Ulster University

Library

Digital and Information Literacy Strategy

2017 - 2021

This Digital and Information Literacy Strategy for 2017-2021 revises and updates the first Library Information Literacy Strategy, 2012-2015.

The new Strategy builds on the previous Strategy and has been renamed Digital and Information Literacy Strategy to reflect the importance of developing digital literacies along with the application of new technologies to support engagement and interactivity in the learning environment.

The Strategy is aligned to the University's "Five and Fifty" strategic plan and literacies of the Library Services Strategy.

The new Strategy emphasises the concept of digital information literacy supported by application of new and emerging technologies

- enhance the delivery of digital information literacy
- support increased active, flexible and collaborative learning
- reflect recent changes in learning pedagogies and support the curriculum change process
- recognise the importance, and promote the acquisition, of core digital skills for successful study, employability and lifelong learning.

Ulster University

Digital Information Literacy Strategy

Version	Date	Author	Description
1.0	3.2.2017	Jayne Dunlop Chair DIL Subgroup	First draft of SPs and appendix A
1.1	13.2.2017		Amends following consultation with Librarian
1.2	17.2.2017		Updated by DIL subgroup, introduction added.
1.3	16 5.2017		LMT amendments
1.4	23.5.2017		Passed by DIL subgroup
1.5	23.6.2017		Amendments following subject team day SP2 SO4 and SO5 combined and key success criteria amended to reflect the change.
1.6	10.07.2017		Amendments following June LMT
1.7	19.7.2017		Amendments from Librarian
1.75	11.9.17		Further amendments from Librarian
1.8	2.11.2017		Review by PVC (Education)
			Review by PVC (Research and Impact)
			Review by UUSU Executive
			Review by Associate Deans (Education) & (Research and Impact)
1.85	3.11.2017		Addition of cover sheet highlighting differences between this strategy and its predecessor
1.9	13.11.2017		Minor textual changes following comments by Associate Deans

Executive Summary
Introduction

This strategy document outlines the programme of work to be led by the Digital and Information Literacy (DIL) Sub Group during the period 2017-2021 in support of academic excellence at Ulster.

This strategy seeks to build on the work of the previous Information Literacy Strategy by continuing to seek new and innovative ways to deliver Information Literacy support to students and staff. The remit of the strategy has expanded to take cognisance of the increased use of digital resources and the growing reliance on emerging technologies by students, and the recognition of the importance of core digital skills for successful study, employability and lifelong learning.

Digital literacy builds upon traditional information literacy and "goes beyond this to encompass communication, collaboration and teamwork, social awareness in the digital environment, understanding of e-safety and creation of new information. Both digital and information literacy are underpinned by critical thinking and evaluation." [1]

The Library Service provides a wide range of information in electronic form and already uses new and emerging technologies in teaching. In this revised and updated Digital and Information Literacy Strategy, the Library Service wishes to formalise the development opportunities currently offered to students at all levels. The Strategy will encourage closer collaboration between academic staff and subject librarians in order to support and improve integration of digital and information skills into university programmes through increased incorporation of digital technologies and active learning approaches in library teaching, in keeping with the University's student learning experience principles and emerging pedagogic approaches to learning and teaching at Ulster.

Context

The importance of digital and information literacy is recognised not only by those working in the information field but also by employers, professional associations and the Government as an important graduate attribute that is applicable to study, employment and lifelong learning.

The development of digital literacy skills forms one of the six Student Experience Principles to equip students "for living, learning, communicating and working in a digital world and to maximize their employability". [2]

This strategy aims to build upon the former information literacy strategy with the development of core digital literacy skills, encouraging the increased use of technologies in delivering information literacy skills sessions, facilitating flexible approaches and embracing the concept of technology-enhanced learning. It also aims to promote the critical importance of digital and information literacy especially in the context of university learning and teaching to:

- Identify the digital and information literacy competencies students require in order to benefit fully from their research and studies. The competencies can be consulted on the Digital and Information Literacy Skills online guide at http://guides.library.ulster.ac.uk/ld.php?content_id=31385520
- Demonstrate ways in which these competencies can be acquired in a discipline-specific context
- Collaborate with academic colleagues in improving digital literacy skills.

