ILG research Bursary Proforma

April 2015.

(NB all boxes expand) (See pages 3 & 4 for instructions)

1. **Project Title (maximum 10 words)**

On the move: transitioning information skills into the workplace

2. **Principal Investigator**

Dr Charles Inskip, Lecturer, Department of Information Studies, UCL, Gower Street, LONDON, WC1E 6BT, 020 7679 3753, c.inskip@ucl.ac.uk

3. **Co-Investigator(s)**

Dr Sophia Donaldson, Careers Consultant, UCL Careers, 4th Floor Student Central, Malet Street, London, WC1E 7HY, 020 3549 5918, sophia.donaldson@ucl.ac.uk

4. **Partner(s)**

Kieron Jones (UCL Library), Steve Rowett (UCL E-learning), employer (tba), MA LIS student (tba)

5. **Summary of the project – If the project is funded, ILG will use this in any publicity material or announcements. (Maximum 300 words)**

Information literacy is a key life skill for students and graduates. However, there is little awareness or use of information literacy research in careers services, graduate recruitment, and workplaces. Examining the disconnect between higher education and the professional world will help careers and related services to better prepare students for the path ahead. This project will foster engagement between stakeholders (librarians, careers staff, employers, job-hunters) and help library and careers staff to understand the information skills graduates need in their early careers. It is vital that careers staff are aware of the working world. They use a range of labour market reports to inform their work, but these reports do not contain sectoral-specific details on the use of information skills. This project will produce a valuable additional resource in the form of a pilot information skills mapping e-resource tool which will help students and support services more effectively design, develop and communicate transferable competencies.

Crucially, this collaborative work will examine the financial sector, which is of interest to many students; the Financial and Insurance sector being in the top five of most common destination for UCL graduates for the last nine years. It will act as a pilot for wider cross-sectoral work in future. The insights of careers services will be integral to this project, enabling a new opportunity to develop a wider view of information literacy issues, which are currently strongly located within library silos. Research on workplace learning will be used to inform the project design and analysis, encouraging cross-fertilisation of ideas.

A workshop presenting the project and the tool will be targeted towards employers, careers services, candidates, librarians and academics in an attempt to develop and strengthen cross-

disciplinary links and contribute to the development of strategies enabling transition of information literacies from HE into employment.

6. **Risk assessment – Please state any risks you envisage on a scale of 1 to 5 with 1 being low and 5 being a high risk**

Reputational damage to university caused by poor research practices (1)

Reputational damage to CILIP ILG caused by poor research practices (1)

Reputational damage to research community caused by poor research practices (1)

Legal / financial: breach of duty or care towards participants or researchers (1)

Legal / financial: breach of contract through non-delivery or late delivery research to funder (1)

Travel risks for researchers to and from data gathering exercises (1)

Data collection in unfamiliar location may place researcher in danger (2)

Research participant in danger of harm to self or others (1)

Discussion of sensitive subject may cause distress to participant (2)

Whistle-blowing by participant may cause distress to participant (2)

Data collection in groups may cause disagreements / conflict (1)

Disclosure of information about poor practice may cause distress to participant (1)

Disclosure of unmet health or social care needs may cause distress to participant (1)

Staff sickness (1)

Staff turnover / redeployment (2-3)

Lack of engagement by participants (2)

7. **Stakeholders**

Students / job-hunters

Careers advisors in higher education

Human resources professionals

Librarians

Other services in HE supporting students (eg E-learning, personal tutors)

8. **Aims and Objectives**

Aims:

1.   To identify variations in stakeholders' conceptions of information literacy in the financial sector

2.   To develop an online resource to support transferability and transition of information literacies from higher education to workplace settings

Objectives:

1.	Review relevant literature and preliminary work examining careers texts

2.	Taking a phenomenographic approach, gather qualitative data from 25 interviews and 4 focus groups from a range of stakeholders within financial sector

3.	Gather official texts relating to information use within the sector

4.	Identify varying conceptions of information literacy from analysis of vocabularies and thematic patterns of description using CAQDAS (Computer Assisted Qualitative Data Analysis) software

5.	Compare results to previous work on careers skills and competencies texts

6.	Make recommendations, drawn from the analysis, for strategies to support transition of information literacy competencies into workplace

