in their journey from completing first year assignments to sourcing information for their final year projects and beyond.

Librarians advise on aspects of information literacy that indirectly and directly support effective researching and correct referencing - unpicking a reading list, finding bibliographic details, developing search strategies and evaluating sources. We know

correct referencing is about more than just formatting: it's about understanding where it fits into the practice of academic research and writing. Librarians should and do recognise the wider role they play in supporting that development of research competencies in students during their transitions into and within HE-level study.

The main aim of the project then – acknowledging this deeper context of academic integrity - was to produce a 'toolkit' for academic tutors to draw on which collated evaluated teaching and support resources (existing and new, internal and external) and offered guidance for adapting and using them in subject teaching.

Our research
We collected qualitative data on current practices and perceived needs. Team members drew on their various professional communities for information about practices at other institutions, and on their contacts at Reading for practices and perceived needs here. We had funding for the employment of a part-time project/research officer who collected further detailed data from academic tutors and students in a small number of selected departments at the University, using semi-structured interviews and focus groups. In addition, we also conducted a separate staff survey on Turnitin, in order to elicit information on its use and on opinions about its impact on referencing practice and plagiarism avoidance.

Information was also gathered through separate online surveys of all staff and students. We considered existing pedagogical research into student referencing practices and drew on a diversity of Communities of Practice (national and local) eg LearnHigher. Our research always had an international student dimension and looked at both undergraduates and post graduates.

Our main research questions were:

- What are the main (perceived and actual) difficulties that students have with understanding referencing and avoiding plagiarism?

- How do associated independent learning practices impact on this?

- Why do students fail to engage with current teaching and guidance on referencing?

- What teaching resources are currently available (at Reading and elsewhere), and how might they be made more effective for teaching staff?

The research was used to inform the content and production of the toolkit materials. These were mostly developed by a single team member to ensure consistency, before going through an iterated process of revision and evaluation by other team members. The final toolkit utilised the combined expertise and experience of all.

The Toolkit
The toolkit was launched at an event in June 2013. It currently comprises:

- 17 handouts giving guidance on key learning practices
- 8 exercise sheets with answers
- 13 sets of PowerPoint slides for use in teaching

- Links to screencasts produced by the Study Advice and Maths Support team
- An annotated list of useful websites

The main method of access is self-enrolling via our VLE (Blackboard). A paper version of the complete toolkit was produced for attendees at the launch and to disseminate to key members of the teaching and learning community at Reading. We have also used blogs to promote its' use.

The toolkit has already shown signs of becoming a successful and well-used teaching resource. We have had requests to enrol the teaching staff of whole Schools and to contribute to staff development sessions on its usage. The paper version was presented to members of the University Board of Teaching and Learning and the Sub-Committee for the Development and Enhancement of Teaching and Learning, and was very favourably received, with suggestions made for its further development through a student-facing version.

There has also been interest, both at Reading and beyond, in the results of our research. Presentations were given at the LILAC, ALISS and ALDinHE conferences.

Outcomes
We have a wealth of responses giving qualitative as well as quantitative information to inform future development – only a few points of interest can be reported here. The results of the email survey of students were compelling. Their responses were considered and thoughtful - highlighting real issues eg difficulty in finding help, feeling their queries were too trivial to bother tutors with and avoiding using sources which they were not sure how to reference correctly.

The focus groups with Presessional International students revealed they are open in acknowledging their need and are willing to ask for help. They also identified that paraphrasing is a significant difficulty in a second language and that they prefer to be shown rather than to read referencing guides.

Librarian as researcher
My personal contribution was to:

- organise a survey on advice given on referencing and plagiarism within Schools. Liaison Librarians, whose local knowledge was invaluable, contacted their School Directors of Teaching and Learning and other staff they knew would have an interest

- lead a survey on the use of Turnitin across the University

- contribute to identifying sources of advice and good practice both within Reading University and beyond.

- draft the toolkit sections on "Finding Information on your reading list"; "Where to find bibliographic details" and "Citing less common materials" and proof read and comment on others

During this project I learnt useful lessons about the benefits and drawbacks of this style of research grouping and as collaborations are becoming more popular with University administrations and with funding bodies one positive outcome is to be able to share these experiences for the benefit of other librarians. Using a Wiki for collation of data and joint working on documents mitigated difficulties of communication given our existing busy workloads. We also communicated regularly via email with as many regular face to face meetings as we could manage. Having a project worker was invaluable. To summarise - we found it stimulating, creative (using the strengths of individual team members), demanding (finding time for reviews of spending and work schedules) and sometimes frustrating (having to let go of parts of it, the slow pace of progress at times).

