

Program with abstracts
Creating Knowledge Conference

Tromsø, Norway, June 3-4, 2021,

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Thursday 3 June

09.00-10.00 KEYNOTE

Karen Douglas (University of Kent, UK)

The psychology of conspiracy theories

Abstract:

What psychological factors drive the popularity of *conspiracy theories*, that explain significant events and circumstances as secret plots by powerful and malevolent groups? What are the psychological consequences of adopting these theories? In this talk, I will review research that attempts to answer these questions. This research suggests that belief in conspiracy theories is driven by motives that can be characterised as epistemic (understanding one's environment), existential (being safe and in control of one's environment) and social (maintaining a positive image of the self and the social group). However, whether or not these motives are satisfied by conspiracy theories remains an open question. In fact, current research suggests that conspiracy theories may further frustrate, rather than fulfil, these psychological motives.

10.30-11.55 Parallel sessions

A [Presentations]

A1 Hannah Pyman & Keziah Gibbs (University of Essex, UK)

Innovative teaching in a new normal: Creating new ways to deliver virtual information literacy and research support training.

Abstract:

With 2020 bringing unprecedented circumstances for us all, at the University of Essex we've been striving to move our previously in-person information literacy and research support teaching online. In doing this, we wanted to see the unexpected situation as an opportunity for improvement and increased engagement. This has required innovation and creativity, and has led us to deliver our training in a range of different formats. These formats include: online tutorials, YouTube videos, virtual workshop sessions, and mixed-media webpages using Springshare's LibGuides software.

By using a variety of solutions to reach our users, we have seen take-up for our teaching offer increase beyond our previous numbers. We believe this is in no small part due to our online resources' ability to reach students in various locations and situations, including those working across campuses, outside of the UK, and those who may have other commitments alongside their studies. As well as this, we have been able to increase the accessibility of our teaching by ensuring our newly created online teaching materials meet UK web accessibility standards.

In this presentation, we will share the lessons we have learnt in our shift to online teaching. We will explore the different technologies used to achieve this, discussing what has and hasn't worked in our aim to increase the scope and interactivity of our information literacy and research support training. We will include feedback from participants, and will explore how we intend to broaden our offer further in the future. Ultimately, our presentation will demonstrate how the unusual situation of 2020 led us to innovate in new and interesting ways.

A2 Jessica Lönn-Stensrud, Julie Skattebø, Tone Gadmar & Heidi Konestabo (University of Oslo, Norway)

From black screens to student success

Abstract:

The academic training in higher education is a profound part of the university social responsibility. Not only should students be strong within their academic subject, they should also gain generic skills for their future professional career. Information literacy skills helps the students become lifelong learners and contributors to society by learning them to find, evaluate, organise, convert, and communicate information (1). These skills help the students master writing in different genre, finding reliable sources, critique research, separating theories from evidence-based claims, and being able to distinguish which science is reliable. And in today's digital society, these skills will be crucial.

But how do you teach these skills in a world that turned digital overnight?

In a third semester pharmacognosy course, students write a project assignment about plants as drugs. The assignment is limited to 8 pages. Despite being offered a voluntary two-hour course form the library, the subject teacher reports that students have been struggling with finding, evaluating, and using sources. Especially proper and correct use of sources has been a problem. Facing having to teach 60 students in literature search and citation practices with black screens, we came up with an alternative plan for how to train the students in finding, evaluating and using sources in a digital world. This resulted in a better understanding and higher attendance. Here we will tell you about the alternative plan, how we handle black screens and the outcome.

A3 Gustav Svihus Borgersen (Norwegian University of Science and Technology)

The Virtual Library: Connecting NTNU

Abstract:

In a span of just a few weeks in April 2020, The NTNU Virtual Library (VL) was established and launched. The service opened on April 28th and became a prioritised section of the NTNU University Library (UL) in a matter of months.

By the opening of the autumn term 2020, what started as a digital solution for library counter and guidance, open 2 hours daily and staffed by a handful of people at NTNU UL, has developed and grown further. We are now open six hours daily and close to 50 staff members engage in counter services, guidance, and course activity. Additionally, the management at NTNU UL has defined the VL as a service and section on par with the University Library's other services and sections.

The operational team at NTNU VL is made up of library staff from all three NTNU city campuses and is responsible for rosters, course planning and further development of the service. The operational team has also established contact with other libraries in Norway to exchange information about digital library services that have arisen during the lockdown conditions of 2020.

The VL has offered courses in EndNote, Zotero, LaTeX/BibTeX/Nvivo and "Shut up and write". We have also made service agreements with the NTNU Office of International Relations and the student organisation MAKE NTNU, which runs the UL's Makerspace, the latter of which has arranged several courses through the VL, for example courses in 3D printing. Other activities instigated by the VL include a project called "Kickstart Your Thesis 2020", which was an event hosted within the VL. The Facebook page for this project has 400 members as of now, and many of these are NTNU students abroad who need following up and access to scientific resources at NTNU remotely. A major digital writing workshop for all students and employees at NTNU is also in the planning stages.

The establishing of The Virtual Library has enabled several new discussions about and insights into digitalization at NTNU, cf. the subjects from the next Creating Knowledge 2021. What happens to courses when they move from their subject specific environments to an open online service? How does a digital service connect campuses closer?

B [Presentations]

B1 Philip Russell (Technological University of Dublin)

Be media smart: A national media literacy campaign for Ireland

Abstract:

This paper presents Ireland's public awareness campaign – 'Be Media Smart' - which was launched in Spring 2019 to combat misinformation and fake news and encourage people of all ages to stop, think, and check that information they see, read or hear across any media platform is reliable. Be Media Smart is an initiative of Media Literacy Ireland (MLI), an independent group facilitated by the Broadcasting Authority of Ireland (BAI) to enhance Irish people's understanding of, and engagement with, media. Group members include large media and social media companies, Government bodies, libraries, academia and voluntary sector organisations.

The paper will provide an overview of this national campaign particularly in terms of how a range of organisations including all library sectors worked together to help empower Irish citizens to make informed media choices about the media content and services that they consume, create, and disseminate across all platforms. Some of the key observations and findings of the Be Media Smart campaign will be presented including the role of libraries and the value of the cross-sector collaborative approach. Challenges, lessons learned and future development plans will also be outlined.