The Strategy aligns to the following University Strategies

- SP "Five and Fifty"
- Digital Futures Strategy
- Learning and Teaching Strategy
- Research and Impact Strategy
- Internationalisation Strategy
- Library Services Strategy

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[1] Open University (2016) *Digital and Information Framework.* Available at
http://www.open.ac.uk/libraryservices/subsites/dilframework/ (Accessed 14 April 2016)
[2] Ulster University (2015) *Programme Approval Management and Review Handbook.* Available at
http://www.ulster.ac.uk/academicoffice/download/Handbooks/PAMR.pdf (Accessed 15 April 2016) p57

Key dependencies

For a Digital and Information Literacy Strategy to be adopted and embedded, it requires both institutional and faculty commitment. The vision is for a university where digital and information literacy learning opportunities are fully integrated into the academic curriculum in a timely and relevant manner and where subject librarians and academic staff are partners in ensuring that all students have the opportunity to gain these critical lifelong independent learning skills. The Library already works collaboratively across a broad range of business areas to include academic staff, Research and Impact, Staff Development, Access, Digital and Distributed Learning and the International Department to support the delivery of digital and information literacy to all users.

Digital and information literacy, vision, mission and values.

The Digital and Information Literacy Strategy fully supports the Library Service's vision and mission, and embraces the same values and guiding principles.

The goal of this strategy is *to ensure that all Ulster students, regardless of mode of study, are enabled to become digitally and information literate through the provision of effective digital and information literacy learning and teaching opportunities.*

This supports the Library's vision to *transform the experience of our users through excellence in the provision and development of sustainable library services and resources.* Digital and information literacy support at Ulster is also a *bench marker*, which can be used for comparison with other universities.

The Strategy

This strategy sits under the Library Services Strategy as a flexible and agile document, which will respond to changes in the operating environment as required. It will be reviewed annually by the Library Management Team to ensure it adequately supports the Library Services Strategy and meets the needs of stakeholders.

Strategic Priorities

The strategy will be operationalised through the delivery of an annual work plan and associated Key Performance Indicators.
Building on the above has led to the development of three strategic priorities which are the key performance areas against which the library will seek to deliver its DIL Skills programme in the period 2017/8 – 2020/1.

SP1 To deliver digital and information literacy skills in support of learning and teaching
SP2 To deliver enhanced digital and information literacy skills in support of Ulster's research community.
SP3 To provide digital and information literacy support for widening participation access at regional, national and international levels.

The following overarching and enabling objectives underpin the delivery of the strategy

EO1 To promote digital and information literacy provision and deliver evidence of impact.
EO2 To develop and optimise the library's physical and virtual presence in line with new pedagogic approaches to learning and teaching, facilitating collaboration using active learning spaces and technologies such as Blackboard Collaborate and Nearpod.
EO3 To develop and support library staff to deliver the digital and information literacy.

Delivering the strategy

Each strategic priority has a number of supporting objectives aligned to it. The Digital and Information Literacy Sub Group will deliver an annual implementation plan, detailing activities and projects based on the supporting objectives to operationalize the strategy. The Digital and Information Literacy Sub Group will have oversight of the plan and monitor its progress, reporting to the Library Management Team on a regular basis.

SP1 To deliver Digital and Information Literacy Skills in support of teaching and learning

The library will continue to support **academic excellence** by developing and enhancing student and staff digital and information literacy skills to support teaching and learning.

SO1	Collaborate with academic staff to deliver best practice in digital and information literacy through Library induction for new students at Ulster to support retention.
SO2	Collaborate with academic staff through personal contact and formal curriculum planning to embed DIL training into the academic curriculum, ensuring timely delivery and relevant content.
SO3	Provide DIL skills training that enhances Ulster graduates' employability, and supports development of lifelong learning by promoting library EDGE activity.
SO4	Explore opportunities to use active learning, emerging technologies and personal learning devices to deliver DIL.
SO5	Support academic achievement through the promotion and delivery of referencing and other study skills support.
SO6	Explore opportunities to enhance further DIL provision for specific user groups, including international students, distance learners, part time students and students with disabilities.
SO7	Enhance existing support for new members of academic staff to support their teaching and raise awareness of DIL.

Key success criteria

- The introduction of new and emerging technologies to enhance the delivery of DIL
- Increased uptake of induction DIL training by new students at Ulster.
- Increased inclusion of DIL in course planning, documentation and delivery.
- Increased student engagement with library EDGE award.
- Increased use of new active learning spaces by library staff delivering DIL.
- Increased uptake in referencing and Refworks classes.
- Increased variety of DIL delivery formats to extend and improve DIL skills support for all learners.
- Offer all new academic staff one to one library induction and DIL support and training.

Key risks

- Low engagement by academics with Library Digital and Information literacy initiatives
- Low uptake by students of Digital and Information Literacy opportunities
- Lack of engagement by Library staff with active learning spaces and emerging technologies.

SP2 To deliver enhanced Digital and Information Literacy Skills in support of Ulster's research community.

The Library will continue to develop, enhance and promote **Academic Excellence** in support of the University's wider Research & Impact Strategy 2017-2022.

