

SLIC GUIDANCE ON THE NOF ICTL TRAINING
SUPPLEMENTARY AND ADVANCED OUTCOMES

Outcome 2 – Support Staff at Work

Library staff should know those features of ICT, which can be used, separately to together, to support their work

a. Capacity and range:

The range of forms in which ICT can present information, e.g voice, text, images, sounds or video;

Covered by ECDL

The range of possible appropriate ICT sources, including local sources such as CD-ROM, and remote databases such as the New Library (People's) Network and the Internet:

Floppy disks; CD-ROMs;

Websites including: SLAINTE; Scottish Parliament; Scottish Executive; local Council website and Intranet; community websites. Creating short cuts and icons

The basic principles of the World Wide Web element of the Internet, including addresses and domain names, URLs and hypertext links, browsers, main browser features, such as bookmarks, main functions on the toolbar, use of search engines, printing and downloading files from Web;

Covered by ECDL

Sending basic email, setting up email according to local settings, basic security and anti-virus measures, handling junk mail.

How to judge the accuracy of the information and the credibility of its source, e.g. discussing the fact that anyone can set up a website and there is no quality control over its content.

Overlaps with Outcome 4.

Evaluation of the quality of information and the credibility of its source. SLIC's Organising Information Report, South Ayrshire's site, NGfL website, SFEU website, and Learn IT CD-ROM all offer advice.

b. Provisionality; the function of ICT which allows changes to be made easily and enables alternatives to be explored readily, and as appropriate to different users:

How to make the best use of the ability to make rapid changes, including how to create text, designs and models which may be explored and improved in the light of evaluation;

Covered by ECDL. Focus on practical examples of the ability to review, change and improve presentation of work in progress

How to judge when and when not to encourage exploration and change using ICT;

Focus on the development of contextual style guide: Tips on presentation, such as using bold, italic, underline and multiple fonts, use of animation in presentations and sound effects – less is more

How archiving work at different stages enables a record to be kept of the development of ideas.

Saving work regularly to show how work has developed. Also strategies for saving so that work can be relocated, disaster planning and archival purposes.

c. Interactivity; the function of ICT which enables rapid and dynamic feedback and response, as appropriate to different users, including how to determine the most appropriate media to use.

Discuss the implications of changes in communication for people. Cover: Email – quick, direct but vulnerable and can be over-relied on; sending and receiving/reading are not the same; and not all users have the same proficiency with or interpretation of digital communication. Include also tone of email (e.g. not using capitals), any council policies and protocols and consider legal, etiquette and AUP factors. Include adding documents to Intranet, according to local procedures.

The Expected Outcomes don't require the following but, since there is much overlap with ECDL is this Outcome, it is helpful to focus on these more practical issues.

Developing good practice for ICT in the library: how the virus check system works; recycle bins; clearing C Drive and emails, so work is saved appropriately; cleaning monitors and mice; defragging disks; checking for unauthorised programme and icons being installed (or information about the principle of any council protocols); adding paper and toner to printer; simple troubleshooting like clearing paper jams. Could also include working with scanners and web cams..

Outcome 3 – Health and safety and legal issues

Library staff should:

a. Recognise and avoid potential dangers to health and safety – for example, they should ensure that cables are safely secured and that power points are not overloaded;

Maintaining good cable management; Power socket capacity; Food and drink; Safe connection of PC equipment – colour-coding.

Staff should be aware of risk assessments and should know where to access help and advice.

b. Be aware of legal considerations including those related to:

Keeping personal information on computers, as set out in the Data Protection Act Implications and local guidance on the use of personal information; awareness and points of reference for further information

Copyright legislation, relating to text, sound, images and copying software;

SLIC Copyright CD ROM, CILIP Website, CLA Website, EU Website. Also guidance relating to digital watermarking, digital image and music downloads.

Material which is illegal in this country.

Policies on freedom of information; own Council view on filtering; and the importance of Authorised Use Policies.

Staff should be aware of procedures relating to any breeches of own AUP, infringement of copyright etc.

Outcome 4 – Finding things out for users

Library staff should be able to provide people with access to a wide range of information. *A refresher on the Reference interview technique is recommended– asking the right questions, keywords, strategies*

Should cover: Listening skills; necessity of paraphrasing to articulate to the client's requirement; asking open questions, clarifying the question with the client as they may have a limited knowledge base; verifying appropriateness to select the type, amount and level of information needed; collecting the information; following up with the client in case there is a secondary enquiry; and ending the interview.