'Be Media Smart' provides a best practice example of how a unique Irish initiative has helped to advance media and information literacy at national level.

B2 Jessica Thorn (University West, Sweden)

An academic kickstart: How librarian involvement enhances students' academic literacy

Abstract:

In 2017 only 30 students out of 120 in the nursing education program passed the examination assignment, a scientific report, on their first course. The coordinators of the course set out together with their liaison librarian to change the depressing scores. They developed change in the course content and assignments were made to strengthen the students' academic literacy. The teachers offered lectures about the nursing profession, science and nursing theory, the research process, ethics, communication and scientific writing. The liaison librarian developed a set of five lectures, workshops and a reference quiz. The content of the five lectures is:

- Brief library introduction
- Reference management in Active Learning Classrooms
- How to search for references and how to review scientific articles, lecture and workshop
- How to search for scientific articles in Cinahl, lecture and workshop
- An open five-hour workshop together with librarians, Supplemental Instruction leaders¹ and writing instructors from the Language Resource Center

Instead of diminishing the academic literacy demands, the course content has been increased with extended academic literacy training and the students' tasks rely more than ever on scientific grounds. The changes were made to give all the students prerequisites to successfully pass the course carrying more knowledge with higher academic literacy and thus being better equipped for the rest of their education. This semester 90 of 120 students passed the scientific report examination on their first attempt.

This session, An Academic Kickstart, will explain how the developmental change evolved and how the principles of andragogy and the implicit effort to locate the students' point of departure have enhanced the students' learning process and academic literacy.

B3 Elisabeth Näverå & Anna Karin Olsson (University West, Sweden)

Library-faculty collaboration in the light of a business administration bachelor's program: "A Scientific Wave"

Abstract:

This paper elucidates the process of creating and maintaining a successful librarian-faculty partnership which originally was intended as a quality improvement tool for a bachelor program in business administration at University West, Sweden. In 2012, after receiving criticism from the Swedish Council for Higher Education regarding the learning outcomes of students' information literacy skills within the field of business administration, the process of regeneration started.

A quality improvement process called "A Scientific Wave" was initiated to support the student's development regarding skills in critical and analytical approaches, presentation techniques and media and information literacy skills. The Scientific Wave includes different quality aspects and applies a holistic approach to improve education quality and accentuate progression of knowledge throughout all courses of the program. Furthermore, work-integrated learning, WIL, is applied as an educational and pedagogical model throughout the program to reinforce the link between work life and learning - theory and practice. Earlier research states that successful integration of media and information literacy in higher education should be based on close collaboration between librarians and discipline faculty, strategic anchoring and visualization in curriculums, syllabi, course objectives and examinations, and developed in line with the mission of the university. The Scientific Wave is here viewed as a co-creative continuous process based on the separate but still complementary skills of librarians and faculty to provide students with tools for critical and creative thinking in today's digital society.

13.00-14.00 KEYNOTE

Roger Säljö (University of Gothenburg, Sweden)

Learning in a designed world: Information literacy from rock carvings to apps

Abstract:

Human beings have an incredible talent for learning and for converting the insights they make into technologies. Some of these technologies (hammers, knives, bicycles etc.) transform our bodily capacities; they change the way we interact with the world when we repair an object or move between places. Other technologies (numbers, writing systems, texts, calculators) transform our capacities to think, remember, solve problems and communicate with fellow human beings. These symbolic technologies, as the evolutionary psychologist Merlin Donald calls them, play a decisive role for our capacity to learn, to preserve information and, more generally, to think at the individual as well as collective level. And these technologies are restless, they change continuously. In a designed world, our intellectual capacities are dependent on our abilities to productively utilize such external resources in what we do. What we know is no longer exclusively beneath the skin or between our ears.

14.30-16.25 Parallel sessions

A [Presentations]

A1 Andrew Whitworth (University of Manchester, UK)

An archaeology of information landscapes

Abstract:

In its modern form, information literacy was named by Zurkowski (1974), but humans have been creating and using information landscapes since prehistory. Lloyd (2010, 9-10) describes these landscapes as “intersubjectively created spaces that have resulted from human interaction, in which information is created and shared and eventually sediments as knowledge.” It can be surmised that evidence of these landscapes, even from centuries ago, should be visible in the present, including the physical structures and associated graphical and discursive maps (Whitworth 2020) that help users navigate the space and communicate practices to others.

This presentation discusses an archaeological study of information landscapes both ancient and modern, based on questions such as:

- What is the form of the landscape?
- What practices are evident within this landscape? How do these make learning possible?
- How is authority distributed over these practices?
- Who has stewarded the landscape?
- What knowledge ‘sediments out’ of these landscapes as they have been deposited?
- How have these landscapes been made sustainable?

Two landscapes will be examined in detail. First, medieval world maps, including the Map Room at the Vatican and the Mappa Mundi at Hereford, UK. These maps are oriented to helping users navigate not only the geographical landscape but the landscape of ecclesiastical authority and power. Second, the landscape emerging from the Legacies of British Slavery project (<https://www.ucl.ac.uk/lbs/>). This is an example of how research and mapping conducted in the present time has revealed landscapes that were significant, but obscured by politics and power, both 200 years ago and in the present. This study shows how archaeology, in its own right, is a significant expression of information literacy.

In summary, investigating landscapes and maps in this way reveals how IL can be developed through a *critical pedagogy of place* (Gruenewald 2008).

A2 Chris Morrison (University of Kent, UK)

Creating a copyright literacy strategy: A collaboration between library and academic staff

Abstract:

This presentation reports on the University of Kent's Copyright Literacy Strategy. The strategy was published in July 2020 to raise awareness of copyright amongst staff and students. This helps minimise the risk of copyright infringement, as well as preventing copyright being a barrier to innovative teaching and research.

This work builds on a multinational research project to assess the copyright literacy of information professionals (Todorova et al, 2017) and further research in the UK to understand copyright literacy within higher education institutions (Morrison & Secker, 2015; Morrison & Secker 2017; Morrison, 2018). The research has found that copyright is a source of anxiety for library staff who are often expected to have a high level of knowledge of copyright issues. This proves challenging when addressing university staff and student activity, and there is a need for nuanced conversations about application of copyright exceptions and risk managed approaches (IFLA, 2018).

Copyright has also been identified as a key issue at the intersection between information literacy and scholarly communication (ACRL, 2013). This is particularly relevant when advocating for open science and open scholarship such as identifying and using Creative Commons licensed content.