7.	Develop simple proof-of-concept online resource enabling comparison between vocabularies

9. Milestones

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10
Planning	■									
Identify short list of employers	■									
Approaches to employers inviting involvement	■									
Focus groups (employer / employee)		■								
Interviews (employer / employee)		■	■							
Focus group (candidates)			■							
Interviews (candidates)			■	■						
Transcription		■	■	■						
Gather related texts		■	■	■						
Analysis		■	■	■	■	■				
Submit workshop proposal					■					
Invite key workshop participants ('hold the date')					■					
Announce workshop through listservs, networks etc							■			
Write report							■	■		
Infographic design								■		
Report layout design								■		
Write journal article								■	■	
Print report									■	
Deliver workshop										■
Write final report										■
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10

10. Description (Maximum 1,000 words)

Information Literacy, an essential part of lifelong learning, is considered a "basic human right in a digital world" by UNESCO (2006). Currently, the QAA Themes of Student Employability and Digital Literacy are strongly linked to this area. This project explores two key areas of ILG concern: workplace, and transition from HE to work, and takes a collaborative approach, drawing together LIS academic staff with library, careers and e-learning services. There has been extensive research and development of practice in the delivery of information literacy and digital skills in higher education. There is a smaller base of research into information literacy in the workplace. It has been shown, however, that there are important issues around the lack of transition of skills, competencies and attributes relating to information use from education to the workplace (Goldstein, 2014; Inskip, 2014; Williams, 2014). Employers have identified problems around graduate employees being unable to adapt their information capabilities from the study context to the work environment. This is partly caused by different contexts, such as sole study in education vs group working practices in employment, and learning outcomes which do not always relate to employability attributes. This area of research is becoming increasingly significant as the demand for knowledge workers' information and digital capabilities in the global knowledge economy continues to grow.

Current work by the lead applicant explores vocabularies around information literacy in education and careers services (Inskip, 2015a, b). Preliminary results support the view that there is a semantic gap between these contexts. A clearer understanding of this language barrier may enable more effective delivery of information literacy within higher education and contribute towards employability through supporting students' transition into employment. Recognising the difference in contexts will allow the development of relevant interventions both in higher education and workplace settings, while communicating transferable information and digital capabilities in the language of the employer may increase the employability of applicants when applying for jobs.

The activity proposed here will take a phenomenographic approach, a popular methodology in information literacy research, which can lead to insights into differences between ways of thinking about a topic or concept. Rich and detailed qualitative data will be gathered from an employer, employees and current UCL student job candidates in the financial services sector, through up to 25 interviews and 4 focus groups. Related workplace texts (job descriptions, uncompleted appraisal forms, statements from professional associations and trades unions) will also be collected. All texts will be anonymized and written informed consent will be sought from all participants. Ethical approval will be sought through established institutional channels. The language around information use in the targeted profession, drawn from the financial sector, will be analysed in order to investigate the employer, employee and candidate conceptions of information literacy in their work context. We will focus on one workplace in order to give deeper insights into this professional context. A comparison will be made between employer, employee and candidate conceptions, using vocabularies and thematic patterns of description to determine the extent of disconnect between these stakeholders views.

The collaborative nature of the team is fundamental to this research. The principal investigator is a MA LIS researcher and lecturer with a strong interest in information and digital literacy, who has been exploring vocabularies around information use in careers texts and presented on this work at LILAC 2015. The co-investigator is a careers officer within UCL Careers and has research experience, and her insights from her professional role will be integral to relationship management, analysis and dissemination strategy. The partners are drawn from stakeholders in the work: a UCL Libraries subject librarian will provide insights into the relationship between the library offer and employment and access to resources and individuals involved in the development of information and digital literacies; a UCL E-learning staff member currently involved in the QAA Digital literacies theme will support with advice on the digital literacies aspects of the project and the pedagogical and functional framework for the proposed resource; a current MA LIS student will be recruited to provide research support, helping to develop their research skills; targeted employers will provide access to staff and documentation.

The findings will be disseminated to the library, careers and workplace communities with a view to providing insights into the development of appropriate strategies to meet the challenges of transitioning information skills from higher education into the workplace. A pilot information skills translation e-resource/tool will be developed which will facilitate transferability of information skills from Higher Education into the workplace. This online tool will draw from the research findings and provide guidance for users on how the information and digital literacies they develop during the course of their studies map to skills, competences and conceptions in their workplace setting (in this case, finance). This guidance will support their CV-writing, for example, and identify transferability of their information and digital literacies and has the potential of enhancing their employability in a highly competitive market. It will be open to all, under Creative Commons license, and not restricted

to UCL students. While focusing on one sector, this project anticipates future work which would explore these conceptions across employment sectors and would build on the development of the proof-of-concept support tool anticipated as output here.

