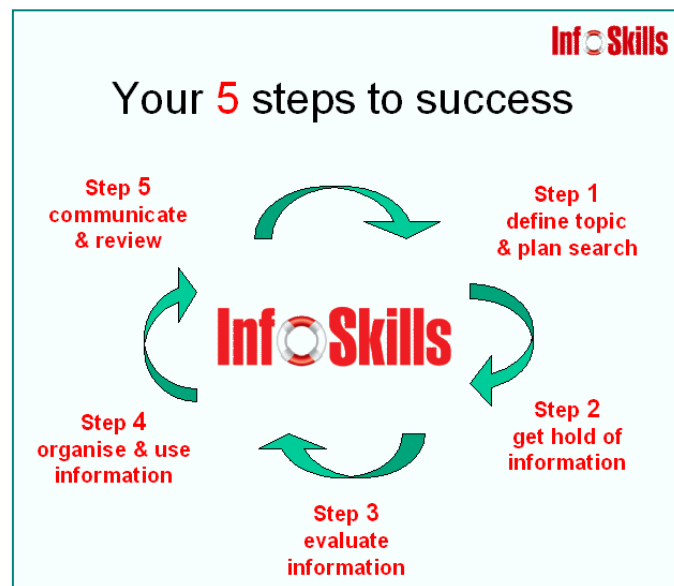


InfoSkills Five Steps to Success

At Manchester Metropolitan University (MMU), the Big Blue Project's¹ eight key attributes of an information literate student were translated into more appropriate and accessible language and, in line with identified user needs, became the InfoSkills five steps to success:



The following are key resources, which can be used to support the MMU 5 step cycle.

Supporting the whole cycle

Resource: Viola Quest <http://www.violaquest.org/>

What it is JISC-funded ARGOSI project used an Alternate Reality Game (ARG) to support the student induction process, with a particular focus on library and information skills.

¹ BIG BLUE (2002) *Final Report* [online]. Leeds: Leeds University, [accessed 2 February 2010], <<http://www.leeds.ac.uk/bigblue/finalreportful.htm>>

Why we picked it	This game was developed in collaboration with MMU Library to help students not only develop their InfoSkills but to support induction and orientation to the city.
What's good about it	ARGOSI offers an engaging environment to encourage students to build as well as well as tackling relevant learning outcomes from their studies. It has the potential to aid retention and contribute to student satisfaction.
Who it's for	Mainly at 1 st year undergraduates but this may be of interest to any University student. The materials can also be re-used and adapted for use elsewhere http://argosi.playthinklearn.net/index.htm
How it fits into IL	Basic aspects of all learning outcomes from the five step cycle are addressed.

Resource: The Information Literacy Website <http://www.informationliteracy.org.uk/>

What it is	Designed to support practitioners in the field of Information Literacy.
Why we picked it	Full of examples of best practice, news and case studies in Information Literacy.
What's good about it	It is developed by practitioners in the field and contributions are made by real professionals. The IL teaching resources in particular are useful.
Who it's for	Practitioners in the field.
How it fits into IL	Materials on this site cover all of the five step cycle.

Step 1 Define topic and plan search

Resource: Information Literacy Resource Bank <https://ilrb.cf.ac.uk/searchtech/index.html>

What it is	Bite-size Information Literacy learning objects.
Why we picked it	With permission sought, these can be re-used at other institutions.
What's good about it	The learning objects are of a manageable size to integrate into existing work – they are delivered in a variety of mediums.
Who it's for	Practitioners to use with students.
How it fits into IL	It covers many aspects of the five step cycle but in particular covers successfully the construction of keyword search strategies and narrowing and broadening searches.

Resource: Visuwords <http://www.visuwords.com/>

What it is	A visual way of looking up the meaning of words and associated concepts
Why we picked it	This is a great resource for library staff when preparing to teach about keyword sand synonyms.
What's good about it	A great way to work out concepts around a topic. Visually appealing and interactive.
Who it's for	Extremely useful for library instruction but equally useful for staff and academics alike.
How it fits into IL	Helps to construct comprehensive keyword searches.

Step 2 Get hold of information

Resource: MMU Library videos/podcasts <http://www.library.mmu.ac.uk/help/>

What it is	Podcasts/ videos covering basic library resources.
Why we picked it	Produced in house at MMU these basic podcasts/videos offer a simple introduction to library resources.
What's good about it	This supports face to face teaching and allows students to learn about resources in their own time.
Who it's for	MMU students – although libraries using the same resources may be able to re-use.
How it fits into IL	Covers relevant library resources for getting hold of information. Including the library catalogue and library journals.