SO1	Offer all new research staff one-to-one Library and DIL support and training.
SO2	Collaborate with the Research and Impact Office to embed DIL into the new Doctoral Development Programme.
SO3	Provide ongoing enhanced digital and information literacy skills support for research staff and PhD students taking cognisance of the new research landscape and the doctoral college.
SO4	Engage collaboratively at all levels of the research process to fully embed DIL into the research cycle, provide enhanced skills support training and contribute to post-doctoral employability.
SO5	Update and inform researchers on current and emerging DIL developments.
SO6	Support **operational excellence** by utilising emerging technologies to provide DIL skills training resources where appropriate.

Key Success Criteria

- Increased uptake of one-to-one support by new PhD researchers for enhanced digital and information literacy skills training.
- Continued delivery of DIL skills as part of a refreshed and enhanced training and development programme to be delivered via the Researcher Development Programme.
- Increased use of active learning spaces by library staff delivering DIL to the research community.
- Increased satisfaction with range of DIL provision, by PhD researchers, including specific skills support to enhance employability.
- Enhanced DIL skill and expertise embedded in the whole research life cycle.
- Increased awareness of current and emerging DIL developments by researchers.
- Increased provision of online DIL skills training resources.

Key Risks

- Failure to engage with new PhD researchers.
- Inability to deliver an enhanced, flexible approach to DIL provision aligned with SP "Five and Fifty" and the Research and Impact Strategy, to meet the needs of new PhD researchers, and support research output at Ulster.

SP3 **To provide Digital and Information Literacy support for widening participation access at regional, national and international levels.**

The Library will continue to deliver DIL services to support the institution's strategic **Global Vision** and **Civic Contribution** and promote the Library's commitment to civic engagement.

SO1	Collaborate with the International Department to provide and improve DIL skills training as part of the International Student Induction Programme.
SO2	Collaborate with the Centre for Widening Access and Participation to improve DIL support for institutional activities e.g. Taster events.
SO3	Deliver appropriate DIL skills support for Ulster Students taught in Partner Institutions.
SO4	Provide enhanced DIL support for students transferring from Partner Institutions.

Key Success Criteria

- Improved delivery of DIL provision as part of the International Student Induction Programme in collaboration with the International Department
- Increased international student satisfaction with DIL skills provision.
- Delivery of appropriate DIL skills support for institutional initiatives in conjunction with the Centre for Widening Access and Participation.
- Engagement with Partner Institutions to deliver appropriate DIL skills support.
- Increased uptake and satisfaction of enhanced and accelerated DIL support for transfer students.

Key Risks

Inability to provide adequate DIL skills support to international students, those attending and transferring from partner institutions and those on widening access programmes.

EO1   To promote DIL provision and deliver evidence of impact.

DIL activities will seek to deliver **Operational Excellence** through appropriate analysis and utilization of relevant business intelligence.

SO1	Application of current and emerging digital tools to market, promote and measure DIL provision.
SO2	Develop infographics based on core statistics to market and promote library DIL activity.
SO3	Liaise with Library's Head of Customer Focus and Business Support to develop existing data collection to provide a quantitative assessment of DIL activity uptake across all modes of study.
SO4	Develop a range of qualitative and quantitative tools to evaluate impact of DIL activity.

Key success criteria

- Development of a range of tools to assess uptake and impact of library DIL activity.
- Development of resource, including online booking system (e.g. LibCal) to market and promote library DIL activity.

Key risks

Failure to promote DIL adequately and inability to develop appropriate measures of the extent of DIL delivery and its effectiveness.

EO2 To develop and optimise the library's physical and virtual presence as per E02 on Page 2, in line with new learning pedagogies.

SO1	Deliver engaging and collaborative DIL activities using both existing and next generation flexible learning spaces and emerging technologies.
SO2	Enhance existing library subject web content using Libguides 2.0.

Key success criteria

- Increased use of active, flexible and personalised learning in library DIL activities.
- Development, promotion and ethical reuse of DIL web content on Libguides and other platforms.
- Increased use of current (e.g. Libguides, Nearpod etc.) and other emerging technologies to improve active learning.

Key risks

Inability of library subject teams, academic staff and students to engage with new learning landscapes and technologies.

EO3   To develop and support library staff in delivery of DIL.

SO1	Enhance and develop Subject Librarians' DIL skills through attendance at relevant professional courses, conferences and training events, and by encouraging subject staff engagement with PgCHEP, CHERP and HEA activity.
SO2	Encourage development of core DIL competencies in frontline staff, to further support active learning in library DIL induction and subject sessions.

Key success criteria

Increased engagement of all library staff in DIL developmental opportunities.

Key risks

Inability to harness adequate financial resources to enable staff to attend training events and develop their DIL skills.