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Walsh, Andrew

Infolit teaching in HE

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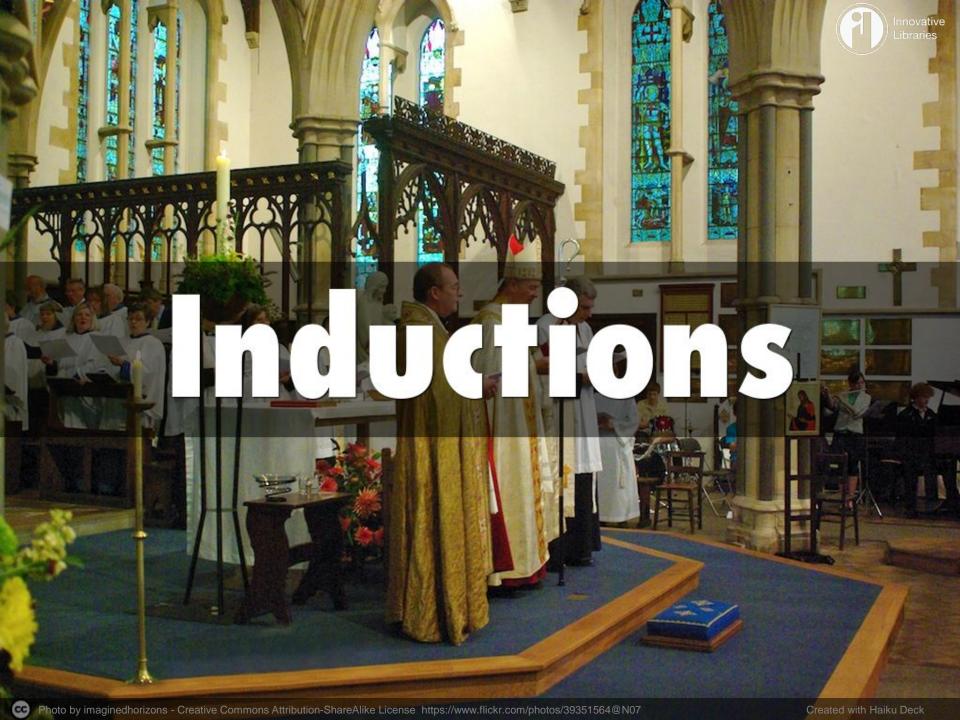
#infolit teaching in HE @hudlib by @andywalsh999





places the 2009 Information Literacy Strategy.

- efines Information Literacy as:
- ssential and contextual graduate attribute that allows us to express information requir locate, manage, cite, synthesise, create and disseminate information and research
- f relevant tools.
- racy" (closely le lated on "it-repies" and is divided iteracy, a lely accepted in ind is no refire and in y ip for a solid literacy, a irning and in it projects et global on solid is a full ight.
- um for Information Literacy" (ANCIL)¹ describes the information literacy issues that w provides a future direction:
- tion literacy can be defined as a set of skills, attributes and behaviour that underpins gital age. It has been linked to graduate employability and increasingly UK universities ing information literacy strategies to inform how they ensure students acquire these of heir undergraduate studies. Information literacy programmes or sessions are often rule; however, in order to be most effective, experts recognise that information literacy sleed within a subject curriculum and ideally taught in partnership with academic and active, rather than in one-off sessions run by librarians. <...> In addition, recent researches actives and the second statements actives and actives actives and actives and actives and actives and actives actives actives actives actives and actives actives



General Approaches Active learning

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A few active exercises...

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Creative stuff?

cut and paste for real...

60



Legos Serious Play

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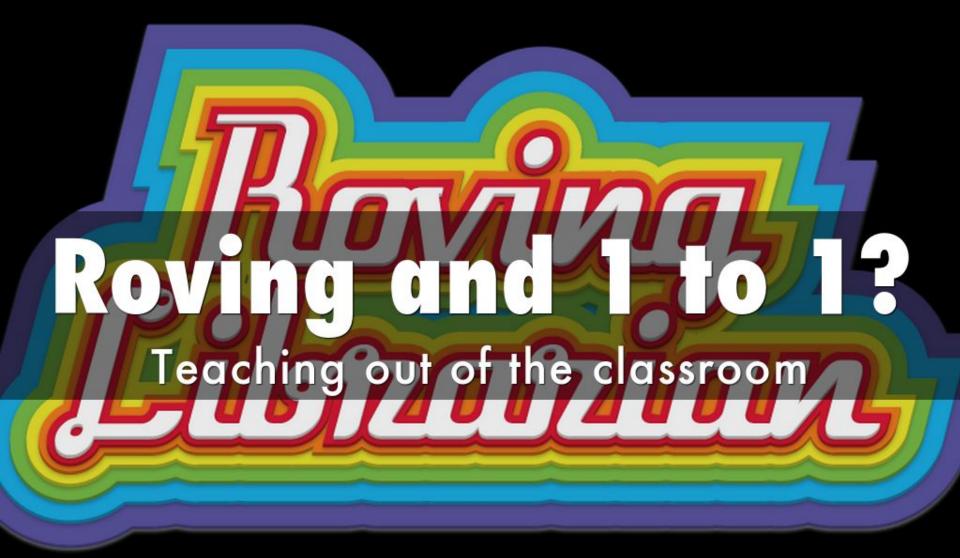
Games... for learning

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