The University of Kent copyright literacy strategy sets out a vision for raising awareness of copyright issues (University of Kent, 2020). It was developed in collaboration between academic, library and other professional services staff and is intended to encourage its staff and students to take a critical yet responsible approach to managing use of copyright material. This presentation will explain the methodology used to consult with relevant stakeholders and address the tensions between different elements of the University. It will outline the key principles and values behind the strategy and report on practical benefits of adopting a strategic approach to copyright literacy.

A3 Pål Steiner, Ingunn Rødland (University of Bergen), Christian Højbjerg Hansen (Royal Danish Library) & Henry Langseth (University of Bergen, Norway)

The ABC method as a tool for blended learning course development at Bergen University Library

Abstract:

Embarking on planning and design of new library courses, or just even redesigning them, might be challenging in an everyday busy schedule. Especially if you want to try out new digital applications or features that could give the training an edge towards students, often prejudiced to what they can expect from a traditional library course. Ideally you engage colleagues and even students and faculty members in such a process. But how can you allocate enough time and resources to reach such ambitions?

The ABC method, developed at University College London, is an effective, engaging and creative approach. In only 90 minutes groups are able to work together hands-on to create a visual storyboard outlining the type and sequence of learning activities aligned with the course's learning outcomes. Blended learning and co-creation are often encouraged in course design in many educational institutions these days. The ABC method encourage also library instructors to think about e-learning tools, methods for active learning and opportunities for co-creation. Library courses, in difference from regular courses at universities, if often taught as a "one-shot-session", and they rarely include formal evaluations. We therefore felt the need to adapt the method to better suit these circumstances. We adjusted both agenda and material, but all ideas and principles follow the original method. Evaluation showed good feedback regarding the proportion of participants who intended to change their course design after attending the workshop.

This session will present the basic principles of the ABC-method and our experiences working with this approach to blended course planning.

B [Presentations]

B1 Jessica Lönn-Stensrud, Julie Skattebu & Roger Simm (University of Oslo, Norway)

Library-faculty collaboration: Academic writing and the just-in-time principle

Abstract:

Clear and comprehensible communication is central for professional studies within health sciences, e.g. dentistry. In their future professions the students must be able to communicate with colleagues, patients and other authorities. To strengthen the student's communications skills, as well as facilitate the process of writing the master thesis, the Library of medicine and science together with the Faculty of Dentistry at the University of Oslo has started a collaboration on academic writing.

Training in academic writing and information literacy has earlier been scheduled to the Research methods course in the beginning of the master assignment course. At this timepoint the students have not yet started to work on their master project. Therefore, the part about academic writing was moved to the 7th semester. Another challenge is that most of the students consider communication being a less important part of their education, and therefore don't put much effort into the writing process.

In this new project, academic writing together with information literacy has been planned to follow the student's scientific maturation and writing process from start to finish. By following the writing process, we aim at:

- a) guiding the students through the writing process.
- b) highlight communication as an important generic skill.
- c) raise the quality of the master theses.

In this presentation we will talk about the background for the project, the outline of the course, and preliminary outcomes. We will open for questions, feedback, and experience sharing.

B2 Åsne Høgetveit (UiT The Arctic University of Norway)

Facilitating writing seminars: Beyond shutting up and writing down

Abstract:

How can the University Library better accommodate for students and faculty who need practical help with getting their writing done and develop their work habits? For many involved in academia, students and staff alike, the crucial task of writing is also one of the most challenging. People struggle to get past the first sentence, because it is not quite perfect yet; it is difficult to find the time; they do not feel inspired to write right now, etc. A possible help for some is to participate in writing seminars. Such seminars can take on various forms, depending on the needs of the participants and the circumstances around them.

Writing seminars provide a supporting framework by making writing a more collective act. Participants find that they are both held accountable and inspired by their peers in the seminar. Considering how simple and easy it can be to set up and arrange such seminars it is no wonder university libraries, writing centres etc. do this. But can we go beyond simply setting a time, booking a room, and posting a note about it?

Based on my experience as a writing seminar participant and now University Library staff and seminar organiser I want to develop the way we facilitate writing seminars. Organising our own seminars limit the participants to a set time and location of our choosing, and have limited outreach. In addition, hosting a two hours seminar, say, weekly, may not be the best use of staff working hours. Instead, I would like to develop a writing seminar service where the library helps people who want to set up their own writing groups. This way we can reach more people and help establish customised writing seminars.

B3 Anne L. Lorange, Idun Knutsdatter Østerdal, Andreas Fagervik & Inga Buset Langfeldt (Norwegian University of Science and Technology)

NTNU WriteFest 2020: A digital writing festival

Abstract:

October is when the NTNU University Library usually offers physical writing events, assisting students with academic writing. For obvious reasons this was not possible in 2020, so we decided to create a digital event instead. We wanted to gather students who needed motivation and inspiration, and lecturers and librarians who could help, on the same platform at the same time. Our intention was to create a feeling of interdisciplinary community among the students as well as the employees, even though we weren't in the same place physically. Not only did we want to reach out to all NTNU students across Norway, but also include the international students located abroad.

The festival took place 12-16 October 2020 in The Virtual Library in Zoom (NTNU Universitetsbiblioteket, 2020), established during the lockdown in the spring of 2020. Events took place during the entire week, with the main event on Wednesday evening. The program focused on academic writing and related topics. We had lectures and courses with multiple internal and external contributors from NTNU, in addition to other services we offered during the week and evening. Parts of the event were also streamed to Facebook.

There were a lot of firsts in the making of the festival. A digital writing festival for all students at NTNU had never been done before. The project group also consisted of members from different cities and departments and met only through online meetings. Working digitally presents new and other options when it comes to digital solutions and how to work together.

In this presentation we will talk about our experiences, the do's and don'ts we made along the way, and during the event. Things that work fine physically do not necessarily function well digitally.

C [Presentations]

C1 Charlotte Wind (Aalborg University, Denmark), Dorthe Brauner Sejersen (VIA University College), Helle Brink (Aalborg University), Lisbeth Ramsgaard Carlsen (Royal Danish Library) & Ulla Buch Nilson (VIA University College)

Strengthening students' academic digital competencies through development of learning patterns: A Danish national project (STAK)

Abstract:

Today students are met with expectations of being able to navigate in a broad spectrum of digital challenges. The STAK project aims at developing specific digital didactic designs in the form of learning patterns that support and develop students' digital competencies, within areas such as digital sharing, open access, online collaboration and other emerging technological opportunities and challenges.

