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Chan, L. et al. 2002. Budapest Open Access Initiative. New York: Open Society Institute. Available at: <http://www.soros.org/openaccess/read.shtml> [Accessed: 18 November 2015].

LILAC 2018: Interviews with bursary winners

Bethany Sherwood, Library Assistant, English Faculty Library, University of Cambridge

The Librarians' Information Literacy Annual Conference (LILAC) offers bursary supported conference places to librarians working in schools, further education, public, and health libraries. LILAC 2018 took place on the 4-6 of April at the University of Liverpool. Over the three days of the conference, I met up with the four 2018 bursary winners to find out about the unique ways they support and encourage Information Literacy (IL) in their different contexts.

This year's winners were Katie Barnard, a Clinical Librarian at North Bristol NHS Trust; Claire Ellis, Librarian at Rishworth School in Sowerby Bridge; Ruth Gould, Information Librarian at Aberdeen City Libraries; and Ed Wilkinson, Librarian at the University College Isle of Man (UCM).

Why did you want to attend LILAC, what were you hoping to get out of the conference?

Katie: I'd wanted to attend LILAC to pick up ideas and guidance for teaching, and have been able to this year because of the bursary. LILAC is also a great opportunity to break out of the health library bubble and see what is going on in other sectors.

Ruth: I've wanted to attend LILAC since I was a student and doing my MSc dissertation on Information Literacy. For me, this has been the right time to attend LILAC, as I am leading a new IL Working Group [at Aberdeen City Libraries]. I wanted to get new ideas for IL delivery, especially making it more fun and interactive. And it's just a great opportunity to see what's going on in the wider library world.

Claire: I heard about LILAC initially when I was doing my Masters dissertation as I was looking at IL within the context of the school I was working in. I'd not been able to attend before due to the dates usually falling in school term time, which is difficult as a solo school librarian!

Ed: I'm fairly new to IL teaching so want to capture as many ideas as possible. One of my responsibilities has been to create an IL programme from scratch, along with workshops and virtual material to support it. I've also started a forum for librarians in the Isle of Man so I'll be reporting back on LILAC at our next meeting.

What are the main ways you encounter information literacy in your role and sector?

Katie: Primarily in helping health professionals to find information, so teaching search skills like creating a query and knowing where to search, but we're also trying to teach how to evaluate information, such as possible biases within studies. It can be quite technical; I don't have a science background but I've picked up a lot!

Ruth: It's from each end of the extreme, from birth right through the whole spectrum! I give talks on finding health information online, and how to get the most out of Google (because people are always going to use Google!). We also do a bit with copyright and ethics, for example, sessions on image copyright in social media; it is very hands-on but has an underpinning in core IL skills.

Claire: In the previous school I worked in I wanted to run with IL training sessions for the students, but came up against senior management who didn't see it as part of my role. What drew me to my current role was that it had responsibility for IL provision. We run the Extended Project Qualification for sixth-formers, which moves through the whole IL process from an initial search question to presenting the findings at the end.

Ed: The main way has been in creating the IL programme for the college. The first session in the programme looks at finding the information and evaluating it, and the second looks at citations,

plagiarism and managing the information. I've also found FE students really like using advanced Google searches, so I've been putting together a session on using Boolean searching and restrictive searching. It's really about giving them the tools to do what they're doing already, but doing it better!

What are the main barriers and challenges to IL in your sector, and equally what are the positives of advocating IL?

Katie: One of the big challenges is hospital pressures, as we find that many people drop out of training sessions on the day. It's often the first thing that is dropped when there's a squeeze and people just need to get on with their jobs. The positives are working with very interesting people (when you actually get hold of them!).

Ruth: The biggest challenge is reaching the people who need help. Often the member of staff at first point of contact is not the best placed to meet the information need of the customer. Although they may have the knowledge to help the customer, they often don't have the time or may not feel 100% confident in answering more complex enquiries. We've started creating videos, such as '[Top tips to help find trustworthy health information online](#)', so that when people come in they can watch that and then move forward from there. The main joy is making a difference in people's lives. Recently I met with someone who wanted to know how to verify sources as an administrator for a health-related Facebook support group. After the session, her confidence session really grew from gaining the skills to manage the information being posted.

Claire: In school, viewpoints can range from being very pro-library and recognising the expertise of the librarian, to seeing the librarian more as a member of admin staff. I like the autonomy of school librarianship and that the success of my department reflects the work that I do. I can really run with ideas and see if they work. And that children tell you what they think of you, so you get very quick feedback!

Ed: Getting IL embedded has been tricky. The keenness of various departments within the college varies a lot, but as a few departments have developed interest it's got others interested. A well-received session has been building a personal search thesaurus with the students allowed to use their own smartphones (which they're usually surprised that they're allowed to do).

What will you be taking away from the conference?

Katie: It's been my first time presenting at a non-health focused library conference, so that's been a real confidence boost. As well as meeting other people from other types of libraries, and finding out what they do and how IL looks different in their sectors.

Ruth: Using Lego! The session I attended [Michelle Bond's *Teaching Referencing Using Lego Masterclass*] looked at using it in referencing but I want to try using it for copyright training.

Claire: The need for increased IL engagement within libraries outside of the academic sector. If we're committed to the new [CILIP IL definition](#), which includes life-long learning and citizenship, we need to be drawing people in from outside of just university libraries.

Ed: There's loads! I'm really interested in augmented reality, which really grew out of my MA in History and Heritage. It's been good to think about the IL literacy skills that are needed for interacting with information in an augmented form. Obviously, the networking has been important, connecting with communities of knowledge and practice that can spin off and develop into wider circles.



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