Journal of Information Literacy

ISSN 1750-5968

Volume 6 Issue 2

December 2012

Article

Kelt, M. 2012. Developing SMILE using OERs and existing resources at Glasgow Caledonian University. *Journal of information literacy*, 6(2), pp.135-137.
http://ojs.lboro.ac.uk/ojs/index.php/JIL/article/view/PRJ-V6-I2-2012-3

Copyright for the article content resides with the authors, and copyright for the publication layout resides with the Chartered Institute of Library and Information Professionals, Information Literacy Group. These Copyright holders have agreed that this article should be available on Open Access.

"By 'open access' to this literature, we mean its free availability on the public internet, permitting any users to read, download, copy, distribute, print, search, or link to the full texts of these articles, crawl them for indexing, pass them as data to software, or use them for any other lawful purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. The only constraint on reproduction and distribution, and the only role for copyright in this domain, should be to give authors control over the integrity of their work and the right to be properly acknowledged and cited."

Chan, L. et al 2002. *Budapest Open Access Initiative.* New York: Open Society Institute. Available at: http://www.soros.org/openaccess/read.shtml [Retrieved 22 January 2007].

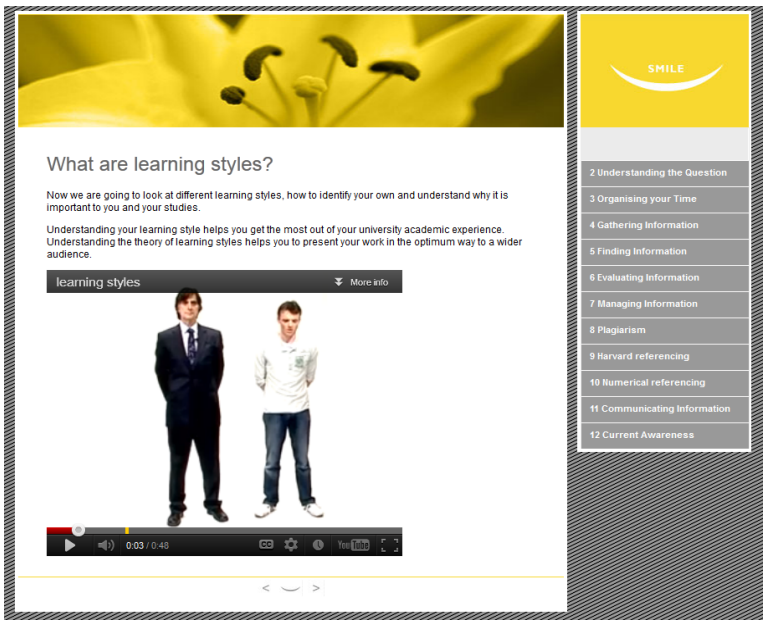
Developing SMILE using OERs and existing resources at Glasgow Caledonian University

Marion Kelt. Senior Librarian, Glasgow Caledonian University.
Email: m.kelt@gcu.ac.uk

Glasgow Caledonian University (GCU) has 17,000 students in various locations. SMILE is one of a range of support services provided by the Library and Learning Development Centres. SMILE (study methods and information literacy exemplars) is a one-stop blended learning package which teaches information literacy (IL) and communication skills.

SMILE was originally created as a JISC project by Imperial College, Loughborough University and the University of Worcester. It uses audio, video and web pages. At GCU, we have tailored it using a combination of our own materials and Open Educational Resources (OERs). The OERs were gathered from Jorum, the UK learning resources repository, and by using Creative Commons licensed material searches on Google.

Figure 1: A screenshot from SMILE showing embedded video



We changed the content to reflect GCU resources and added to the following units:

- **Understanding the question:** practice-based questions (PICO) and writing a research proposal
- **Gathering Information:** ethics and research and survey design
- **Finding Information:** existing GCU online database tutorials, workthrough guides and new Camtasia vidcasts. Information on systematic reviewing and using PRISMA to write up the search strategy.
- **Evaluating Information:** checklist for single articles and how to write a critical evaluation
- **Communicating information:** grammar tips, netiquette, poster presentations

Other sections have been added since LILAC 2012 at the suggestion of academics who have viewed SMILE.

GCU produced a list of 21st Century graduate attributes and we mapped SMILE to them. We also mapped it to the Confederation of British Industry (CBI) graduate attributes (CBI 2011), the National Information Literacy Framework Scotland (Irving 2009) and those in The Future of Undergraduate Psychology in the United Kingdom (Trapp et al. 2011). This showed some gaps in the SMILE course, so a number of new modules were created to include the following topics:

- **What is a student?** This module aims to help students cope with the changes from school to higher education. It looks at independent learning and learning styles. It helps international students who may come from cultures where independent learning is not encouraged.
- **Your digital footprint** deals with your web presence and the differences between personal and academic identity.

Once we made the changes, we ran a pilot project to see how best to use the package with students at GCU. The pilot project explored:

- **Making SMILE available on our VLE (Blackboard)**. The pilot proved to be successful after we moved SMILE from a library tab to a community so that we could gather usage statistics.
- **SMILE drop-ins for students staffed by three librarians who had worked on the project**. These were based in the 24-hour computer lab, in the hope that they would be more visible and accessible to students. These proved unpopular as students didn't want further help on individual topics.
- **Embedding SMILE in Blackboard modules**. This proved to be successful as when lecturers saw that they could deep link to individual SMILE units, they were keen to adopt it. Help and instruction is embedded into the work plan beside assignments and questions. Lecturers also suggested ideas for new content.
- **Lesson plans for short delivery**. These were unsuccessful as we found that it was better to do a separate training session on for example, plagiarism, and use SMILE for further information and revision.
- **Student feedback** was also gathered during the pilot to highlight areas for further development.

SMILE will be evaluated through usage statistics and student feedback. Some lecturers have also volunteered to run "mini surveys" over the next academic year. We would also like to share SMILE widely with the library and education community (see Resources).

This article is based on a paper presented at LILAC 2012.

Resources

A new edition of SMILE is now available from the learning repository Jorum (http://www.jorum.ac.uk/): http://dspace.jorum.ac.uk/xmlui/handle/123456789/17355
An open-access version is also available:
http://www.gcu.ac.uk/library/SMILE/Unit_1_vers3/start.html .
If you need further information or for a copy of the files then please contact the author:
m.kelt@gcu.ac.uk

References

CBI. 2009. *CBI Future fit: preparing graduates for the world of work.* [Online] Available from: http://www.cbi.org.uk/media/1121435/cbi_uuk_future_fit.pdf [Accessed 4 November 2012]
Irving, C. 2009. *Framework levels: Higher Education.* National Information Literacy Framework Scotland blog, 6 Feb.. [Online] Available from: http://caledonianblogs.net/nilfs/framework-levels/higher-education/ [Accessed: 4 November 2012]
Trapp et al. 2011. *The future of undergraduate psychology in the UK*. Higher Education Academy Psychology Network, York. [online] Available from: http://www.bps.org.uk/sites/default/files/documents/the_future_of_undergraduate_psychology_in_the_uk.pdf [Accessed 4 November 2012]