The concept of "Learning Patterns" covers a method used to capture experience about best practice from educators and other experts, and disseminate these into concrete learning patterns and activities. These concrete learning patterns are then systematised and described in such a way that it is possible for others to understand them and reuse them. As a product, learning patterns can be described as a "how-to"-formula that you can transfer to your own teaching.

The STAK project have developed more than 100 learning patterns within four categories: Digital information competencies, digital participatory competencies, digital production competencies, and digital responsibility- and security competencies. The concrete learning patterns are available on an OER (open educational resource), <https://open-tdm.au.dk/blogs/stak/>, along with models and templates for how to develop learning patterns.

In the presentation, we focus on our work processes with developing learning patterns in the project and present a concrete learning pattern. We are also going to provide you with insight into how you can use this method to develop your own learning patterns.

C2 Lilja Marlen Johannessen, Linn Kristine Kristensen & Kari Kalland (Oslo Metropolitan University, Norway)

Preparing students for an evidence-based health service: A collaboration between the University Library and Faculty

Abstract:

The Faculty of Health Sciences, OsloMet, launched the joint course “Introduction to Evidence-Based Practice (EBP) in Health Care” the fall semester 2020, to our knowledge, the first of its kind. The course is developed for all the Bachelor programmes at the Faculty which are part of RETHOS (National guidelines for the Health and Social Studies), and 350 have participated so far. This new course, which is mandatory (5 credits), teaches students about the rationale for evidence-based practice (EBP) and its Core Competencies:

1. Reflection (identify information needs)
2. Asking questions
3. Acquire (finding the evidence, literature search)
4. Appraise and Interpret (critical appraisal)
5. Apply (implementation)
6. Evaluate

The course provides a foundation for learning and applying more advanced and field-specific skills. The teaching is designed with "flipped classroom", "team-based", "case based" and "peer instruction" learning activities in class and smaller groups. Digital learning resources are made available to the students in advance, through Canvas. The lectures can be held as both physical and digital sessions, which facilitates great flexibility regarding size of the classes.

Librarians with broad experience and competence in teaching EBP to health sciences students have been part of the working group developing this course from the start, alongside Faculty staff. This includes course descriptions, learning outcomes, parts of the exam paper, with a special responsibility for developing the teaching material covering the two core competencies Ask and Acquire. The librarians also cooperate with the faculty staff at “help desk”, where the students get feedback and guidance on their exam projects. The professional contribution from the University Library constitutes a significant part of the implementation of this course.

This presentation will elaborate on the faculty-library collaboration, digital and active learning methods, both major key factors for successful implementation of this course.

C3 Anne Schad Bergsaker, Andrea Gasparini & Hilde Westbye (University of Oslo, Norway)

New skills for the 21st century lawyer students

Abstract:

For the future lawyer digital skills will become valuable, but at the moment there are few opportunities to acquire advanced digital skills through the master's of law programme at the University of Oslo. One new elective course, "Legal Technology: Artificial Intelligence and Law", have experimented on how different advanced skillsets can be achieved in a short period of time. In this paper we present our findings and experiences when library and technical staff from the University of Oslo worked together with the Faculty of Law, in developing a non-mandatory law-AI boot-camp.

The AI boot-camp had six lectures and workshops and gave a practical view on AI and technological skills. Three lessons on python were given by the company Synch Law and library staff. The library gave the second lesson on python trying out a carpentry approach. There was also one workshop about Design Thinking (Brown, 2009) given by the library, and Microsoft gave one lecture about AI and the Azure platform. The last lesson was about digital mentoring held by one of the course tutors.

The library had already worked on the use of AI at the University (Gasparini et al., 2018), but not in the context of legal education. By challenging the law students with different innovative practices, we observed that a deeper understanding of AI and technological skills emerged. The law students became more creative when they were exposed to multidisciplinary methods (Seidel & Fixson, 2013).

Our findings support the new role the library can have as a partner when new forms of learning and knowledge are created. The library possesses a range of new competencies needed at the University. However, there should be more cross departmental collaboration.

C4 Maria Viftrup Schneider (VIA University College, Denmark)

Online courses for information literacy skills development in VIA University College

Abstract:

In order to address a need for skills development regarding reference management and literature searching in teaching staff, IT and Library teamed up to design a series of online courses. The library approach was to design courses that could also support library instruction for our students, since this is the larger target group of the library, and their needs to a large extent is similar to those of staff.

Courses applicable to ongoing library instruction and flipped classroom, was designed to meet the need of the general student/staff, in order to be relevant for the largest number of VIAs faculties.

Our four online courses on reference management and literature searching is superior to alternatives in regard of the Danish language and the match to local context in terms of platforms and electronic library resources. Also the courses are built in to the organizational LMS alongside a range of other online courses, and therefore easy to find for our users. The courses are also accessible on the OER library platform www.learninglib.dk. The usage is very much dependent of the attachment to faculty education lectures and to the impact on - and assessment of - student performance.

By the end of the first year half of the library staff reported to have been referring students to the courses verbally during instruction, and a quarter of staff had been referring in writing by mail or LMS. More than half had referred to one Zotero video, and a third to a video from the course Literature searching 1. We hope to see these numbers increased when we repeat the survey this winter.

Friday 4 June

09.00-10.00 KEYNOTE

Jane Secker (City University of London, UK)

Frames, models and definitions: Rethinking information literacy for the digital age

Abstract:

This keynote is both a practical and strategic view of information literacy from my perspective as a Senior Lecturer in Educational Development at City University, London and Chair of the UK's Information Literacy Group.

I'll reflect on the experiences I have had since leaving the library profession and moving into the field of educational development, which involves working with faculty to enhance teaching and learning and to develop their curricula. Since taking on this role I have had rich conversations with academic staff about all aspects of information literacy, often under other guises. I've recently undertaken a small-scale study to understand their approach to thinking about the related concepts of digital literacy and open practice and I'll discuss some findings from this research. Faculty express concerns about how to create independent learners in the age where information is abundant, but knowledge is still scarce and privileged. Those who complete my module on the same topics have reflected on the plethora of terms and frameworks which are designed to support them which in fact sometimes leave them further confused. I'll also draw on a recent chapter I wrote (Secker, 2018) on the trouble that terminology can cause, when we try to collaborate with both academic staff and with colleagues in other areas of learning support.