Resource: Google advanced searching tutorial

http://www.informs.intute.ac.uk/informs_perl/jump.pl?341-3958

What it is	An Informs guide to using Google in a more advanced way.
Why we picked it	Produced in house at MMU this simple tutorial takes students through some easy tips for making Google work more effectively for them
What's good about it	Simple tips without overwhelming students with too much information. It is an easy way for students to learn efficient techniques for Google.
Who it's for	Students although equally there may be tips for trainers and other instructors.

How it fits into IL Enables students to understand the key functions of an internet search engine and offers tools and techniques for better internet searching.

Step 3 Evaluate Information

Resource: The Internet Detective <http://www.vts.intute.ac.uk/detective/>

What it is Interactive tutorial on evaluating the quality of Internet resources.
Why we picked it Re-launched in 2006 this is a quality resource, which can be relied upon for teaching students about the importance of evaluating the information that they find.

What's good about it Easy to read and presented in an interactive manner. This can also be downloaded into local VLEs.

Who it's for Aimed at students but offering advice for tutors on how to use it.

How it fits into IL Raises awareness of issues of authority, bias and currency and encourages assessment of currency, relevance and comprehensiveness.

Resource: Critical thinking and the web <http://www.intute.ac.uk/criticalthinking.html>

What it is A set of free teaching resources designed to promote critical thinking and to develop the analytical abilities, using the Web as source material.

Why we picked it Another quality resource from Intute, which address an extremely crucial topic for students in HE.

What's good about it This resource involves the tutor and helps plan out whole lessons on a vital subject. An easy to follow teaching guide takes you through the lesson delivery.

Who it's for The content is aimed at first year undergraduates – although it could be used at other levels. It is a teaching resource aimed to be delivered to students.

How it fits into IL Understanding the process and limitations of internet searching is vital to the InfoSkills cycle. This resource helps students to interpret information found to match their information need.

Step 4 Organise and Use information

Resource: TAG videos on plagiarism and collusion
http://www.taguclan.org.uk/learn_to_learn/plagiarism.php
http://www.taguclan.org.uk/learn_to_learn/collusion.php

What it is Products of the JISC funded TAG project – animated videos which simply explain plagiarism and collusion.

Why we picked it	A very different way of explaining what can be a dry topic.
What's good about it	Explains such an important issue in a visual and easy to understand manner.
Who it's for	HE students at all levels, but in particular is applicable to 1 st year undergraduates.
How it fits into IL	Gives a basic understanding of copyright and plagiarism regulations and empowers students to adhere to these regulations.

Resources: **Avoiding plagiarism online tutorial**
<http://www2.le.ac.uk/offices/ssds/sd/ld/resources/study/plagiarism-tutorial>

What it is	An online tutorial on avoiding plagiarism covering a variety of subjects created by Leicester University.
Why we picked it	Interactive and tailored towards subject areas – this is an easy way to learn about this topic.
What's good about it	This tutorial can be adapted for your own institution – there is an online tutorial request form. Visually this looks appealing and is interactive throughout.
Who it's for	Students of any level.
How it fits into IL	Defines what plagiarism is and how to avoid it a vital aspect for organising and using information.

Step 5 Communicate and Review

Resource:	BBC Skillswise words http://www.bbc.co.uk/skillswise/words/writing/
What it is	BBC website resource for adult learners and tutors to improve their basic skills
Why we picked it	Covers wide topics of reading, writing, spelling and vocabulary
What's good about it	User-friendly- this site delivers information in a variety of ways including games.
Who it's for	Adult learners and tutors.
How it fits into IL	Assists with improving communication to prescribed audience, using appropriate methods.
Resource:	Assignment survival kit: ASK http://www.kent.ac.uk/uelt/ai/ask/index.php or http://www.staffs.ac.uk/ask/

What it is	A tool to help with assignment deadlines – with suggestion activities and dates for completion
Why we picked it	Great tool for students to keep organised and on top of their workloads
What's good about it	Interactive and simple to use tool
Who it's for	All students but in particular those new to University and setting and meeting deadlines.
How it fits into IL	Helps students to construct a clear plan for delivery of information.