

# DInfSc IL Survey

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Start of Block: Default Question Block

Q1

**This survey is for those who taught on a level 4 (first year undergraduate) module in the academic year 2016/17.**

This research is part of a doctoral project, investigating the model of communities of practice in relation to the embedding of information literacy in Higher Education programmes. Information literacy links to the finding, use, understanding, evaluation of and managing of information.

Communities of practice are collective learning groups which emerge when members share experiences, values, concerns and knowledge within a specific setting (Wenger 1998). I am testing the assertion that, by identifying such communities of professionals in higher education (including academics, librarians and other support staff) that are concerned with information literacy, a community of practice could be facilitated. The community of practice would be a collaborative endeavour, concentrating on these academic skills in the curriculum.

Your answers to this survey will help in the design and content of an online platform to facilitate community interaction across the University in relation to the finding, use, understanding, evaluation of, and managing of information and how this fits into the curriculum. The initial focus links this to students' induction and transition into Higher Education.

The survey should take 10-15 minutes to answer.

It is proposed that this study will provide outcomes that will not only benefit the institution, but also provide evidence to help inform those in similar situations in other settings. Data will be used in the first instance for a doctoral award (Professional Doctorate in Information Science) and will also be used in conference papers, journal articles, or other appropriate research outputs, resulting from the study.

No personal details will be revealed about any individuals in this study. The only information revealed about any participant will be the academic school to which they belong at York St John University, to allow statistical analysis and comparisons. Ethics approval has been obtained at

both the institution providing the doctoral programme (Robert Gordon University) and at the institution at which the research will take place (York St John University), and data collected will be stored in accordance with their research data management policies. You may withdraw your permission and data at any stage, without giving reason.

**Contact details**

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**References**

Wenger E. (1998) *Communities of Practice: Learning, Meaning, and Identity*. Cambridge, Cambridge University Press.

By continuing with the survey, you are consenting to these provisions. Thank you for your participation in this.

Please enter an identifier of your own choosing, to use should you wish to withdraw your data.

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Page Break

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This section establishes info about the individual. Length of service, school affiliation, educational qualifications.

Q2 Respondent information

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Q3 For how long have you worked in Higher Education? Answer to the nearest year.

- 0-2 years (1)
  - 3-5 years (2)
  - 6-8 years (3)
  - 9 years + (4)
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Q4 For how many years have you worked at York St John? Answer to the nearest year. If you have worked here in more than one role, please add these together.

- 0-2 years (1)
  - 3-5 years (2)
  - 6-8 years (3)
  - 9 years + (4)
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Q5 To which school/department do you belong?

▼ School of Art Design and Computer Science (1) ... Another department (13)

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Q6 Have you completed a PostGraduate Certificate in Academic Practice (or equivalent) and/or attained Fellowship of the Higher Education Academy?

- Yes (1)
  - No (2)
  - Currently studying (3)
- 

Q7 Do you hold any of these qualifications? Tick all that apply.

- Undergraduate degree in education (with or without Qualified Teacher Status) (1)
  - Undergraduate degree in another subject (2)
  - PGCE or equivalent (3)
  - Masters degree in education (or similar) (4)
  - Masters degree in a different subject (5)
  - PhD or Professional Doctorate in education (6)
  - PhD or Professional Doctorate in another subject (7)
  - None of these (8)
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Page Break

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This section is about the academics' own use of information and confidence in finding and using it. It was gathered in case any factors arose which may be explained by the academics' own experiences. In the end, this was not used in the analysis, but the data is still there and could prove useful in future community of practice topics for discussion.

Q8 Your own information preferences

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Q9 When you search for information as part of your work, which of these do you do? If you use multiple strategies, please pick the one that you do most often or first.

- I search for information on my own (1)
  - I discuss my search with colleagues before doing it on my own (2)
  - Colleagues and I work collaboratively on the search (3)
  - Colleagues and I take responsibility for different sections of the search (4)
  - Someone else does the search for me (5)
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Page Break

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This section was linked to establishing whether anything deemed process-driven (i.e. designed into the module as a formal learning or assessment outcome) could also be attributed to the personal values and priorities of individual academics.