The second part of my keynote will focus on the efforts of the UK's Information Literacy Group (ILG) to broaden the definition of information literacy and to try to get the concept recognised outside the library. In many ways there are parallels between the work I do at an institutional level and the efforts of the group to raise awareness of information literacy more broadly. In April 2018 the ILG launched a new definition of information literacy and much of the efforts of the group have been to build links with organisations and people outside of the library sector. For us to achieve true universal information literacy, as Paul Zurkowski first envisaged, (Zurkowski, 1974) I will argue information literacy needs to become an ongoing concern or everyone who works in education, government, the media or who cares about social justice.

I'll end by considering the challenges and opportunities that collaboration presents whether it is librarians, academics and other professional staff in education or policy makers and other organisations working with those outside the library world. Collaboration is vital for information literacy to become truly embedded into all aspects of formal and informal learning and to achieve the goal of universal information literacy that Zurkowski first envisaged. However, we still have a big task ahead of us to achieve this. I will attempt to consider the lessons I've learnt from working in this field for over 15 years, and advocate for a vision of information literacy that extends far beyond the library community. I'll draw on the work and the framework in developed in 2011 (Secker and Coonan, 2013) to explore how we can rethink information literacy and provide a framework for supporting learning in the digital age.

10.30-11.25 Parallel sessions

A [Round table]

Ingrid Galtung (University of Agder) & Solveig Kavli (Western Norway University of Applied Sciences)

How to create and develop writing centres: Challenges and experiences on collaboration and pedagogical development within two Norwegian writing centres in Higher Education

Abstract:

This roundtable addresses how two Norwegian writing centres – in different stages of establishment and settled within different constitutional frames – handle staff policy and aim to facilitate academic writing to their target group and main users, namely the students. We will structure the discussion around four main themes that we juggle in our daily work:

1. Using strategic plans to promote academic writing development and student throughput
2. Co-creating learning activities with and for MA students
3. Keeping up with the Library and Faculty
4. Strengthening and further developing academic writing in HE

Attendees at the roundtable will be invited to discuss and participate in a dialogue on the way in which writing centres can improve the students' writing process; why we find teaching and preaching academic writing to be an important skill, and how we can co-create learning activities in libraries and writing centres with academic staff and students. We will also touch on the issue of legitimacy, and how writing centre activities can be moved from the periphery to the centre of the institution and its pedagogical mission. The audience will leave with ideas and inspirations on how to facilitate and build good writing centres in collaboration between staff, librarians and experienced students.

B [Round table]

Ingerid Straume (University of Oslo, Norway)

Plagiarism and its paradoxes: Time for reconsideration

Abstract:

Dealing with plagiarism can be seen as a track race where the speed is infinitely increasing. Participants in the race are students and faculty, but also software developers, university administrators, academic developers and libraries – with authors as passive bystanders. In this setting, the technological opportunities for manipulating other people’s work are always miles ahead of the available tools for detecting plagiarism.

Moreover, with the introduction of AI in the academic world, plagiarism itself is becoming a muddled category. Consider for example software like Keenious that is being promoted to and via university libraries. This software is introduced with the following teaser: “Writing a paper? Planning an essay? Searching for references can waste hours of your time”. But as Keenious “analyses your entire text and browses through millions of articles, papers, and studies on the web to find the most relevant information in seconds”, you can “say goodbye to hours of manual research.”

With programs like this the need to search, read and not least *engage* with difficult text material disappears. Using algorithms, the most “relevant” references can be produced and sprinkled across the text like cake decoration. In contrast to classical plagiarism, however, the problem is not the absence of references but rather the opposite.

As an effect, papers will be produced that are difficult to grade and even more difficult to provide with meaningful feedback. Indeed, it could be argued that for many digital tools the amount of work that is saved in the short term often returns in more complicated forms; in this case for the teacher who is expected to offer meaningful feedback to products that are half-way machine-generated.

Inside this landscape, offering moral pep-talks for students where plagiarism is presented as a kind of theft arguably misses the target. In this roundtable we will discuss these developments from various professional perspectives, including a reconsideration of the notion of plagiarism itself.

C [Presentations]

C1 Erja Moore (Finland)

What's new copycat? Alternative facts in interpretations of RCR guidelines in Finland

Abstract:

In Finland, all higher education institutions are committed to following a national policy to deal with suspected violations of good scientific practice. According to national RCR guidelines, all suspicions of research misconduct are dealt with at the local level. If "*the person alleged of misconduct or the instigator of the allegation*" is dissatisfied with the decision, s/he may request a statement from the Finnish National Board on Research Integrity (TENK 2012, 36). Due to the fact that research misconduct investigations are conducted at a local level the rector of the institution is responsible of the decisions, which has resulted in inconsistent definitions, processes and decisions of plagiarism (Moore 2019).

The data of this conference paper consist of 13 statements and one Request for Correction that the Finnish National Board on Research Integrity (TENK) has given on dealing with plagiarism in students' Master's theses. Thematic content analysis is used to typify the interpretations of plagiarism and the investigation processes in institutions and statements. Recently, the Finnish National Board on Research Integrity has given statements that are not in accordance with their own RCR guidelines. New interpretations include e.g. that a thesis older than two years is not to be investigated at all (unless the author is in a significant position), the instigator of the suspicion is not a party, the whole thesis needs not to be investigated, the burden of proof is given to the instigator, and the RCR process should not be used at all to investigate Master's theses. The Finnish National Board on Research Integrity has started to comply with local definitions, and by using administrative and legal rhetoric interprets the guidelines in alternative and conflicting ways.

C2 Mervi Miettinen (Tampere University, Finland)

“Into the great wide open” – Integrating open science and research into information literacy teaching at Tampere University Library

Abstract:

Open science and research is no longer relevant just for people pursuing an academic career. Instead, it is something that all students entering the university should be increasingly familiar with as they proceed with their studies. Tampere University Library has actively integrated open science into its information literacy teaching, beginning from the first-year orientation studies and continuing through the Bachelor’s and Master’s thesis seminars. Following the guidelines provided by the idea of cumulative learning (Maton 2009), the IL teaching at Tampere University Library aims at connecting new knowledge with existing knowledge, effectively building on the students’ previous IL studies throughout their degree.