References:

Goldstein, S. (2014) Transferring information know-how: Information literacy at the interface between higher education and employment. Available online at http://www.researchinfonet.org/wp-content/uploads/2014/09/Report-on-transferability-of-IL-beyond-academia-FINAL.pdf [accessed 15 Nov 2015]

Inskip, C. (2014) Information literacy is for life, not just for a good degree: a literature review. Available online at http://www.cilip.org.uk/sites/default/files/documents/IL%20in%20the%20workplace%20literature%20review%20Dr%20C%20Inskip%20June%202014.%20doc.pdf [accessed 15 Nov 2015]

Inskip, C. (2015a) What is workplace information literacy? A comparison of views from the chalkface and the workplace. LILAC Conference presentation available at http://www.slideshare.net/infolit_group/inskip-lilacslidesto-be-revised [accessed 15 Nov 2015]

Inskip, C. (2015b) Making Information Literacy Relevant in Employment Settings. Online Searcher 39 (4) pp 54-57

Williams, D. (2014) Information Literacy in the Workplace: An annotated bibliography. Available online at http://www.researchinfonet.org/wp-content/uploads/2014/01/Workplace-IL-annotated-bibliography.pdf [accessed 15 Nov 2015]

_____

11. Dissemination strategy (maximum 500 words)

A peer and public engagement workshop (approx. 50 attendees drawn from employers, careers advisors, librarians, academic staff) will take place at the end of the project, at a targeted careers professionals conference (Association of Graduate Careers Advisory Services – AGCAS), and an information literacy conference (European Conference on Information Literacy – ECIL). The purpose of the workshops will be to encourage debate around the use of information in the workplace and to explore strategies, such as collaborative approaches between libraries and careers services, which could be adopted within HE to enable transition of skills. Although it is too early to anticipate the research findings, the workshop discussions will be informed by the conceptions of information literacy of the employer, employee and candidate and will give voice to these stakeholders in the ongoing information literacy policy and practice debate, represented by the QAA themes of Student Employability and Digital Literacy for 2015/16. The workshops will launch the publication of the research report: an accessible analysis of the data around the stakeholder voices, supported by a visual summary in the form of an infographic. This infographic will be professionally designed and will reflect the time-poor budgets of the participants, communicating complex research findings in an accessible and memorable manner. The information skills mapping e-resource tool will be demonstrated at the workshop and will act as a proof-of-concept for a cross-sector translation tool. We currently envisage this tool as being an online resource which will help job applicants to map their skills and competences to those required in their chosen job destination, helping them to highlight the transferability of these skills and competences when applying for posts within the sector. It will support their advisors (library, careers) by identifying workplace skills for the sector, which will inform development of information and digital literacy interventions to support transition

into the workplace. It will support employers by helping them to gain insights into how university skills map to their sector.

A journal article will also be co-written by the research team and submitted to Journal of Workplace Learning in a further attempt to widen the awareness of the information literacy issues underpinning this work. Impact is anticipated in terms of development of the collaborators' practice within UCL Careers relating to insights around employability issues of their candidates and the lead applicant's teaching of library and information professionals, many of whom will be delivering information literacy to students in future employment.

Professional press will also be targeted for publication (CILIP Update, AGCAS' Phoenix). Announcements will be made via social media and findings and other documentation will be published on a research blog and uploaded to the UCL Open Access Repository. Word-of-mouth promotion via networking at conferences and other relevant events will also be used to raise awareness within the communities.

A short summary of the project will be provided to the ILG for web or Journal of Information Literacy publication.

All publications and anonymized data gathered during the project will be made available on the UCL Discovery Open Access repository.

12. Outputs

Research blog (ongoing through project)

Peer reviewed journal article (after completion)

Articles in professional publications

Presentation at related conference (preliminary and completion)

Infographic (on completion)

Pilot information skills mapping e-resource tool and report (workshop on completion)

13. Evaluation strategy

The evaluation strategy should seek to answer the following questions: How will progress of the project be monitored? To what extent were the project objectives met? What was the impact of the project? What is the added value of the project?