Overall our combined expertise and experience proved particularly valuable in building a holistic approach to finding solutions across a range of learning issues and a diverse student population. In particular we were able to draw on wider insights from our respective links with three different professional communities both within and outside the University.

Further development and sustainability
Our research has provided clear local evidence of the need to support all students and to develop "researchers" of the future. Not all go on to academic research but finding information and being able to evidence it is surely a transferable skill that we should be promoting.

We are responding to feedback from users of the toolkit to revise and further develop the existing materials. We plan to produce versions of some of the handouts with modified language making them more suitable for international students with less developed English language skills and one on using quantitative data in academic writing.

The major concerns that emerged from our research centred on consistency and accessibility of guidance for students and lack of engagement with existing guidance because of the misconception that it was not needed. We noted the need for a single clear, authoritative student-facing resource on correct referencing and avoiding plagiarism, embedded in good academic practice, centrally located but locally recommended, and ideally including some practical incentive to engage with the materials (e.g. a self-audit test). We have received feedback that a digital student-facing resource would be welcomed by senior members of the institution and hope to be involved in any future project which develops this.

Posts on Engage in Teaching and Learning blog:

- 'What did I do wrong?' Researching student referencing practices (28 Nov 2013)
- Teaching students how to use references: a speaker and a 'toolkit' (19 June 2013)

CoPILOT: where have we come from and where are we heading?
Nancy Graham, Subject Advisor (Medicine), Library Services, University of Birmingham, UK
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Introduction
Academic librarians have been providing information literacy (IL) training for decades. As each librarian prepares to teach a new group of users, a new set of teaching material is developed. Many librarians share these teaching resources with colleagues. This is often to avoid duplication of effort but can also ensure the sharing of good practice.

At the same time as librarians are continuing their teaching role, the open movement has grown into an unstoppable phenomenon. Libraries of all types are now getting to grips with managing open access journals and textbooks, and many academic libraries are now also involved with research data management for open data, hosting and managing institutional repositories and more recently supporting MOOCs (massive open online courses). The open movement has given us open educational resources (OER)[1] and the Creative Commons licence initiative[2]. These licences enable creators of teaching material to share their resources openly, for the first time using permissive licences.

Librarians, along with academics and learning technologists, have been at the forefront of project work in open educational resources. Experts at managing resources, librarians have the skills to help organise material and provide advice on copyright and licencing. But, as IL teachers, we are also resource creators and, as such, we are in a unique position to lead by example in sharing our own material openly.

This article will trace the background to the CoPILOT (Community of Practice for Information Literacy Online Teaching) work to establish an international community of practice of librarians sharing their information literacy teaching resources openly. The findings of a 2012 survey (to discover how librarians currently share their teaching resources) will also be explored to identify recurring themes. The article will also cover current CoPILOT activity and look to the future of librarians managing and sharing their OER.

Previous projects
The background to CoPILOT began in 2006 with an Eduserv funded project at The University of Birmingham. The BRUM (Birmingham Re-Usable Materials) Project developed 15 re-usable learning objects designed for teaching information literacy. The materials are hosted on a webpage at the University[3] and made available for download by anyone. The project was completed without the use of Creative Commons licences but these are now being added retrospectively. Follow up projects at the University of Birmingham included ReJiG, ReLO and a one day event, CaRILLO (Creating and Re-using Information Literacy Learning Objects). This event attracted over 30 librarians all over the UK to discuss how to share their own teaching resources.

1 http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/open-educational-resources/)
2 http://creativecommons.org/licenses/
3 https://intranet.birmingham.ac.uk/as/libraryservices/library/teaching-research/teaching/brum.aspx

In 2010, the University of Birmingham partnered with the LSE on the JISC/HEA funded DELILA (Developing Educators Learning and Information Literacies for Accreditation) project[4]. This built upon BRUM and other previous work by using Creative Commons licences for the first time. Existing IL and digital literacy (DL) resources were adapted to OER using Creative Commons licences and hosted on both institutional and national learning object repositories.

