Taking Salford students out of the classroom and onto the streets, into libraries and onto the Web

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Agenda

- Where we are now….
- CILASS - the project
- IBL learning
- The redesigned module
- Where we aim to be….
Where we are now…..

• Based at Salford Business School
• PLES a Level 2 module
  – concerned with computer/technology legislation, privacy and surveillance technologies, ethics of IS

• We started to introduce innovative teaching methods in previous year.

• Feedback has informed the redesign

• Looking to change……..
CILASS - the project

- **CILASS**: Centre for Inquiry-based Learning in the Arts and Social Sciences
  - CILASS offers external IBL grant schemes of up to £4000 via HEA Subject Centres
- Based at Sheffield University and funded by HEFCE
- CILASS is committed to supporting development and innovation in IBL, with the aim of embedding inquiry at the heart of the student learning experience
The study

• Runs May 2009 - Apr 2010
• Methodology
  – Action research approach
  – Qualitative data via video of sessions, focus groups
  – Quantitative data via anonymous surveys throughout
  – Ethical approval obtained from REP
• Module redesigned summer 09 and will run semester 1 09/10
• UG Year 2 BIS / BIT / ICT /eCommerce students
IBL learning

- IBL is a term used to describe approaches to learning that are based on a process of self-directed inquiry or research.
- Students conduct inquiries to facilitate exploration and are encouraged to engage actively and creatively with the problems of their discipline (Khan and O´Rourke, 2005)
7 Pillars of information literacy

SCONUL Seven Pillars Model for Information Literacy

- Recognise information need
- Distinguish ways of addressing gap
- Construct strategies for locating
- Locate and access
- Compare and evaluate
- Organise, apply and communicate
- Synthesise and create

Information Literacy

Novice  Advanced Beginner  Competent  ProScientist  Expert
The re-designed module

- Gone is the traditional format.
- Twelve weeks split into 3 activities in blocks of 3 weeks.
  - Week 1 – the concept
  - Activity 1 – CCTV
  - Activity 2 – Privacy
  - Activity 3 – IPR/creative commons
  - Week 11 – expo
  - Week 12 – revision and wrap up
Activity structure

• **Trigger**
  – Practical exercise
  – Resources to help students identify body of knowledge

• **Theory / Literature** which the activity leads to

• **Contribution to collaborative wiki or other resource**

• **Synthesis session**
Activity example

- **Activity / Inquiry 1**
  - CCTV subject access, freedom of information request (on no of CCTV cameras)

- **Trigger Activity:**
  - CCTV: to be captured on film and make access request.
  - FOI: to do outside activity that estimates number of CCTV cameras in a given area (e.g. on Manchester Council owned buildings) and then make FoI request to confirm.

- **Trigger Resources:**
  - Information Commissioners Website given as basic resource, Innocent in London as advanced

- **Theory / Literature which activity leads to:**
  - Data Protection Act, Freedom of Information Act
Assessment

• Expo
  – Students to present findings on an assigned topic
  – Presentation to make use of web 2.0 technologies: video / website / wiki

• Exam
  – Part 1: Students given outline of new topic for exploration. Explain how to approach the research for the topic and how to present the information discovered
  – Part 2: Reflection on individual learning and groupwork processes for one of the 3 activity areas
    • to include some demonstration of subject knowledge
Emerging technologies
Where we aim to be....

- We are organising IBL workshop facilitated by CiLASS and showcasing our study to faculty
- Write up our findings and publish
- Introduce IBL into other modules UG and PG we teach on
- Looking for future research funding to grow IBL teaching (notebooks, white boards, Flip cameras)
Resources

• http://www.flickr.com/photos/wegwijsbijdeuba/2655076769/
• http://www.flickr.com/photos/tapascreation/2511778084/
• http://www.flickr.com/photos/dgilder/3843882315/in/set-72157622107057424/
• http://www.shef.ac.uk/cilass/resources/respub.html
• http://www.flickr.com/photos/lebeus/1935620664/
• http://www.sconul.ac.uk/groups/information_literacy/sp/model.html
• http://www.flickr.com/photos/sofie_photo/3178413324/