Progress will be monitored by regular meetings (online / face-to-face) with the partners, and mapped to Milestones (9). The meeting of the objectives will be determined by internal reflection and discussion and the partners and an independent external reviewer, who will comment on the draft of the final report before submission. The reach will be measured by the range and level of workshop attendees and their feedback, social network and other media statistics (readership of professional publications, web logs etc), in the longer term it is anticipated that there will be the publication of a peer-reviewed journal article and conference attendance. The impact will be measured by follow-up questionnaires and interviews with selected participants to establish the extent to which the outputs have changed their attitudes or behaviours, and longer term evaluation of use and effectiveness of the e-resource through student and employer feedback and uptake in the wider HE community. The added value of the project will also contribute to cross-department and cross-service conversations not only within the institution but externally, helping participants to develop sustainable networks and encourage the sharing of good practice.

14. Financial breakdown

Activity	Cost (est)
Salary (Principal investigator) (24 days)	£institutional contribution
Salary (Co-investigator) (24 days)	£institutional contribution
Salary (UCL Library) (5 days)	£institutional contribution
Salary (UCL E-learning) (5 days)	£institutional contribution
Salary (MA LIS student) (5 days)	£institutional contribution
Interview / focus group facilitation and travel	£1000
Transcription	£1500 (outsourced)
Infographic and report design	£750
Printing	£750
Public engagement workshop	£1000
UK Conference fees (AGCAS) x 2	£1000
International conference fees (ECIL) x 2	£1000
Conference travel / accom x 2	£2000
Contingency	£1000
Total	**£10,000**

15.

ILG research bursary proforma - instructions

General comments

When writing your text, please be as concise and clear as possible. Write your bid for intelligent non-expert, avoid jargon, acronyms and abbreviations. Make sure that your bid addresses as many criteria as possible as specified in the call document. All word limits are to be strictly observed – exceeding the limit specified will automatically disqualify the application.

Where sections do not apply e.g., Co-Investigator please insert 'N/A'.

1. Project Title

Short and imaginative titles are preferred that capture the imagination and convey the essence of the project.

2. Principal Investigator

Please insert your full name, job title, affiliation, postal address, telephone number and email address. **The Principal investigator must be a member of the ILG**.

3. Co-Investigator(s)

These will be colleague(s) who will share the doing of the research and will incur their own costs. Please insert full name, job title, affiliation, postal address, telephone number and email address of all co-investigators

4. Partners

These will be individuals or organisation involved in the research but not actually carrying it out and therefore do not incur a cost. These could be 'research buddies' (academics or researchers you have enlisted to help with the methodology, etc.). Please insert full name, job title, affiliation, postal address, telephone number and email address of all co-investigators

5. Summary of the project

If the project is funded ILG will use this in any publicity material or announcements. (Maximum 300 words)

This is to be written in an informal style to communicate the project to the wider community and media.

6. Risk assessment

Please state any risks you envisage on a scale of 1 to 5 with 1 being low and 5 being a high risk

7. Stakeholders

This is anyone who might have a direct interest or who may benefit from the project – for example school children, teachers or business owners etc.

8. Aims and Objectives

These should be SMART (specific, measurable, achievable, relevant and timely) objectives that meet funders' criteria

9. Milestones

This is the detail of the project plan and can be in the form of a simple Gantt chart.

10. Description (Maximum 1,000 words)

This is the candidates opportunity to explain the project in more detail and could address issues such as why this project and why now? Also how the project will be carried out.

11. Dissemination strategy (maximum 500 words)

How will you make sure that your work and its findings reaches the widest possible audience? This might include all or some of the following: seminars, blogs, webinars, conference papers, press releases, YouTube etc.

12. Outputs

These are tangible artefacts such as webpages, blogs, a learning and teaching resource, peer reviewed journal articles, books, book chapters and so on.

13. Evaluation strategy (maximum 500 words)

The evaluation strategy should seek to answer the following questions:

How will progress of the project be monitored?

To what extent were the project objectives met?

What was the impact of the project?

What is the added value of the project?

14. Financial breakdown

This will include:

Amount requested and why for example, salary costs, travel and subsistence and conference fees.

This should be in the form of an itemised list of each separate cost. Maximum allowed £10,000, in practice we anticipate bids for smaller amounts than this.

If you have further queries about this form please contact:

Dr Geoff Walton: geoff.walton@northumbria.ac.uk

Andrew Walsh: a.p.walsh@hud.ac.uk

Please return this form to: cilipilg@gmail.com

Deadline for bids: 1st July 2015 and 1st December 2015

Successful candidates will be notified during August 2015 and January 2016

It is envisaged that projects will start between August 2015 and March 2016