

Performance measurement in IL. Can issues be developed from practice?

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Information Skills for a 21st Century
Scotland

Information skills for a 21st century Scotland

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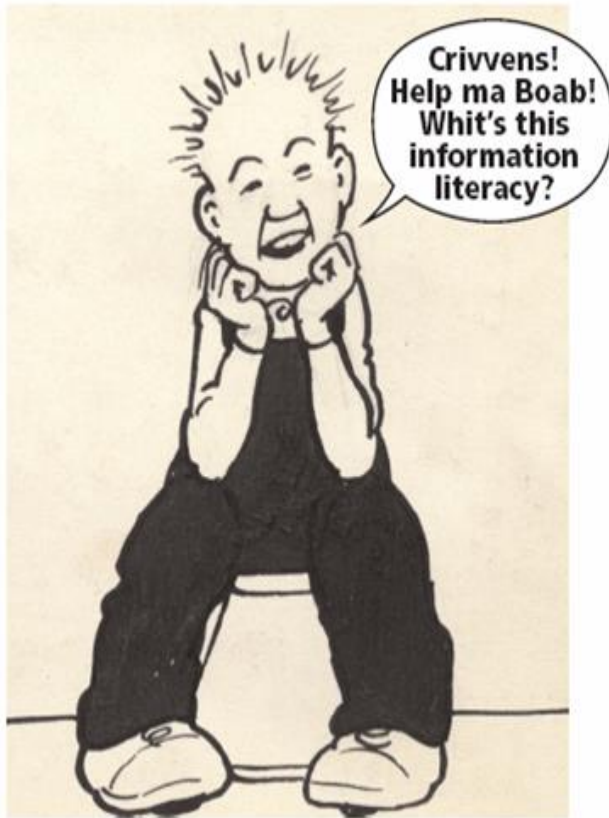
www.therightinformation.org/

Launched 11th June
2012
@ CILIPS Annual
Conference in Dundee

New online information
literacy community of
practice: Information
Skills for a 21st century
Scotland.

More than a website ...

Hosted by Scottish
Library and Information
Council (SLIC)



Our Wullie © D.C.Thomson&Co.,Ltd

An online information literacy community of practice
And he's back!

Brief overview

- Scottish Information Literacy Project 2004- 2010
- Right Information Community of Practice founded 2012
- Communication by blogging, email and twitter
- Face to face meetings twice a year
- Brings together a diverse range of library sectors and representatives from education and skills bodies
- Works with all relevant bodies
- Presentations, articles, blogging, advocacy, training packages

Some examples of innovative work in Scotland

- Work with refugees – Konstantina Martzoukou
- Older person's agenda – Bill Johnston
- Political engagement of young people – Lauren Smith
- Making it easy – a health literacy policy for Scotland
- Success in obtaining Information Literacy Group funding

Why is health literacy important?

The problem of poor health literacy affects a significant portion of the population. The proportion of the population with inadequate health literacy in a sample of eight European countries is 47% – almost half the population¹. 43% of English working-age adults will struggle to understand instructions to calculate a childhood paracetamol dose. The cost to the US economy, because of inadequate health literacy, is estimated to be in the region of \$106-\$236 billion per year. 26.7% of people in Scotland have occasional difficulties with day-to-day reading and numeracy. 3.6% will have severe constraints

Performance indicator

‘a numerical or verbal expression derived from library statistics or other data used to characterize the performance of a library’
(Crawford 2006:15).

Types of indicators

- Inputs – resources that are applied to providing a service – e.g. Opening hours
- Outputs – products and services created by the library – e.g. Issue statistics
- Outcomes – The contribution that a service makes to the activities of a user, whether they are related to work, learning or leisure
- Quality – fitness for purpose
- Value and impact - Making a difference
- Crawford 2006 (16- 17)

