Rebuilding the Seven Pillars: a new approach to an old model

Moira Bent

Newcastle University

I think this pillar's fallen down

Hmm, yep, you're right

Ruth

Mona
Seven Pillars: Original model

[Diagram showing the seven pillars of information literacy, from novice to expert]

http://www.sconul.ac.uk/groups/information_literacy/sp/sp/spportbw.gif  Reproduced under CCL
Mind the Skills Gap…

- Issues from the 2008 RIN report
- Lack of shared vocabulary
- Some information aspects missing from Research Councils’ generic skills list
- Focus of central teams on role of library in information seeking – limited contribution
- Planning linked to informal relationships, not formal collaborative structures
RIN Information Handling Working Group

- A new advocacy group formed in 2009 as a result of the RIN Mind the Skills Gap report
- A coalition of partners representing academic, research and library/information domains eg BAILER, BL, CILIP, DCC, HEA, Info Lit Website, JISC, JORUM, SCONUL, RLUK, UKCGE, UUK, Vitae
- A collective voice and change agent raising awareness, responding to strategic issues, investigating concerns, promoting good practice
- A champion for information and data literacy
- In itial remit to respond to Vitae consultation on the information handling and data management content of the RDF
RIN IHWG activities

- Responding to the Vitae consultation
- Mapping the RDF descriptors against the SCONUL Seven Pillars Model
- Collating examples of good practice in information related training for the Vitae Database of Practice
- Sponsoring work on a practical guidance booklet for Vitae: the informed researcher
- Promoting the RDF and Seven Pillars at conferences
Collapsing pillars....

- Definitions of IL: media literacy, data curation, information handling
- Not a linear activity
- More than just information seeking
- Values expertise and understanding

Hee, hee! I think your pillars have collapsed

Geoff
Over last 10 years, changes in technology have affected the ways in which people interact with information. I became aware of this when I was researching for my NTF project and one of the outcomes of that project was the IL Landscape.

This is a diagrammatic representation but the underlying assumption is that each individual's IL Landscape will be different. There are a wide range of influences on each person's learning experience and this will inevitably affect their IL development. You can see that the landscape through which an individual moves is shaped by external factors as well as a range of personal attributes and perceptions. The diagram is an attempt to illustrate this complexity. It's not meant to be comprehensive, but to act as a starting point.

Key:
Because everyone has a different perspective, IL teaching has to be flexible
Not just talking about skills and competencies, but also attitudes, habits and behaviours,

One way to think about this is to consider the IL landscape which affects each individual in different ways and which forms the basis for how we develop our information literacy.

Taking this into account, we can no longer just consider developing skills and competencies, we also have to take into account attitudes and behaviours
With this in mind we have developed a definition of IL which incorporates this concept of involving attitudes and understanding as well as skills.

In the 21st century, information literacy is a key attribute for everyone, irrespective of age or experience. Information Literacy is evidenced through understanding the ways in which information and data is created and handled, learning skills in its management and use and modifying learning attitudes, habits and behaviours to appreciate the role of information literacy in learning.
In rebuilding the 7Ps we have tried to adhere to the spirit of the original model, whilst incorporating the IL landscape concepts. Although not all individuals and groups are the same, we did feel that there are some core attributes which shape the development of IL. We’ve encapsulated this in the core model. The idea is that different lenses can be applied to the core depending on the audience. Let’s have a closer look...
Model is NOT linear or step driven – it is iterative and recognises attributes as well as skills – individuals can start their search any where and be expert on different pillars at different times

IL: is dependent on an individuals IL landscape – what experience they have of the subject area and resources that support it
The doughnut is an attempt to illustrate this
Seven Pillars: Core

Identify

Understands:
- That new information & data is constantly being produced and that there is always more to learn
- That being information literate involves developing a learning habit so new information is being actively sought all the time
- That ideas and opportunities are created by investigating / seeking information
- The scale of the world of published and unpublished information and data
- That new information & data is constantly being produced and that there is always more to learn

Is able to:
- Identify a lack of knowledge in a subject area
- Identify a research topic / question and define it using simple terminology
- Articulate current knowledge on a topic
- Recognise a need for information and data to achieve a specific end and define limits to the information need
- Use background information to underpin research
- Take personal responsibility for an information search
- Manage time effectively to complete a search

Scope

Understands:
- What types of information are available
- The characteristics of the different types of information source available to them and how the format can affect it
- The publication process in terms of why individuals publish and the currency of information
- Issues of accessibility
- What services are available to help and how to access them