Survey
After DELILA, the two project leads released a survey aimed at librarians, to explore issues around sharing of teaching resources. The survey gathered 101 responses from around the world and the key findings[5] echo three other contemporaneous studies[678]. All of these studies found that librarians are willing to share their teaching resources but do not know where or how to do so; that many librarians are still unfamiliar with how to use open licences but would like training on them and that they would be happy to use national learning object repositories to share resources. The survey also concluded that librarians are in an ideal position to manage open material as we already have expertise on licencing and hosting digital material.

It was clear to the project leads that there was a demand for training using repositories to host training material and to find existing resources to re-use and in using open licences to share material more openly.

Set up of CoPILOT and HEA project
During the autumn of 2012, a CoPILOT Committee was formed and a mailing list[9] and wiki[10] were set up to support links and discussions on IL OER. CoPILOT also formally became a sub-group of the CILIP Information Literacy Group[11] which enabled the Committee to begin organizing their first training event in early 2013. At the same time, two CoPILOT members bid for funding for a project as part of the 3rd stage of the HEA OER Programme of projects. After a successful bid, the two-month long project focused on using an online platform to promote the sharing of IL OER internationally[12]. The project included several short activities designed to encourage contribution of IL OER to the platform and discussion around relevant topics. The project attracted 35 members during one month and included IL OER uploaded in English, French, Spanish and German. Again, this project highlighted the need for a community of practice for librarians sharing resources.

CoPILOT held its inaugural training event on 30th May 2013 at the University of Surrey[13]. 32 librarians attended and feedback was very positive. Activities focused on encouraging re-use of material, learning about Creative Commons licencing and use of Jorum[14] to host OER.

International IL OER initiative
A second CoPILOT event is planned for November 2013, modeled on the first training event. Two members of CoPILOT are also involved with an international initiative to update the IFLA InfoLit Global directory of resources[15]. Representatives from IFLA, UNESCO and ACRL in the US are working together to organise a new structure and to encourage librarians to upload material to a new, international online platform. This work is ongoing but builds on the work already completed on similar projects such as PRIMO in the US and Woody Horton's UNESCO overview of IL resources in multiple languages[16].

What does the future hold?
The FutureLearn initiative[17], of which many UK universities are now partners, means that academic librarians in the UK will be involved in advising on copyright and the use of OER in MOOCs at their institutions. We have traditionally taken on copyright advice as part of the librarian role and with the rise in MOOCs in UK Higher Education, and the subsequent creation of open teaching material, this could potentially be a huge growth area. If many of us are already involved in managing open material, and if we embrace sharing our own material openly, we will be in a prime position to use our expertise and lead by example with our academic colleagues. Two key events, in the US and the UK on the role of librarians in supporting MOOCs have already taken place in recent months, highlighting the issues for our profession.[18 19]

We know that academic librarians already have many skills and a willingness to support not only academic colleagues but each other in sharing teaching resources openly. As a community of practice, CoPILOT will be on hand to guide librarians in this new and exciting journey.

4 http://delilaopen.wordpress.com/about/
5 http://delilaopen.files.wordpress.com/2012/04/findingsharingoers_reportfinal1.pdf
6 http://www.open.ac.uk/score/files/score/file/Library%20Survey%20Report%20final%2014022012.pdf
7 http://publications.cetis.ac.uk/wp-content/uploads/2012/08/OER-Libraries-Survey-Report.pdf
8 Appleyard, S. (2012) A Survey of sharing and reuse of Information Literacy resources across Higher Education Libraries in the United Kingdom. Master's dissertation at Robert Gordon University.
9 IL-OERS@jiscmail.ac.uk
10 http://iloer.pbworks.com/w/page/57743397/Home
11 http://www.cilip.org.uk/about/special-interest-groups/information-literacy-group
12 http://www.wsis-community.org/pg/groups/585111/information-literacy/

13 http://www.slideshare.net/UKCoPILOT
14 www.jorum.ac.uk
15 http://infolitglobal.net/directory/en/
16 http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/news/overview_info_lit_resources.pdf
17 http://futurelearn.com/partners/
18 http://www.oclc.org/research/events/2013/03-18.html
19 http://www.open.ac.uk/library/training-and-events/1st-european-moocs-and-libraries-conference

Social Care Online – new Beta version released

http://www.scie-socialcareonline.org.uk/

The Social Care Institute for Excellence has been redeveloping its Social Care Online database and a Beta version of the new site is now available for user testing and feedback.

