

# Digital & Information Literacy Skills: Student Progression and Development

|                        | Stage 1 - Introductory   | Stage 2 - Intermediate   | Stage 3+ - Advanced   | Notes |
|------------------------|--|--|---|-------|
| Finding Information    | <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise the different types of academic information available in their subject area and explain why they might use them.</li> <li><input type="checkbox"/> Describe what academic information is, how they would find it and perform the following with <a href="#">Library Search</a>:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> basic keyword searching.</li> <li><input type="checkbox"/> simple refining techniques.</li> <li><input type="checkbox"/> find an item on Library shelves and access an electronic item.</li> </ul> </li> <li><input type="checkbox"/> Perform a search on a database where required by the curriculum.</li> <li><input type="checkbox"/> Locate and interpret their reading lists.</li> <li><input type="checkbox"/> Locate their <a href="#">Library subject guide</a> for future reference.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Use their <a href="#">subject guide</a> to find links to subject specific resources.</li> <li><input type="checkbox"/> Develop their own search strategy:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> describe the subject scope and relevance of a chosen resource.</li> <li><input type="checkbox"/> apply <a href="#">BOOLEAN searching</a> (Combining key words with AND/OR/NOT).</li> <li><input type="checkbox"/> begin to use synonyms for key search terms to expand search results.</li> <li><input type="checkbox"/> use the refining and limiting options in a range of resources.</li> </ul> </li> <li><input type="checkbox"/> Discover and use a wider range of <a href="#">sources</a> (such as legislation, <a href="#">government publications</a>, <a href="#">scientific data</a>, <a href="#">standards</a> and <a href="#">patents</a>, <a href="#">company information</a>, <a href="#">newspapers</a>, <a href="#">audio visual</a> and websites).</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify key journal titles, authoritative sources, experts and networks in their discipline.</li> <li><input type="checkbox"/> <a href="#">Refine their own search strategy</a>:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Perform advanced searching techniques in a range of subject-specific resources.</li> <li><input type="checkbox"/> Use multiple synonyms and combination searches to build up a complex search string.</li> </ul> </li> <li><input type="checkbox"/> Explain what a <a href="#">360° search</a> is (moving backwards through references and forwards through citing documents), describe how it might be useful and employ it in their own searching.</li> </ul>   |       |
| Evaluating Information | <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise the limitations of Google and Wikipedia for the purposes of an academic literature search.</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise the choices they have made in their use of sources and compare and contrast evidence, revealing gaps in knowledge.</li> <li><input type="checkbox"/> Describe the currency, relevance, accuracy, authority and purpose of potential sources of information, making appropriate selections for their needs.</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulate and justify the decisions they have made in choosing and using sources appropriate to their information needs and the task at hand.</li> <li><input type="checkbox"/> Follow the development of an area of research, comparing and contrasting evidence and synthesising information to form connections and build their own arguments.</li> </ul>   |       |
| Managing Information   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe what referencing is and why it is important.</li> <li><input type="checkbox"/> Identify any preferred referencing style for their School, programme or module.</li> <li><input type="checkbox"/> Construct an accurate reference for the most commonly used information types in their discipline (e.g. books and journal articles).</li> <li><input type="checkbox"/> Apply referencing principles in order to avoid plagiarism and the unethical use of information.</li> <li><input type="checkbox"/> Locate and use the sources of referencing help available (such as <a href="#">Cite Them Right</a>, <a href="#">Referencing Guide</a>, <a href="#">Library Help</a> and <a href="#">Writing Development Centre</a>).</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Construct an accurate reference for further information types in their discipline (e.g. multimedia and social media).</li> <li><input type="checkbox"/> Proofread their referencing for common mistakes and rectify them accordingly.</li> <li><input type="checkbox"/> Judge whether reference management software would help to save them time in their final year and locate further information if needed (e.g. by reviewing the <a href="#">Referencing Guide</a> or <a href="#">EndNote Guide</a>).</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Save searches and set up email alerts to keep up to date with key journals/resources.</li> <li><input type="checkbox"/> Decide on a workflow for managing information which suits their purposes.</li> <li><input type="checkbox"/> Evaluate reference management tools and strategies in light of their preferred workflows:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> If using EndNote, access EndNote after graduation and describe how to export an EndNote library to reuse in future.</li> </ul> </li> <li><input type="checkbox"/> Articulate which resources they have used whilst studying, describe what skills they have developed in the process and explain how they were developed (in readiness for further study, placements, interviews and the workplace beyond University).</li> <li><input type="checkbox"/> Collect and use data ethically.</li> </ul> |       |