In addition, the ACRL *Framework for Information Literacy* (2015) acts as a roadmap for developing IL teaching at Tampere University Library: the Library’s entire teaching team has gathered in workshops and together produced a view of the frames that best suits the University’s students. The frames are a work-in-progress, and the teaching team will continue to work on better adapting the frames. One of the results is the way in which the frames and the threshold concepts within determine the depth in which issues such as open science and research are taught at different levels (cf. Sipilä, Miettinen & Tevaniemi, 2019). In order to ensure student engagement, concepts like open science are presented at each level in a way that is relevant to the students’ current studies, beginning with the concept itself and later advancing towards viewing the students as both users and creators of open science.

This presentation will highlight some of the current ways in which open science and research is integrated into the information literacy curriculum at Tampere University Library, and how the ACRL framework can act as a way for library teaching staff to comprehend and develop IL teaching in higher education.

11.30-12.30 Parallel sessions

A [Round table]

Anna-Karin Larsson, Malin Ekstrand, Johanna Lundstrøm (Swedish Defence University) & Sonja Gullberg (The Riksdag Library)

Is it possible to use a military applex to support information literacy in higher military education

Abstract:

Advanced Interactive Learning (AIL) as a concept are explored when designing an online information literacy training course for higher military education in the Nordic countries. Advanced Distributed Learning (ADL) is used, among other things, to create an available learning (Fletcher, J. D., et al. 2007). However, ADL tends to create a passive learning situation with few opportunities for the student to control his or her learning. AIL is a concept that combines both pedagogical and technological features. It uses personalization to create an active learning environment.

Higher education should strive to create learning that provides for knowledge construction rather than distributing ready-made solutions. Education should challenge the students and make them reflect on their learning. (Ramsden, Paul et al. 2007)

This course uses military applicatory examples (applex) or cases. Applex are built on scenarios from the military context that end with dilemmas. Students are challenged to reflect in order to handle the dilemma. Information literacy, the ability to search and critically evaluate information, is context-related and closely linked to academic subjects but also to the skills and abilities that are required for a certain profession. It is impossible to know what competencies will be needed in the future and therefore it is important to create a learning environment that support critical reflection, collaboration, creativity and innovation. (Barnett, 2004)

In this course, a modular design allow students to create their own learning journey. Combining theoretical knowledge with real world scenarios is used to create an authentic and applicable understanding of information literacy and its' role in both academic and work-based contexts.

At the round table discussion we will demonstrate a part of the course, how the technological and pedagogical framework is used and engage in a dialogue on how AIL can be used.

B [Round table]

Karin Pettersson & Anna Svensson (University of Gothenburg, Sweden)

Information literacy in the humanities: Engaging students with primary sources and cultural heritage material

Abstract:

Many university libraries hold cultural heritage collections that are unknown to the majority of students. The digitisation of these collections offers new ways of working with primary sources, and with it, an increasing interest in archives and older collections. This development has made us reflect on our information literacy classes within the humanities. Are we too influenced by the STEM and social science interpretations of information literacy and their focus on the peer-reviewed article? We want to challenge this view and discuss what a humanities approach to information literacy could incorporate.

We want to invite you to a discussion on how we can integrate archival material and other primary sources into our classes, thus broadening mainstream information literacy to include primary source literacy (see ACRL's Guidelines for primary source literacy, 2018). Our understanding is that this topic is generally not discussed at Nordic information literacy conferences, and our literature review indicates that this field is mostly addressed by special collections librarians and archivists (Hauck & Robinson, 2018; Hubbard & Lotts, 2013; Samuelson & Coker, 2014). In addition, in digital humanities pedagogy, there is need for reflection on data or sources beyond "tool-based thinking" which this approach would open up for (Giannetti, 2017).

We will share two examples of how we have engaged students with primary sources and discuss the pedagogical challenges and opportunities. Our aim has been to go beyond show and tell and let the students actively work with primary sources. One example, from the Master's Program in Digital Humanities, involved working with digitised sources using the platform Omeka. In the other, first year students from the Department of Conservation explored primary sources from the Gothenburg Exhibition held in 1923.

Hopefully, this round table can be a stepping-stone for forming a network where we continue to share our experiences.

C [Round table]

Maria Unger & Mirritt Zisser (KTH Royal Institute of Technology, Sweden)

Source discernment – the root of all information literacy?

Abstract:

Is source discernment at the root of all information literacy? In today's media landscape, finding information is easy. Finding information that is scientifically correct and trustworthy is much more difficult. An added problem for students today is that all this available information come in similar formats. When all information is presented as a pdf on your screen, how do you know what you're reading? How is a first year student with no previous academic experience really supposed to discern between a scholarly article, a book chapter, a conference article, a white paper, a popular science article, a scientific report and a doctoral thesis? And yet the ability to do so is fundamental for the information evaluation process. If you are not sure what you are reading, how can you evaluate the quality of the information?

To ease our students' way into academic writing we now start our information literacy teaching with identifying different sources of information. Reference writing and information searching are then taught from this angle. Student assignments and feedback from teachers show that this seems to improve the quality of the sources the students use in their work as well as their ability to write correct references.

We would like to discuss this with colleagues from other universities with similar or other experiences. The questions we would like to focus on are:

- How a first year student with no previous academic experience is really supposed to discern between different types of scholarly and non-scholarly information materials and how we as library instructors can help our students with this?
- What are the experience of other librarians and are there any good examples of strategies or classroom exercises?

13.30-14.30 KEYNOTE

Tove Irene Dahl (UiT The Arctic University of Norway)

What if becoming information literate were an adventure?

Abstract:

What if we allowed ourselves to rethink what becoming information literate is about, or can be? In this talk, I will take us along paths of thought that allow us to re-imagine what it might mean to become an information literate person. I will draw from my base in several psychological research traditions and years of experience designing curricula and hands-on teaching in both traditional and non-traditional learning environments. I invite you to join me in thinking about how we might build on what you already do well in IL education by entertaining one simple question: What if being or becoming information literate were an adventure? Where might that take us?