Libraries Change Lives Award 2016



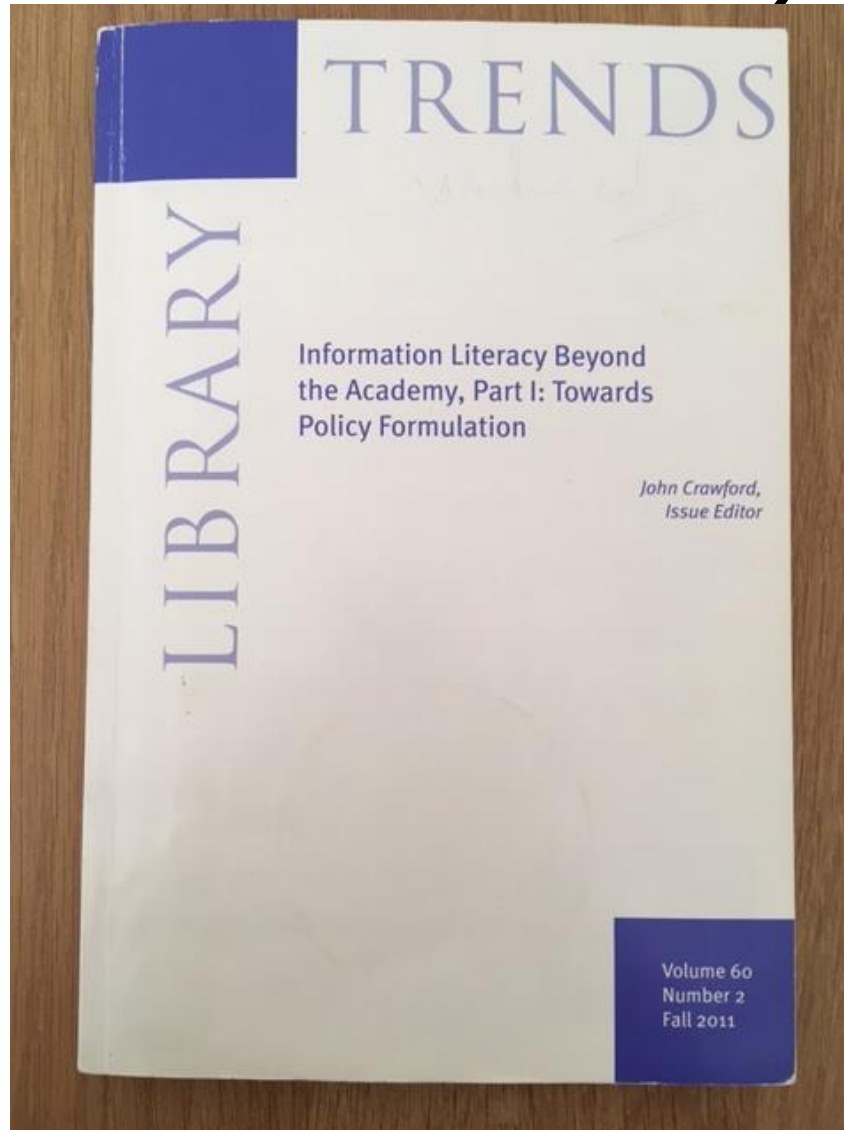
Examples of indicators relevant to information literacy

- % of localities with public internet access centres
- Number of PCs per 100 or 1000 inhabitants
- Public libraries - volumes of books
- Library employees per 1,000,000 inhabitants
- Book production Titles per 1000 inhabitants
- Catts and Lau (2008)

Can IL performance measurement data be extracted from literacy surveys ?

- Undertook a study of literacy surveys to see if IL indicators could be extracted
- Levels of IL skill vary widely in different situation – journalism, civic involvement, health and well being
- IL indicators should include ICT indicators - ICT skills may demonstrate IL skills
- Catts (2012)

Special issue of *Library trends*



Whitworth 1

- 1. Information literacy policy documents should be about information literacy and not something else
- 2. They should have some form of government endorsement and support
- 3. They should be genuinely cross-sectoral covering all education levels from early years to PhD level, the workplace, health, lifelong learning, employability and skills development and citizenship and civil rights

Whitworth 2

4. They should be at least informed and preferably led by the professional bodies of the countries concerned
5. They should be collaborative with input from all organisations in the countries concerned such as skills development bodies, employers' organizations, trades unions, teaching and learning organizations and relevant NGOs

Woody's Ten commandments 1

- Patience and perseverance
- Find an in-house champion
- Aim for the top
- Link information literacy to specific long-standing goals and reforms
- Link to the twenty first century and the global information/knowledge society

Woody's Ten commandments 2

- Resistance to change is “normal”
- Don't bite off more than you can chew
- Pilot test, experiment and compartmentalize
- Advocacy is not for the faint of heart

Whitworth's criteria

- work cross sectorally both within and beyond the profession
- we have worked collaboratively with other relevant organizations. Although professional bodies have been supportive, they have not sought a leadership role
- While it might seem obvious that information literacy policies should be about information literacy and not something else, this has in practice proved to be a particularly thorny issue, as separating out digital and information literacy in the minds of policy makers has proved challenging

Woody's Ten Commandments

- The issue of champions has to some extent been addressed by attracting the support of professional bodies and also by engaging with other professions and activities which see the value of information literacy.
- Aiming for the top has been more problematic. While engaging with civil servants has not been a problem, the meeting with the minister was less successful, with the emphasis on digital literacy rather than information literacy.
- linking information literacy to specific long standing goals and reforms” has been key to our activities.
- While we have done our best to pilot test and experiment, objectively demonstrating the value and impact of our activities is a continuing challenge.
- We have certainly done our homework and despite setbacks, have never been “faint hearted” .

Further reading

Information literacy beyond the academy,
Part1:Towards policy formation, *Library trends*,
Vol. 60, No. 2, 2011

Strategic and policy making issues in information
literacy, *Library and information research*, Vol. 40,
No. 123, 2016

Information literacy development in a small
country: A practical proposition? John Crawford

<http://www.lirjournal.org.uk/lir/ojs/index.php/lir>

Catts and Lau references

- Catts. R. (2102) Indicators of adult information literacy, *Journal of information literacy*, (8) 2, 4-18.
- Catts. R. and Lau, J. (2008) *Towards information literacy indicators*. Paris: UNESCO.

Be realistic



Questions?



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