

## A framework for Subject Librarians supporting learning literacies

<b>Information Landscape</b>		
<p>The information landscape is changing dramatically, including the way academic information is published or communicated. Subject librarians can highlight the range of information sources available and how to choose for academic study and research, for personal interest, for career development or in the workplace.</p>		
<p><b>Practices: I ...</b>            ... explore the information landscape to develop my knowledge and skills.            ... identify, select and use a wide range of key sources appropriate to the discipline, from the Library and beyond.</p>		
	<b>Example activities</b>	<b>Example resources</b>
<p><b>Awareness: I am aware of ...</b></p> <p>... the need to use information to fill gaps in my knowledge.</p> <p>... the different types and formats of information that vary in suitability for the task at hand.</p> <p>... the relative value of different types of information and data within my discipline.</p> <p>... the fact that not all information is reliable.</p> <p>... the fact that not all information is openly available and that there may be conditions of access.</p> <p>... the role of professionals, such as data managers and librarians, who can advise, assist and support.</p>		
<p><b>Skills: I can...</b></p> <p>... recognise different types of information from a reading list, a list of search results or when in the library.</p>		

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... identify what types of information are needed to address the task at hand.		
... plan a strategy for addressing my information need.		

<b>Finding and retrieval</b>		
Academic staff nurture the development of students' abilities to frame questions in their discipline, to see patterns in the literature, to evaluate the arguments and to find the gaps. Subject librarians can help to develop students' skills in finding where the academic discussions are taking place, in identifying quality resources and background evidence as well as in finding resources for other tasks, such as for creating presentations or researching potential employers.		
<b>Practices: I...</b>		
... use search tools and sources best suited to the task at hand.		
... identify the key conversations and research in the topic I am investigating.		
... ask questions about what I find to be sure that information is accurate, authoritative and relevant to my purpose.		
	<b>Example activities</b>	<b>Example resources</b>
<p><b>Awareness:</b> I am aware of...</p> <p>... the importance of supporting my arguments and research findings using secondary sources.</p> <p>... different search engines and specialist search tools.</p> <p>... that there are a range of search techniques.</p> <p>... the people and services who can help me access information.</p> <p>... controlled vocabularies and taxonomies.</p> <p>... the need to consider the relevance, accuracy, bias, reputation and credibility of information found.</p>		

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<p>... the iterative nature of the search process as I review my findings and explore new avenues.</p>		
<p><b>Skills:</b> I can...</p> <p>... select appropriate search engines, gateways, catalogues, databases and abstracting and indexing services, recognising the differences between them and their benefits and limitations.</p> <p>... analyse my topic and formulate keywords.</p> <p>... construct search strategies and use advanced techniques, such as Boolean searching, wildcards and truncation, and limit searches by particular parameters.</p> <p>... locate sources of full text information, both online and print, and download where applicable.</p> <p>... track further relevant sources by using citations.</p> <p>... select appropriate resources for my assignment, applying relevant evaluation criteria to determine the quality of the information found.</p> <p>... maintain a record of searches carried out and information found.</p> <p>... find relevant images with a licence that allows re-use appropriate to my purpose.</p> <p>... find specialist content appropriate to my task e.g. statistics, reports, legal information, market reports, maps or historic documents etc.</p> <p>... identify and search for research datasets relevant to my work.</p>		

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... use social media and alerting services to keep up to date with my discipline.		
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<b>Managing information/data</b>		
Being systematic in storing and managing the information found, saves time and effort better spent in reading, thinking and formulating ideas. As we teach these functional skills, we encourage the learner to consider how they can integrate them into their existing work practices and to review these processes over time.		
<b>Practices: I...</b>		
... handle, organise and store my <b>information</b> in a way that it can easily retrieved and used, and with proper regard for intellectual property.		
... handle, organise and store my <b>research data</b> in a way that it can easily retrieved and used, and with proper regard for intellectual property and data protection.		
	<b>Example activities</b>	<b>Example resources</b>
<p><b>Awareness:</b> I am aware of...</p> <p>... the importance of being systematic in organising the information found.</p> <p>... the need to record bibliographic or licensing details about the information found.</p> <p>... the need to adopt appropriate data handling and curation methods. - ** consult RDIM work package 5 group</p> <p>... the problem of information overload.</p>		
<p><b>Skills:</b> I can...</p> <p>... manage online sources using tools such as social bookmarking.</p> <p>... organise print and digital sources in a systematic way.</p>		

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<p>... record bibliographic information and make accurate notes about sources to help me avoid accidental plagiarism.</p> <p>... use bibliographic software to record and manage references.</p> <p>... use appropriate data management software and techniques to manage and curate research data. –** consult RDIM work package 5 group</p>		
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<b>Producing/ Disseminating/Publishing</b>		
<p>Engaging with wider academic conversations to advance knowledge is a key element of the purpose of universities. Academic staff can encourage learners to engage in these conversations as they learn to distil ideas, organise their thoughts and write coherently. Subject librarians contribute through guidance on why and how to acknowledge others' ideas, through citing and referencing and being mindful of intellectual property and, where appropriate, advising on where their ideas can be best communicated.</p>		
<p><b>Practices:</b> I...</p> <p>... critically read the sources I find to develop my own argument.</p> <p>... include other people's ideas with appropriate acknowledgement.</p> <p>... share what I find and produce appropriately, taking account of issues of intellectual property.</p> <p>... publish my work with a view to making the biggest impact.</p>		
	<b>Example activities</b>	<b>Example resources</b>
<p><b>Awareness:</b> I am aware...</p> <p>...that different types of information can be shared in different ways.</p> <p>... of the importance of avoiding plagiarism.</p> <p>... of issues of intellectual property and data protection in relation to sharing both my own and others' content.</p>		

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<p>... of the advantages and limitations of different publishing models for disseminating my work and creating impact.</p>		
<p><b>Skills:</b> I can...</p> <p>... critically appraise content and assess its value for the task at hand.</p> <p>... acknowledge other people's ideas and words through citing in my text and providing a full reference, using an appropriate style.</p> <p>... select appropriate routes to publishing my work to maximize impact and meet any funder's requirements.</p> <p>... identify appropriate repositories for storing information about my data.</p> <p>... select appropriate licences for my work.</p>		

<b>Developing/enhancing professional identity</b>		
<p>Recent events have shown the importance of managing your online presence to protect your professional reputation and future employability. An effective online presence can also improve your research impact. Subject librarians can highlight the benefits of promoting and managing your digital identity and the range of tools available for presenting an online presence, and can advise on measures of research impact through bibliometrics.</p>		
<p><b>Practices:</b> I ...</p> <p>... manage my online presence to widen the impact of my research and/or to enhance my employability.</p>		
	<b>Example activities</b>	<b>Example resources</b>
<p><b>Awareness:</b> I am aware of ...</p> <p>... how I appear to others online and how this can impact on my professional identity or future employability.</p>	<p>Working in pairs, Google each other and assemble a profile of the other person, including any negative information (ANCIL)</p>	

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... the value of being actively involved in professional networks.		
... the relevance of citation and bibliometrics to my research profile.		
<b>Skills:</b> I can ...  ... evaluate the most appropriate places to establish my online profile and actively maintain it in these locations.  ... use digital tools, such as email, online forums, social media and synchronous communication tools to find, network and collaborate with others.  ... calculate citation metrics as a measure of research impact.		

[CJ/RM/JF draft as at 5 June 13 – for discussion with SL members of the D&IL Group](#)