First launched in 2005, Social Care Online is the UK's largest database of information and research resources on social work and social care and is an essential resource for researchers, practitioners and students.

It provides 150,000 records covering a wide range of topics covering services for adults, children and families. Social Care Online is updated daily by SCIE's information specialists and is free to use.

The redeveloped Social Care Online has been redesigned to offer users a new look and feel and an enhanced search functionality providing more relevant results.

Following the completion of the Beta phase, the current version of Social Care Online will be withdrawn and the new site fully launched towards the end of the year.

SCIE invites users to send their feedback on the Beta site via the short online survey or directly to socialcareonline@scie.org.uk

Useful Resources for Training and Student Inductions

Recommended Information/ literacy skills tutorials

East Midlands Research Support Group

http://cuba.coventry.ac.uk/emrsg/units/

Online tutorial designed for early career researchers. The units include journals and journal articles; journal bibliometrics, author bibliometrics; networking.) The partners in developing the module were the universities of Loughborough, Nottingham, De Montfort, and Coventry.

University of Sydney, Australia

http://www.library.usyd.edu.au/skills/

This has an excellent iResearch tool page http://www.library.usyd.edu.au/elearning/index.html which contains fun interactive modules with quizzes and activities that can be played by students online. Alternatively print off the modules. These give the learning objectives plus the information. There is some emphasis upon locating specifically Australian information. However, there are some good general topics which include: scholarly versus non-scholarly resources, avoiding plagiarism and an entertaining find that cheese game which teaches students to find items on their reading list! http://sydney.edu.au/library/elearning/learn/readinglist/gamefindthatcheese/index.php

University of Newcastle, Australia

http://www.newcastle.edu.au/Resources/Divisions/Academic/Library/information-skills/infoskills/index.html

The InfoSkills information literacy and academic integrity tutorial has 5 modules.

1. Planning for research (List strategies for getting started)
2. Finding Information (Use Library catalogues to find resources, select Library databases to find journal articles, Identify effective search techniques, describe the characteristics of Internet search engines)
3. Evaluating Information
4. Writing and Plagiarism (Identify strategies for good academic practice in writing, e.g. note taking, acknowledging sources, techniques for managing and compiling reference lists and bibliographies.)
5. Using information ethically (Use information appropriately without breaching copyright, censorship and freedom of speech issues, use of inclusive language

University of Leeds, United Kingdom

http://skills.library.leeds.ac.uk/.

The general skills section has some useful links relating to academic reading and note taking skills. http://library.leeds.ac.uk/skills-readingThere is also a maths section http://library.leeds.ac.uk/skills-improve-your-maths

The researchers section http://library.leeds.ac.uk/researcher has sections on planning your research, finding and managing information, publication and impact.

The Final Chapter: the undergraduate research project guide http://library.leeds.ac.uk/tutorials/thefinalchapter/ is designed to help with final-year research projects. Topics covered include "planning and preparing your project", "doing a literature review" and "critical thinking and evaluation". The resource contains videos of Leeds staff and students talking about final-year projects, including their top tips for success.

Open University
The Open University Information Literacy Unit has developed a Digital and Information Literacy Framework. It identifies five skill areas: Understand and engage in digital practices; Find information; Critically evaluate information, online interactions and online tools; Manage and communicate information; and Collaborate and share digital content. It also looks at these skills across 5 levels of study (0, 1, 2, 3 and Masters). There is a companion website with short activities to address the various skills: Being Digital at http://www.open.ac.uk/libraryservices/beingdigital/. This includes a self-assessment checklist

Safari
http://www.open.ac.uk/safari/

Safari is intended for beginners. It is divided into seven sections, each covering a particular aspect of information skills: Understanding information (helps the user identify different types and what they might need for study); Unpacking information (understanding where information comes from, who disseminates it and different types); Planning a search; Searching (searching on the web, techniques such as phrase searching) Evaluating research results; Organising information (social bookmarking, compiling bibliographies); Where do I go from here (publishing and disseminating), keeping up to date.

