

# The information literacy impact framework: evaluation of modules teaching information literacy in context

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## Introduction

The Information Literacy Impact Framework (ILIF) [1] was developed in 2023 to support effective IL teaching. We applied it to two computing modules at a Scottish university to evaluate IL provision and assess ILIF's usefulness.

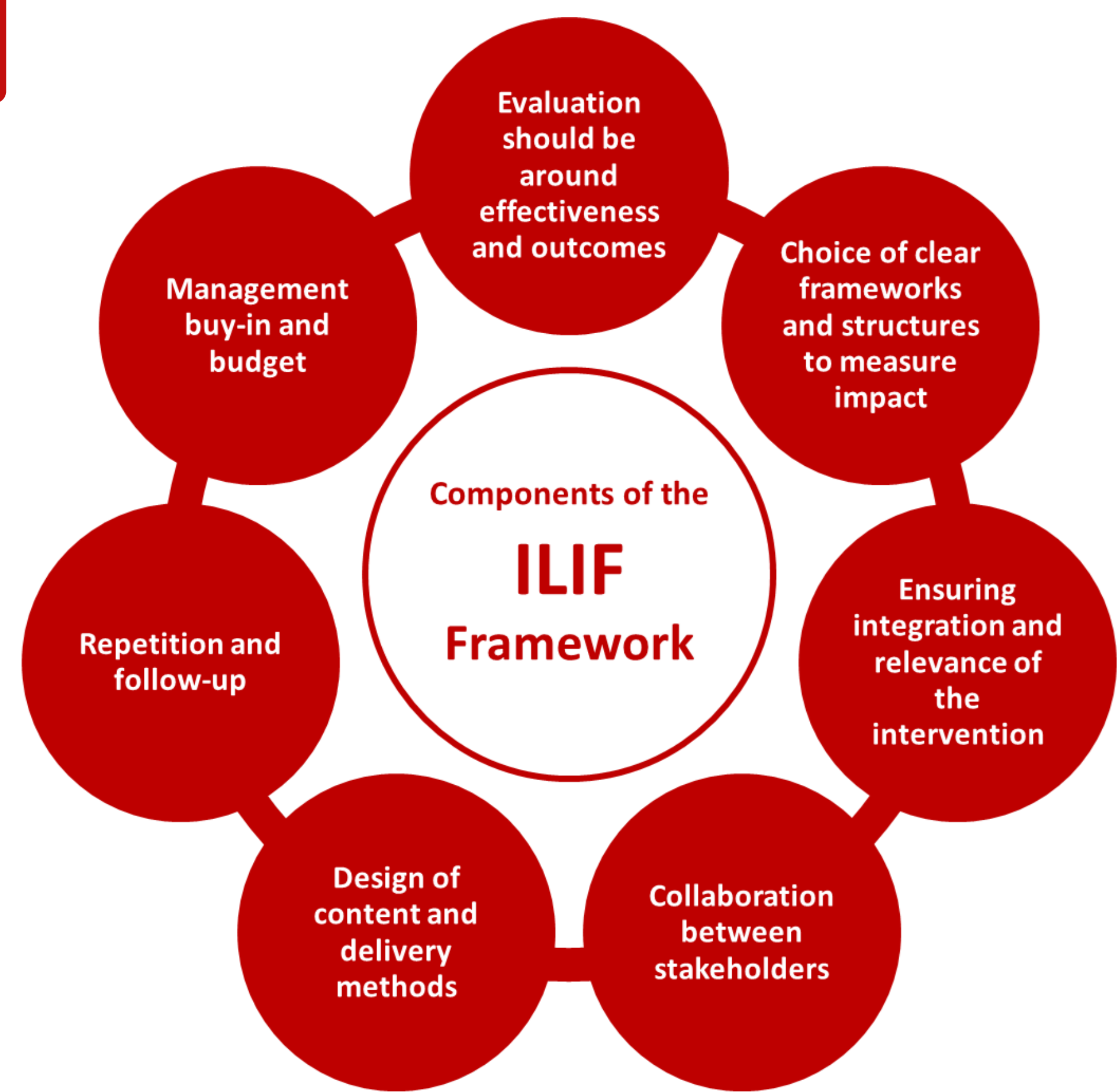
Using a mixed qualitative approach, we analysed learning outcomes, lecture content and coursework, alongside interviews with module teachers and programme leaders. Interview data were analysed thematically and triangulated with documentary evidence against ILIF components.

RQ1

In what ways, and to what extent, do the modules' design, delivery, and assessment reflect the key components identified in ILIF?

RQ2

What does the comparison reveal about the strengths and limitations of ILIF when applied to university modules?



[1] Ryan, B., Cruickshank, P., & Milosheva, M. (2024). Information Literacy Impact Framework. In S. Kurbanoglu et al. (Eds.), *European Conference on Information Literacy* (pp. 15–27). Springer.

Evaluation should be around effectiveness and outcomes

Modules' main aim is to understand information literacy frameworks. Progression is assumed rather than explicitly built into degree programmes.

**Themes: Frameworks in Practice; Assumed Progression**

Choice of clear frameworks and structures to measure impact

IL frameworks were explicit components of the teaching. Impact-measuring frameworks were present in coursework assignments.

**Theme: Frameworks in Practice**

Ensuring integration and relevance of the intervention

Teaching of IL was made relevant by integrating it with teaching around related topics that are useful to the students' development and later careers.

**Theme: IL as Employability Skill**

Collaboration between stakeholders

Collaboration between stakeholders (module leader, module teacher, degree-programme leaders) is clear. Student views were gained via feedback, surveys, coursework, and module assessments.

**Theme: Autonomy over Coordination**

Design of content and delivery methods

10-week modules enable contextualisation of IL learning. This is reinforced by coursework focusing on creating information-delivering websites.

**Themes: Frameworks in Practice; IL as Employability Skill**

Repetition and follow-up

This is the only ILIF component not clearly present. There is no explicit tracking of IL learning in the degree programme, although the usefulness of this learning is reiterated during the modules.

**Theme: Assumed Progression**

Management buy-in and budget

Initial investment was 80 hours of development time. Ongoing investment includes staff salaries for delivery and ongoing development of the modules.

**Theme: Front-Loaded Investment**

## Conclusions

RQ1

All components, apart from 'repetition and follow-up', are present in the modules' teaching and assessment.

RQ2

ILIF has been validated to an extent. It has been useful in considering improvements to the modules. However, it will only be fully validated if shown to clearly lead to improvements in IL teaching or evaluation thereof.

Next steps

(1) Include student and/or employer views.  
(2) Use ILIF to evaluate IL teaching in other locations and/or contexts, e.g. everyday life, citizenship, non-tertiary education, the workplace, and health.

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