The future of Information Literacy teaching – lessons learnt from the pandemic
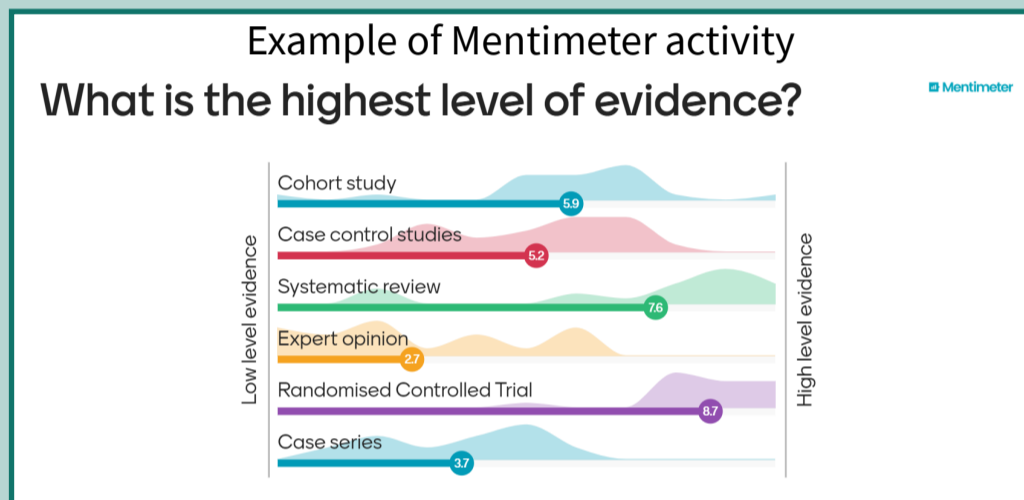
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Over the past year during the pandemic we have developed our information literacy (IL) teaching to work effectively online, integrating tools we were already using with a number of new, innovative ideas and technologies.

Learning technologies to enable effective engagement

We have been further developing our use of a range of different tools, such as Mentimeter, Padlet, Miro, Conceptboard , Google Slides and Box of Broadcasts to enhance student engagement within online learning.

Example of Mentimeter activity
What is the highest level of evidence?

Feedback has been very favourable and colleagues across the University have adopted our ideas.

> The videos were hilarious and super-useful in making the point.

> The interactive nature of the sessions made me understand it.

Online drop-ins and 1 to 1 appointments

Within the School of Medicine & Dentistry we transferred our successful weekly drop-in sessions to an online format using Blackboard Collaborate, as well as 1 to 1 appointments through MS Teams. These have proved a very successful alternative to face-to-face.

> Very efficient and got all my questions answered. Worked very well over Teams which allowed me to share my screen and get the advice I needed.

This provides a good basis for continuing with a variety of delivery methods going forward to ensure inclusive provision for a wide range of students.

Bitesize sessions

Complementing our longer sessions with PhD students we decided to extend our Bitesize webinar sessions, focussed on specific topics, no longer than 15 minutes.

Topics are lifted from our longer sessions and also include content we do not have time to cover elsewhere, such as Mendeley vs Endnote, SciFinder and Web of Science. Some are one offs, while those in high demand are repeated.

The sessions are very popular, with a minimum of five and sometimes over 20 attendees during this covid-19 period.

> Thanks for running this, "bitesize" is a good approach

Blended and asynchronous learning

Increase in student satisfaction compared to face-to-face session

Session addressed my needs

14%

Overall experience was positive

5%

The pandemic has increased the need for and use of blended and asynchronous learning within our information literacy teaching.

The 3rd year Evidence-Based Medicine teaching is an example of a new asynchronous module on our Virtual Learning Environment, QMplus. A number of functionalities of the platform, as well as some of the tools mentioned previously, ensured an interactive learning experience for the students.

Students engaged really well and feedback was positive, inspiring us to continue delivery of some of our teaching in a blended or asynchronous format in the future.

> One of the most concise, organised and informative online courses I have ever done

Whilst much of our teaching will no doubt eventually return to face-to-face we have, through necessity, undoubtedly learnt a number of lessons which will enable us to develop and improve on our IL teaching going forward.