Is able to:
- "Know what you don't know" to identify any information gaps
- Identify the types of information required to meet the need
- Identify the available search tools, such as general and subject specific resources at different levels
- Identify different formats in which information may be provided
- Demonstrate the ability to use new tools as they become available

Information literacy landscape
<table>
<thead>
<tr>
<th>Identify</th>
<th>Scope</th>
<th>Plan</th>
<th>Gather</th>
<th>Evaluate</th>
<th>Manage</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands: core model is constantly being produced to ensure it is always up to date.</td>
<td>Understands: the characteristics of the different types of information sources available to them.</td>
<td>Understands: choice of search tools.</td>
<td>Understands: information is organised.</td>
<td>Understands: information is evaluated.</td>
<td>Understands: difference between summarising &amp; synthesising.</td>
<td>Understands: difference between editing &amp; reviewing.</td>
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<td>Identify a lack of knowledge in a subject area.</td>
<td>Identify a search topic / question and use simple terminology.</td>
<td>Identify the chosen search tool.</td>
<td>Identify the importance of evaluation.</td>
<td>Appropriately review the information in order to disseminate.</td>
<td>Different formats of writing.</td>
<td>Different formats of writing.</td>
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<tr>
<td>Identify a search topic / question and define it.</td>
<td>Identify appropriate keywords.</td>
<td>Identify the range of retrieval methods available.</td>
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**Core model** – complete but with editing.
Right, sorted, I’m off to the pub!
Eh? RDF?
The Researcher Development Framework is a tool for planning, promoting and supporting the personal, professional and career development of researchers in higher education.

It describes the knowledge, skills, behaviours and personal qualities of researchers and encourages them to aspire to excellence through achieving higher levels of development.
RDF recognises importance & place of information literacy in research process

- Information seeking
- Information literacy & management
- Synthesising
- Evaluating
- IPR/copyright
- Attribution/co-authorship
- Publication
The most obvious sub-domains

- Information seeking
  - Search and discovery
  - Assessment of sources (reliability, reputation, relevance…)
- Information literacy management
  - Information/data longevity
  - Security and legal requirements
- Professional conduct
  - Legal requirements: data protection, FoI
  - IPR, copyright, data ownership
- Publication
  - Production of publishable material
  - Range and diversity of dissemination outlets
Seven Pillars: Research Lens

Identify

Understands:
- New knowledge & data is constantly being produced, & there is a need to stay informed of developments
- Being information literate involves developing a learning/research habit on new information being actively sought at the time
- Ideas & opportunities are created by investigating/seeking information
- State of the world of published & unpublished information & data
- Different disciplines place greater emphasis on different types of information & data

Is able to:
- Identify a lack of knowledge in a subject area
- Identify a research topic/question and define it using simple terminology
- Articulate current knowledge on a topic
- Recognize a need for information and data to achieve a specific end and define limits to the information need
- Use background information to support research
- Take personal responsibility for research project
- Manage time effectively to complete a research project

Scope

Understands:
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Is able to:
- "Know what you don’t know" to identify any information gaps
- Identify, the types of information required to meet the need
- Identify the available search tools, such as general and subject-specific resources at different levels
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<td>* New knowledge &amp; data is constantly being produced so there is always more to learn. * Literate inductive reasoning enhances understanding to make new knowledge useful. * Research model – complete but with some editing. * New information is always available &amp; there may be new information sources so there may be new information. * The characteristics of different types of information &amp; how it is affected by format.</td>
<td>* The processes for the discovery &amp; dissemination of new knowledge. * The characteristics of new information types &amp; how they may be used.</td>
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<th>Phase 2</th>
<th>Phase 3</th>
<th>Phase 4</th>
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<tr>
<td>Seven Pillars: 2, 3, 4, 6</td>
<td>Identifies and accesses appropriate bibliographical resources, archives and other sources of relevant information, including web-based resources.</td>
<td>Concludes advanced and complex searches, using a range of sophisticated information retrieval techniques. Recognises the importance of bibliometrics and citation.</td>
<td>A wide range of print and online resources, as appropriate.</td>
<td>A. Knowledge Base</td>
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<td>7. Information Systems and Management</td>
<td>Seven Pillars: 2, 4, 6</td>
<td>Uses basic data management and data processing systems, including word processing, spreadsheets, and databases.</td>
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Time for a nap?
The Seven Pillars & You

- What are your thoughts on the revised model?
- Can you envisage using it in your institution?
- What other lens would you like to see developed?
  - Undergraduate
  - Secondary School
  - Further education
  - Academic staff
  - Work based
I bet they can’t guess what I’m doing!!