15.00-16.30 Parallel sessions

A [Presentations]

A1 Inger Berling Hyams, Martin Frandsen & Søren Davidsen (Roskilde University, Denmark)

Integrating literature search training in problem-oriented project-based learning

Abstract:

Training and competence in literature search is vital for the highly independently run type of problem oriented project based learning (PPL) that dominates the didactic strategy of Roskilde University (see for instance, Andersen & Kjeldsen 2015, Nielsen 2020, Achton 2019, Servant-Miklos 2020). However, literature and information search is not systematically taught to all students and furthermore there is very little research uncovering, how literature search training can scaffold learning in the PPL setting. The present study is an experiment, where literature search training is implemented into the group formation process of a second semester of the HUMTEK (Humanities and Technology) bachelor program at Roskilde University (February 2021). The study is conducted as ethnographic field observations and supplemented with qualitative interviews with students and teachers, as well as an assessment of mid-term papers. Building on ideas from Dewey (1910) and Schön (1983) that learning happens best when contextualized in practices. The hypothesis is that the integration of literature search in the group formation will strengthen the students' process, because the students train their information search while formulating their project problem, rather than receive the training as a side to their project work. The study especially surveys the effect of integrating literature search in group formation and whether this will enable students to create a better defined project earlier. At the same time the study sheds light on the connection between PPL and literature search training, and intends to model a way, where literature search training might fit more naturally into the PPL framework than the standard lecture format introductions.

A2 Marie-Louise Eriksson & Linda Borg (Karlstad University, Sweden)

Re:Learn – creating an online course to facilitate collaborative learning on student information literacy

Abstract:

Today many librarians and writing tutors are teaching information literacy in higher education.

- How can we facilitate collaboration on questions regarding this teaching?
- How do we relate our teaching to various national and international frameworks and guidelines?
- Is it possible to create a platform for the exchange of ideas and tools?
- How do we develop new methods for writing tutors and librarians to collaborate?

These are some of the questions that led us to start this project: to develop an open web course on student learning and information literacy in higher education. But instead of targeting students in higher education the target group for this course is teaching librarians and writing tutors at Swedish universities. The project is funded by the Swedish Library Association.

The purpose of the course is to:

- Place information literacy (where academic writing and information seeking both are natural components) in an academic context
- Develop national collaboration on issues related to the teaching of information literacy and academic writing
- To facilitate online peer learning between colleagues on issues related to teaching information literacy and academic writing
- Develop a platform for sharing experiences and best of practices regarding tools and working methods
- Strengthen the digital competence in the professions

The participants in the course will get the opportunity to engage in inspirational workshops and PBL-inspired group work on for example flipped teaching, active learning, digitization issues and open networked learning with a focus on information literacy. In this way we hope to facilitate a creative and collaborative learning environment regarding the teaching of information literacy in higher education.

The first iteration of the course will take place in October-December 2020 and will be held in Swedish. This presentation will be about the planning and development of the course. We will present the work done so far and look forward to feedback and input to the ongoing work.

A3 Lena Brodin Berggren & Ika Jorum (KTH Royal Institute of Technology, Stockholm, Sweden)

Escape room for first year students

Abstract:

First year architecture students are introduced to the library by taking part in an “Escape Room” activity in the KTH library. The aim of this initiative is to introduce the students to the library space and the library’s resources in an interactive and playful way and to enable them to learn and reflect upon their learning within the frame of an active learning activity. Another objective with this active learning introduction is to engage students in a collaborative peer-to-peer learning activity that gives them opportunities to share knowledge and solve problems together. In this presentation, we will talk about the introduction in more detail and discuss the benefits of the live-action method as well as share results and improvements.

“Escape room” is a live-action game, developed from a computer game. Gamification is a new trend in education to support cooperation, learn by “doing” and develop new knowledge through a more playful way. During the workshop, the students worked in groups, which gave them the opportunity to socialize and learn from each other while solving the tasks on time. The results of the students’ assessment after the game indicates that the students enjoyed the game, the teamwork, the competition and the creativity of the introduction compared to a lecture. They also found it a pedagogical way of learning about the library’s resources. During the workshop, the librarians had the opportunity to adjust instructions that were not clear enough. These adjustments effected the comments in the last group where some answers indicated a wish for more difficult clues.

B [Presentations]

B1 Angela Feekery & Lisa Emerson (Massey University, New Zealand)

Resourcing the Information Literacy Space

Abstract:

Teachers and students are important stakeholders in the information literacy (IL) space. Yet, talking about IL beyond the library can be like speaking a foreign language or engaging with a narrow 'research skills' focus. Our project explored what the *information literacy space* we inhabit looks like and sought ways to develop a common language. We see this space as capturing the unique contribution libraries and librarians, disciplines and teachers, digital information ecosystems and tools, and institutional learning contexts have on creating capable, critical, information literate learners.

As part of this project, we define IL as involving *the processes, strategies, skills, competencies, expertise and ways of thinking which enable individuals to engage with information to learn across a range of platforms (both digital and traditional learning environments), to transform the known, and discover the unknown.*

In this presentation, I will share three key resources developed to extend the IL conversation into secondary school and tertiary sector classrooms and libraries within this project:

- The Feekery Information Literacy Model – This model captures different literacies underpinned by IL within cross-sector learning contexts. It is designed to foster a shared understanding of IL.
- The 'Are You Ready' Self-awareness Rubric - This tool enables students to self-assess their readiness for tertiary study, teachers to develop appropriate resources and curricula, and researchers to measure the success of teachers' literacy strategies in terms of student learning.
- The Rauru Whakarare Evaluation Framework – An evaluation approach using indigenous knowledge to critique and engage deeply with information. It supports teachers, students and librarians to explore information quality and its contribution to learning.

I will share insights into the resources' development, their use during our collaborative partnership project, and insights about how these resources supported teachers, librarians, and students to actively engage in the information literacy space.

B2 Ellen Nierenberg, Torstein Låg & Tove Irene Dahl (UiT The Arctic University of Norway)

New tools for assessing information literacy: Knowing and doing

Abstract:

There is a need for short and easily administered measures for assessing students' levels of information literacy, as currently existing measures are long and cumbersome. We have therefore created a suite of tools, the "Tromsø Information Literacy Suite" (TROILS), for information literacy assessment. This suite of tools is freely available on an open platform for others to both use, adapt, and supplement.