Q10 Course design

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Q11 Did you design, or contribute to the design of, a level 4 (year 1) module in 2016/17?

Yes (1)

No (2)

*Skip To: Q12 If Did you design, or contribute to the design of, a level 4 (year 1) module in 2016/17? = Yes*

*Skip To: Q13 If Did you design, or contribute to the design of, a level 4 (year 1) module in 2016/17? = No*

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These link to the process driven aspects to be investigated and align with the wish to establish student competencies linked to information literacy that are evident in the curriculum documentation. The example learning outcomes are taken from existing outcomes in documentation, linked to the modules used in the interview phase.

The first five outcomes are linked to traditional library skills and outcomes 6-10 are linked to emerging theories of information literacy.

The two themes linked to student competencies that emerged from the interviews were contextualising the literature/information and developing a position based on the evidence and communicating this. These are linked below.

Q12 Thinking about that module, did it have aims or learning outcomes which match, or are similar to these? Tick all that apply.

- Access information relevant to the subject and reference it appropriately (1)
  - Access primary and secondary sources in order to identify key themes and approaches (2)
  - Understand what makes a good information source (3)
  - Identify, articulate and discuss the work of key scholars (4)
  - Communicate ideas and arguments in a manner appropriate to the context and audience (5)
  - Understand how literature contributes to the learning process (6) **Contextualising**
  - Display a knowledge of skills that academics employ in their research and writing (7) **Developing a position**
  - Evaluate broadcasts, performances or writing within a historical context (8) **Contextualising**
  - Explain how the history of a specific aspect of the subject has shaped its contemporary form (9) **Contextualising**
  - Demonstrate personal responsibility for self-directed learning (10) **Developing a position**
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Q13 Course teaching

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This section is linked to student competencies and was included to establish which tools were in common use and as an indication of the dominance of textual sources and therefore a link to the theme of contextualizing the literature/information. The results were not strong enough to use in the analysis, but the descriptive overview will be useful once the community of practice is running.

Q14 Generally, to what extent do you expect undergraduates to use these information sources as part of their studies, over the whole degree?

	A key source, used frequently (1)	To be used sometimes (2)	Rarely used (3)	Never used (4)	Don't know/I am unaware of this (5)
Bibliographic databases (e.g. Arts and Humanities Full Text, CINAHL, Emerald, British Education Index, ATLA) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tools to measure usage and reach (e.g. Altmetric) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Film, TV and radio broadcasts (e.g. Box of Broadcasts) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open Access information tools (e.g. CORE) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maps (e.g. DigiMap) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google Scholar (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Theses (e.g.  
EThOs) (8)

Newspapers,  
current and  
historic (9)

Citation  
services (e.g.  
Web of  
Science) (10)

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These sections all link to the approach of the teacher/practitioner and therefore the themes of student-centredness linked to information literacy, and social/active learning as a pedagogic tool linked to information literacy.

Q15 The next 4 sections all link to planning your teaching for level 4 (year 1 ) modules in 2016/17, or supporting these students with academic skills.

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Linked to student-centredness and information literacy.

Q16 Issues linked to the students' previous experiences.

	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)
It was important to understand students' educational experiences prior to university. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was important to understand students' life experiences prior to university. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was important to ensure that students understood how to incorporate sources of information into their academic work. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was important to ensure that students understood how to use sources of information for answering questions in their life, generally. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Linked to social/active learning as a pedagogic tool.

Q17 Did you use group work in your teaching?

Yes (1)

No (2)

*Skip To: Q19 If Did you use group work in your teaching? = Yes*

*Skip To: Q18 If Did you use group work in your teaching? = No*

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Q18 Why did you not use group work? Tick all that apply.

I usually see students on an individual basis (1)

I was aware that some students do not like group work (2)

I wanted the students to develop their own understanding first (3)

Something else (please state) (4)

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*Skip To: Q20 If Why did you not use group work? Tick all that apply. = I usually see students on an individual basis*

*Skip To: Q20 If Why did you not use group work? Tick all that apply. = I was aware that some students do not like group work*

*Skip To: Q20 If Why did you not use group work? Tick all that apply. = I wanted the students to develop their own understanding first*

*Skip To: Q20 If Why did you not use group work? Tick all that apply. = Something else (please state)*

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Q19 Developing a community among new students.