They should be able to:

a. search a range of bibliographic databases to support information retrieval for all formats and media;

Should include range of databases, retrieving material in different formats/media, used by your service – such as Whitakers, BIDS, SCRAN, BUBL, Know UK, others subscribed to by own authority, etc.

b. identify sources of information and discriminate between them, e.g. Internet, disk, CD-ROM; low status information on the Internet with no editorial scrutiny, CD-ROM information which may be out of date;

Covered in ECDL Module 1. Evaluating information is crucial and should be covered for following items and search strategies. SLIC is developing an information handling skills online course which will help support this area. Exercises should include comparisons of information to make staff aware of the low status information on the Internet with no editorial scrutiny and CD-ROM information which may be out of date.

c. plan and put together a search strategy, including framing useful questions, widening and narrowing down searches, e.g. translating an enquiry expressed in ordinary language into forms required for the system;

Some coverage in ECDL Module 7. Should cover: Framing the question (covered by the reference interview – know what you want); Variety of search engines (search engines, directories, hybrid search engines, metacrawlers); need to evaluate search engine against user's needs, variability of their effectiveness; use of different syntax, reviewing and refining terminology in the light of results (broader, narrower, related terms); truncation; need to evaluate the information for authority, credibility, accuracy, bias, currency, etc; widening and narrowing the search using advanced search strategies; use of Boolean logic; translating the search terms of the user into appropriate form for the search engine.

There is additional information on good web design under IT Gatekeeper

d. collect and structure data, storing it for later retrieval, interpretation and correction; *Embedded in above, ECDL Modules 1, 2, 3 and 7.*

e. consider validity, reliability and reasonableness of outcomes

See evaluating information, above c.

Outcome 5- Supporting Reader Development

Library staff should:

a. be aware of the range of reader services and information available digitally to support reader development and be able to use their ICT skills to access for example, reader related sites on the Internet, including on-line bookstores, publishers' sites and reading groups and thematic approaches and guides to reading.

Reader Development sites:

www.4ureaders.net

www.whichbook.net

www.readingagency.org.uk

www.slainte.org.uk

<http://www.contemporarywriters.com/>

www.amazon.co.uk

www.edbookfest.co.uk

www.scottishbooks.org

www.myhomelibrary.org

readers' own library websites

Knowledge of initiatives

Opening the book; Branching Out; Bookstart; Guardian books unlimited; Penguin; Orange Prize; Man Booker Prize; Whitbread; Scottish Arts Council Literature Awards and Saltire Prize; and Reading Groups – SLAINTE will contain information on this shortly

b. know about literacy initiatives in education, such as the national literacy strategy and literacy hour, and have working knowledge of sites for children and their reading, e.g. Stories from the Web;

Scottish Executive Home Reading Initiative: Read Together (website due Spring 2003);

National Literacy Trust <http://www.literacytrust.org.uk>; <http://www.ltscotland.org.uk/>;

National Grid for Learning (Scotland) -

http://www.ngflscotland.gov.uk/literacy_and_numeracy.asp; Walsall Libraries – What can I read?; National Priorities for Education;

CBBC <http://www.bbc.co.uk/cbbc/bluepeter/books/index.shtml>

Stories from the Web <http://www.storiesfromtheweb.org/sfwhomepage.htm>

www.achuka.co.uk

<http://askchris.essexcc.gov.uk>

www.scottishbooktrust.com

c. support the development of information handling skills with particular reference to electronic resources such as CD-ROM and Internet. Librarians should support users to enable them to decide when it is best to use electronic information sources and should develop users' search skills to maximise access and success rates.

Information handling skills – SLIC on-line course being developed, which will help support user to develop evaluation strategies for electronic information.

d. know about sites and sources of interest to readers with a range of special needs.

National Library for the Blind <http://www.natlib.co.uk/fiction-cafe/>

The Shared Reading Project <http://clerccenter.gallaudet.edu/Literacy/srp/srp.html>

Outcome 6 – Supporting users to ensure effective learning

Library staff should:

a. have an understanding of the structure of the education system and be able to find out information about education provision on behalf of users, e.g. about schools, adult education, higher education provision;

Structure of education service – state provision for pre-school education, primary, secondary and post-compulsory (further education, higher education establishments and post-graduate). Also local provision for special educational needs (maybe fully integrated to mainstream or be specialist units.)