In this presentation, we introduce four TROILS assessment tools:

1. a survey for assessing students' knowledge of key aspects of information literacy
2. a survey for measuring how interested students are in being/becoming information literate individuals
3. an annotated bibliography for assessing students' abilities to critically evaluate information sources
4. a rubric for assessing students' use of sources in their written work

Together, these tools measure what students *know*, *feel*, and *do* regarding key facets of information literacy. We will discuss the tools' development and present preliminary results of tests with students in higher education in Norway.

Both surveys were developed using procedures intended to ensure acceptable psychometric measurement properties. These included expert consultation for content validity, student think-aloud-protocols for readability, item selection based on a pilot sample, exploratory factor analysis, estimates of reliability and criterion validity. The final surveys were deployed during the fall semester and will be used longitudinally to measure students' progress over three years.

Results from the annotated bibliography (source evaluation) and the rubric (source documentation) were compared with survey results to see whether what the students actually do in their coursework correlates with what they know, based on the survey.

B3 Gunhild Austrheim (Western Norway University of Applied Sciences)

Information literacy and academic formation for first year students

Abstract:

Background: In the fall semester of 2020, HVL started a course titled «Bildun and Academic Craft» for approximately 1 100 first-year students across ten educational programmes. The course consists of ten modules, one module is on information literacy and aims to let students learn how to find, evaluate and use sources.

Development: The module on information literacy was compiled from both newly created and re-used materials. There is an introduction to information literacy and practical sections on searching, source evaluation, citations and references. The module is self-paced and online. The students need to complete this module in order to submit their exams.

Results: The overall results from the evaluations in the educational programmes show that students find the course useful, though challenging. The information literacy module begin and end with the students taking the Norwegian information literacy test developed by Nierenberg and Låg. The initial test was used to see students information literacy skills when starting higher education. In November of 2020 we have not analyzed all the test result, but indications are that students have a 60% correct score. The further development of the information literacy module will take these results into consideration.

C [Presentations]

C1 Oliver Renn, Jozica Dolenc, Leo Betschart & Joachim Schnabl (ETH Zurich, Switzerland)

Educating PhD students for a knowledge-driven society: A course that integrates information solutions and data competency into the research process

Abstract:

Universities educate students for working in knowledge-driven societies. Whereas subject-related knowledge is part of every curriculum, institutions of higher education fail to teach systematically how to utilize and benefit from today's variety of digital tools. Students and researchers are mostly unaware of what they lack to work more effectively and efficiently and to benefit from existing knowledge. Since this lack of awareness is not obvious to students and researchers (unknown unknowns; you cannot miss something that you do not know), it is difficult to convince them that there is a gap that needs to be filled.

In 2014, we decided to tackle this problem by creating and developing the course "Scientific Information Retrieval & Management in Life Sciences and Chemistry". The unique 2 ECTS course features a multi-level approach to obtain and employ scientific information and to get students information savvy. On one hand, the course demonstrates the bigger picture: We discuss the aspects of scientific writing and publishing, critical choice of data sources, patents, visualisation and design, text mining and data pipelining, knowledge generation, outreach and impact of publications. On the other hand, we highlight an extensive list of field-proven tools that can assist researchers in their daily activities.

We also wanted to foster a lasting impact on how students utilize databases, tools, software, and web services. Thus, at the end of the course students have to write an essay describing their current information workflow or their (un)met information needs. These essays confirm and explain how the students changed their information use, and which parts of the course they may have not understood. Moreover, essays that describe unmet information needs allow us to explore possible solutions and to work with our vendors. In our talk, we will share the concept for the course and report on our experiences.

C2 Eli Heldaas Seland (Western Norway University of Applied Sciences), Michael Grote (University of Bergen) & Hege Charlotte Lysholm Faber (NTNU)

Transferable skills? Writing support in library courses for PhD candidates

Abstract:

Courses in “generic” or “transferable” skills have during the last decade become an established part of the PhD-education in Norway, and they are today an important part of the academic libraries’ research support. At the same time academic writing centers and other writing support initiatives have spread widely in university libraries. “Writing” as a “transferable skill” has also advanced into the courses for PhD-candidates, accompanied by courses on search techniques, workflow issues and the publishing process.

This paper will try to define actual PhD-candidate needs regarding the writing process and discuss how these can be addressed in courses in transferable skills at Norwegian university libraries. How dissertations may be structured, how research literature is reviewed or how literature searches are conducted varies strongly between different fields of research and depends a lot on subject-related factors like methodological requirements, genre conventions and research workflow. How can the libraries’ courses and internet resources meet the researchers’ demands for customized, relevant, project-related writing guidance, whilst the researchers’ projects are so totally different from each other in regard to genre, topic, method, theory and the role of writing in the research process? In the light of recent research on writing support we want to discuss current practices in courses, workshops and guidance for PhD-candidates in Norwegian university libraries and make some practical suggestions for writing education on PhD level.

C3 Shea Allison Sundstøl & Anita Nordsteien (University of South-Eastern Norway)

Library-Faculty Collaboration in the Development of an Accredited PhD Course in Transferable Academic Skills: A Mixed-Methods Study

Abstract:

Background: The PhD course Literature Management and Scholarly Communication was established in 2019 through a library-faculty collaboration. This is the first accredited generic and interdisciplinary PhD course at this university, and it provides 5 ECTS credits. The course has participants from all our eight PhD programs, researching topics spanning from religion to robotics. Our main idea was that bringing PhD candidates from different programs together for such a course may add extra value in the form of enhancing communication and understanding across the disciplines.

Methods: The study has a mixed methods design. A preliminary survey was conducted in 2017 to reveal the PhD candidates' information needs, which provided a basis for planning the course content. To examine the candidates' learning outcomes and further improvements for future courses, NVivo was used to analyse observations that were recorded during the course, in addition to the participants' course essays and evaluation forms.

Results: The 2017 survey had a response rate of 43% (n=91). More than 50% of the respondents expressed a need for library courses in literature searching, systematic reviews, research data management and the publishing process. The PhD course was designed based on these findings and has become a popular course with a total of 111 participants on four courses, of which 23% are international candidates and 7% are affiliated with other universities. The main finding was that several of the participants found the course surprisingly useful to their research and to their career plans.

Discussion: Having a generic course for early-stage researchers from such a diversity of fields was challenging, and the article discusses several issues to consider for future courses. Most importantly, the prior knowledge was vastly different among the participants. This emphasizes the need for increased library-faculty collaboration to reach out to all PhD candidates in an early stage.