	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)
An important purpose of group work is to facilitate peer learning (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An important purpose of group work is to foster a supportive atmosphere (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An important purpose of group work is to facilitate academic debate (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Linked to the academics' own priorities and values linked to information literacy, but connecting these to the competencies they expect the students to achieve. Question which connects the teacher/practitioner approach with student competencies. Aspects 1-3 are linked to traditional library skills, aspects 4-7 are linked to the emerging information literacy theories. The specific theme emerging from the interview phase to which the aspect is linked is identified in red, below.

Q20 Aspects of information identification and evaluation.

	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)
I encouraged the students to cite and reference specific, recommended sources. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encouraged the students to use 'academic' sources of journals and books above others (e.g. websites, newspapers, videos). (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encouraged the students to start with recommended sources, but then find and evaluate their own in addition to this. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encouraged the students to consider the context in which the source was produced, e.g. the time period/culture/society. (4) <b>Contextualising the lit/info</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encouraged the students to consider the purpose for which sources were intended (e.g. academic research,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

professional practice, evidence-based practice, reflective practice, fake news). (5)

**Developing a position**

I encouraged the students to consider sources beyond the academic textual ones of books and journal articles (e.g. performances, personal experiences, artworks). (6)

**Contextualising the lit/info**

I encouraged students to integrate learning into their professional or everyday life. (7)

**Developing a position**



This relates to the student developing a position on a topic and linked to student-centredness, but the outcomes were not statistically strong enough to use.

Q21 The use of information in an academic context.

	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)
I encouraged students to take ideas from the evidence and paraphrase/write in their own words as much as possible (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encouraged students to develop their own ideas on the topic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encouraged the students to link their own ideas to evidence (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encouraged the students to develop a position based on the evidence and communicate this (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

These were factors linked to the four key themes emerging from the interviews, to see if one came out strongly. It proved not to be useful.

Q22 Thinking about the four areas covered in the previous section, how would you rank them in terms of importance in your overall approach to teaching? Drag the statements into the order of your choice. 1 is the most important.

\_\_\_\_\_ Issues linked to the students' previous experiences. (1) **Student centredness**

\_\_\_\_\_ Developing a community among new students. (2) **Social/active learning as a pedagogic tool**

\_\_\_\_\_ Information identification and evaluation. (3) **Contextualising the lit/info**

\_\_\_\_\_ The use of information in an academic context. (4) **Developing a position**

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This question was added in case there was a high percentage of respondents who were not involved with the design of the module they were delivering, to see if assessment was affected by having values not linked to learning outcomes. As it happened, this was not required as most respondents had at least contributed to the design of the module they were delivering.

The data will be useful in the future, however. Especially that of expecting a specific number of sources deemed to be 'academic' to be cited in an assignment, as this is something to be explored in the community of practice.

Q23 Course assessment

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Q24 Did you assess year 1 (level 4) module assignments in 2016/17?

- Yes (1)
- No (2)

*Skip To: Q25 If Did you assess year 1 (level 4) module assignments in 2016/17? = Yes*

*Skip To: Q34 If Did you assess year 1 (level 4) module assignments in 2016/17? = No*

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Q25 Did you design the assessments you carried out in level 4 (year 1) modules in 2016/17?

- I designed all myself (1)
- All were designed by others (2)
- I designed some and others designed some (3)

*Skip To: Q26 If Did you design the assessments you carried out in level 4 (year 1) modules in 2016/17? = I designed all myself*

*Skip To: Q27 If Did you design the assessments you carried out in level 4 (year 1) modules in 2016/17? = All were designed by others*

*Skip To: Q26 If Did you design the assessments you carried out in level 4 (year 1) modules in 2016/17? = I designed some and others designed some*

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Q26 Thinking about the assessment methods for those you designed for level 4 (year 1) modules in 2016/17, please tick all of these which applied (you may have used different methods in the same or in different modules).

