Module Specification

Information and Digital Literacy

Version: 2022-23, v3.0, 11 Jul 2022

Contents

Part 1: Information

Module title: Information and Digital Literacy

Module code: UFCFKD-15-M

Level: Level 7

For implementation from: 2022-23

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Environment & Technology

Department: FET Dept of Computer Sci & Creative Tech

Partner institutions: None

Delivery locations: Frenchay Campus

Field: Computer Science and Creative Technologies

Module type: Standard

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Module entry requirements: First degree second class Hons or above; at least six months relevant work experience advised.

Educational aims: See Learning Outcomes

Outline syllabus: Introduction to information literacy:

How information literacy supports learners.

Information Literacy models and tools.

Types of information/the information cycle.

Information literacy skills and concepts.

Sources of information.

Theoretical foundations:

Personal and social epistemology, testimony, credibility and persuasion.

Cognition and cognitive biases.

Using Information literacy skills:

Search engines, keywords and search strategies.

Evaluating information and websites.

Reading and recording, organising, using and presenting information.

Academic writing (referencing, plagiarism, copyright).

The reflective practitioner.

Supporting information literacy in others:

Supporting students, researchers, generalist and specialist library users.

Mobile information literacy.

Digital literacy:

Use of digital tools to undertake academic research, writing and critical thinking.

Digital professionalism.

The use of specialist digital tools and data sets.

Communicating ideas effectively in a range of media.

Collaborating in virtual networks.

Using digital technologies to support reflection and PDP.

Managing digital reputation and showcasing achievements.

Teaching information and digital literacy skills:

Learning theories and factors affecting learning.

Information/digital literacy programmes.

Teaching methods for information literacy.

E.learning and blended learning.

Accessibility and inclusiveness.

Presentation skills for information literacy teachers.

Embedding information literacy.

Assessing information literacy.

Tools and collaboration:

Sources of information and collaboration.

Developing and using Learning Objects.

Information and creative Commons.

Using and sharing Open Educational Resources (OERS).

Using Virtual Learning Environments (VLEs).

Advocacy.

The international context:

Education and global development goals.

Information literacy around the world.

Part 3: Teaching and learning methods

Teaching and learning methods: 2 hours per week x 12 weeks (one semester) – lecture and discussion time with module tutor and guest lecturers, including discussions and exercises/case studies in class. Supported by teaching materials on the VLE, with associated web discussion groups, collaborative learning tasks and assignment tutorials.

Minimum 24 hours lectures and face to face discussion.

Estimated 30 hours online learning via VLE teaching materials and online discussion groups/contributions to wikis etc.

Minimum 72 hours independent learning via essential reading.

Estimated 40 hours assignment preparation and completion.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Describe Information literacy models commonly used at different levels of education

MO2 Explain the value and benefits of information literacy for students, researchers and library users

MO3 Demonstrate expert information literacy skills (which may include for example selecting appropriate search engines for different needs, recording search strategies and their results, and evaluating traditional and online resources)

MO4 Explain the relevance of learning theory and learning styles to the teaching of information literacy

MO5 Create information literacy support material to support a specific audience of users, showing the ability to match appropriate teaching approaches to the particular purpose and need

MO6 Select and discuss ways of assessing information literacy

MO7 Discuss the opportunities for embedding information literacy in an educational context and demonstrate IL advocacy

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 126 hours

Face-to-face learning = 24 hours

Total = 150

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/modules/ufcfkd-15-m.html

Part 4: Assessment

Assessment strategy: Assessment component A : Viva (10 minutes)

In the exam period students will be asked to attend an individual session to deliver a 10-minute section of their overall lesson plan to supplement their submission to component B and answer additional relevant questions about their lesson. These questions will specifically address Learning Outcomes 2, 3, 6 and 7

Assessment Component B : Coursework (2000 words)

Students will be asked to create a report with lesson plan outlining how information literacy might be embedded into a particular information context. The report should identify what IL is, what it comprises, and offer at least three options for models that could be adopted. It should also explain the benefits for the institution and individuals, referring to contemporary theories of Information Literacy.

The report and lesson plan must use a suitable academic writing style, referencing sources appropriately and accurately, and indicate useful sources of relevant further information.

Assessment components:

Presentation - Component A (First Sit)

Description: Viva voce (10 minutes) - delivered in an in-class presentation

Weighting: 25 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO6, MO7

Report - Component B (First Sit)

Description: Report (2000 words)

Weighting: 75 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

Presentation - Component A (Resit)

Description: Viva voce (10 minutes) - delivered as an in-class presentation

Weighting: 25 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO6, MO7

Report - Component B (Resit)

Description: Report (2000 words)

Weighting: 75 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Information Management [Frenchay] MSc 2022-23

Information Management [Sep][PT][Frenchay][2yrs] MSc 2022-23

Information Management [Sep][FT][Frenchay][1yr] MSc 2022-23

Information Management [Frenchay] MSc 2022-23