They also produce the Information Skills for Researchers http://www.open.ac.uk/infoskills-researchers/information-introduction.htm. To support OU postgraduate students. Includes sections with advice on literature searching, writing and referencing.

SMILE 3.0
http://dspace.jorum.ac.uk/xmlui/handle/10949/17574

SMILE is an information literacy and employability skills training package. Developed by Glasgow Caledonian University; Marion Kelt; Imperial College; Loughborough University; Worcester University It is made up of HTML pages and multimedia content. It is offered free as a zip file via the depository Jorum for downloading and editing to suit local use. It is generic so can be used to support all subjects. Topics covered include: organising time, finding information, evaluating information and plagiarism.

University of East London UEL Info skills modules
http://infoskills.uelconnect.org.uk/

Award winning site – covers identifying information, finding, evaluating and referencing. good videos featuring students.

Writing Resources
http://www.rlf.org.uk/fellowshipscheme/writing/index.cfm

A series of resources from the Royal Literary fund. They include

Essay Writing: a Guide for Undergraduates a comprehensive guide to essay writing, written for students by Dr David Kennedy. Topics covered include understanding the question, literature searching and drafting essays.

Mission Possible: the Study Skills Pack is a range of study skills materials developed for students, tutors and teachers by Mario Petrucci. Includes basic study skills techniques, presentation skills, writing skills.

Writing Dissertations: a Guide for Graduates gives support and guidance on the process of writing a dissertation or thesis. It was developed by Andrew Ward and Peter Wood. Covers literature reviews, revising editing. Also section on for students where English is a second Language.

Guide to Undergraduate Dissertations in the social Sciences
http://www.socscidiss.bham.ac.uk/

This site was developed in 2005 by the Centre for Sociology, Anthropology and Politics (C-SAP), the Centre for Social Work and Policy (SWAP), and the Learning and Teaching Institute (LTI) at Sheffield Hallam University and updated subsequently. Offers learners general advice on questions relating to Exploring what the demands of a dissertation are including ethics, academic writing styles and methodologies.

Copyright Toolkit
http://copyrighttoolkit.com/

Developed by Eduserve it provides practical, pragmatic advice, within an understanding of the legal framework, on how to license copyright works, who to approach, how best to approach them and how to negotiate the best deal. Includes online exercise which teach the legal background to copyright and the structure of the Rights clearance process.

Information Literacy Resources
Use these to keep up to date with what other librarians are doing!

Information Literacy Website
http://www.informationliteracy.org.uk

Maintained by information professionals from key UK organisations including CILIP and SCONUL. Aims to support practitioners by offering free access to news, book reviews and case studies of best practice. They include lists of resources. http://www.informationliteracy.org.uk/teaching-information-literacy-3/teaching-materials/examples-of-resources/

Journal of Information Literacy

http://ojs.lboro.ac.uk/ojs/index.php/JIL/index

Open access scholarly journal covering the philosophy, technology and practice of information literacy. Excellent starting point for locating up to date materials.

Handbook for Information Literacy Teaching

http://www.cardiff.ac.uk/insrv/educationandtraining/infolit/hilt/

Excellent free resource developed by group of subject librarians at Cardiff University to support their colleagues in Information Services as they developed their information literacy teaching. Chapters include planning lessons, developing teaching aids, evaluating and improving teacher skills. Of great value for those developing their own courses.

Information Literacy resource bank

https://ilrb.cf.ac.uk/

Originally developed for staff at the University of Cardiff it includes some interesting examples of 'bite sized' tutorials on research, internet searching skills. There are also examples of flowcharts and online quizzes.

CoPILOT (Community of Practice for Information Literacy Online Teaching)

Project described by Nancy Graham earlier in this issue - working to establish an international community of practice of librarians sharing their information literacy teaching resources openly. See this presentation http://www.slideshare.net/seckerj/co-pilot-aliss2013

LOEX: Clearing House for Library Instruction

http://www.emich.edu/public/loex/loex.html

International membership organisation which supports training and information literacy in libraries. Website has an excellent archive of conference papers, plus a free directory of links to online tutorials, case studies, and other recommended teaching and learning materials for library staff.

LIS-Info-Literacy

http://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=lis-infoliteracy

Excellent JISC email discussion list useful for keeping up to date with the latest events, research and publications in the field. You can view recent postings and archived messages from the website or sign up to join.

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