Students had to follow one, predetermined assessment method. e.g. an essay or a presentation (1)

Students had to follow multiple, predetermined assessment methods. e.g. an essay and a presentation (2)

Assessment methods were predetermined but students could request adjustments if necessary (3)

Students were given a choice of assessment method, e.g. their choice of an essay or a presentation (4)

Students were given a free choice of assessment method (5)

The assessment method was outside my control, e.g. requirement of professional body (6)

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Q27 Thinking about the assessment methods for those designed by someone else for level 4 (year 1) modules in 2016/17, please tick all of these which applied (you may have used different methods in the same or in different modules). **Please leave this blank if you did not deliver assessments designed by someone else.**

Students had to follow one, predetermined assessment method. e.g. an essay or a presentation (1)

Students had to follow multiple, predetermined assessment methods. e.g. an essay and a presentation (2)

Assessment methods were predetermined but students could request adjustments if necessary (3)

Students were given a choice of assessment method, e.g. their choice of an essay or a presentation (4)

Students were given a free choice of assessment method (5)

The assessment method was outside my control, e.g. requirement of professional body (6)

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Q28 Thinking about the topics assessed in level 4 (year 1) modules in 2016/17, please tick all of these which applied (you may have used different methods in the same or in different modules)

The students had no choice in the assessment topic - the questions were set (1)

The students could choose a topic/question from a selection given to them (2)

The students had free reign in their choice of topic, linked to the content of the module (3)

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Q29 When assessing modules in level 4 (year 1) modules in 2016/17, how important were the following criteria?

	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)
It was important that students included a minimum number of 'academic' sources (and this was expressed in the marking criteria) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was important that, students used 'recent' sources, as defined by the module team (e.g. up to 10 years old only) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was important that a single source appropriate to the argument being made was cited and referenced (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was important that multiple sources appropriate to the argument being made were cited and referenced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(4)

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This was to establish whether the academics had been involved with the design of the learning outcomes, linking their values with the process-driven outcomes.

Q30 Working with others

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Q31 Did you design, or help in the design, of any of the level 4 (year 1) modules which you taught in 2016/17?

Yes (1)

No (2)

*Skip To: Q32 If Did you design, or help in the design, of any of the level 4 (year 1) modules which you taught in... = Yes*

*Skip To: Q33 If Did you design, or help in the design, of any of the level 4 (year 1) modules which you taught in... = No*

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Q32 In designing the learning outcomes of the modules you taught, with whom did you collaborate? Tick all that apply.

- Other academics from my school (1)
  - Other academics from different schools (2)
  - Librarians (3)
  - Student Services (e.g. writing development) (4)
  - Digital training (5)
  - Technology Enhanced Learning (6)
  - Professionals from linked careers (7)
  - Others (please state) (8)
- 
- No-one else (9)

Q33 In helping students to achieve the learning outcomes of the modules you taught/contributed to, who else helped in the delivery (i.e. teaching) of the module? Tick all that apply.

- Other academics from the school to which the module belonged (1)
  - Other academics from different schools (2)
  - Librarians (3)
  - Student Services (e.g. writing development) (4)
  - Digital training (5)
  - Technology Enhanced Learning (6)
  - Professionals from linked careers (7)
  - Others (please state) (8)
- 
- No-one else (9)

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Page Break

To establish potential membership.

Q34 Finally, an online platform for sharing ideas about linking resource use and evaluation to the curriculum is being developed for staff, with a focus on level 4 (year 1) in the first instance. Would you be interested in obtaining more details about this?

Yes (1)

No (2)

*Skip To: Q35 If Finally, an online platform for sharing ideas about linking resource use and evaluation to the cu... = Yes*

*Skip To: Q37 If Finally, an online platform for sharing ideas about linking resource use and evaluation to the cu... = No*

Q35 How important to you would it be for the platform to offer the following?

	Very important (1)	Important (2)	Slightly important (3)	Not at all important (4)
Online discussion boards (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Example lesson plans (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case studies from YSJ (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case studies from other universities (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The student view (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Associated opportunities for face to face discussions/meetings (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q36 Thank you for expressing interest in the online platform. Please leave your email address to receive more details. Your personal details will be kept separate to your answers to these questions and not linked in any way.

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Q37 Thank you for taking part in this survey. Please click on the arrow button below to submit your answers.

End of Block: Default Question Block

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