Understand that the Scottish education system is different from other parts of the UK and that UK learning sites must be reviewed with curriculum content, language and structure in mind.

Local provision – understand community profiling; understand what libraries can offer each group and relationships with local education resource/school library service or community education service. Knowledge of local provision, including schools, colleges, knowledge of their web-sites, handbooks, information about adult education and adult literacy classes etc.

Be able to access learning resources, CD ROMs, on-line sites, homework clubs and careers advice, Computers Don't Bite, and BBC's Webwise

New initiatives

NgfL, SUFI, learndirect Scotland, NgfL mainly teachers, but some parent/community content

How it all fits together – Content by libraries, agencies etc access provided by schools/college, SUFI (learndirect Scotland), libraries

Branding – confusing UK Online, Open Scotland, PN, NOF

UK Online England but some generic UK content, such passport applications.

What's on Scottish Office & Executive web-sites

b. appreciate that users need varying levels of support to assist them in exploiting ICT resources successfully, and to recognise when that support can and cannot be delivered within the library;

Provide resources for learning, PCs, Internet access, learning packs, books, multi media material, assistance with basic ITC skills. Offer courses in ITC. Able to pass assessments & certificated courses.

Help the public form a learning plan, what they want to achieve & how they are going to achieve it, review the plan.

Access careers advice.

Know existing partnerships and when to ask for professional colleagues to assist users.

c. enable and support users to review and access a range of electronic learning resources, which can be used both to support lifelong learning and assist people through their formal education, e.g. information through the People's Network and the National Grid for Learning.

Know what these initiatives are, how they work and what information is available on their sites.

NGfL (aimed at teachers, parents and communities)

Learning and Teaching Scotland

Scottish Executive Education Department

[www.bbc.co.uk/revision\(bitesize\)](http://www.bbc.co.uk/revision(bitesize)), Scottish curriculum)

History study stop

The Scottish University for Industry (learndirect Scotland)

Be aware of users needs and where access technologies might help, such as special mouse for arthritic hands/children, readers for visually impaired.

d. understand how to maximise the effectiveness of users' work in the library through the use of ICT and advise users accordingly on how to access and benefit from what is available and appropriate to their needs;

Have good all round knowledge. Make time to check sites for news and developments which might be of interest to users. Build good local partnerships so that users feel comfortable with taking their learning to a different level, e.g. short talks by local college to take users into more formal learning.

Most important here is to know your users and good communication skills.

e. understand the likely impact of new initiatives, such as the roll out of the People's Network and the National Grid for Learning, and take a proactive role to ensure awareness of ICT information sources and external resources.

Other initiatives,

The Bill and Melinda Gates Foundation Gift, piloting digital inclusion projects in 15 Scottish authorities (information on Slainte)

Scottish Executive Digital Inclusion Unit (www.scotland.gov.uk/digitalscotland/)

*Connecting Scotland's People Report,
Modernising Government (now called 21st century government and the aim to have all
government information available electronically by 2005).
Digital Scotland Project (broadband initiative, with 2 pathfinder areas)*

Outcome 7- The effective management of ITC resources in libraries

Library staff should:

a. have knowledge of, and organise, ICT resources to enable users with special needs, e.g. those with disabilities, and for those users whose first language is not English, to make good use of the library and its information sources.

Especially for special needs and English not first language – use of signage/pictograms instead of text.

Know about technology for those with visual impairment & what your authority has, where it is available.

Sites should follow guidelines in RNIB site 'See it right' – consider track ball mouse, touch screens, adapted keyboards etc

Technology for motor impairment, special equipment what's available & what your authority has and where

Software & keyboard adaptations for people whose first language is not English. what's available locally

Adaptive furniture also available.

Outcome 8 – Library staff should know how and when to use ICT to improve their own professional efficiency and to reduce the administrative and bureaucratic burdens, including:

a. using ICT to aid administration, record keeping, and transfer of information;
The ECDL and knowledge of your library management system are essential. Other useful administration includes how to use an electronic booking system, if available locally, use of local intranet and so on.

b. knowing how to use ICT to join in professional discussions;
Know that a range of professional discussion lists exist and may be useful to you, but that some are not very active and that you will be discussing issues with a global audience.

Lis-link

Lis-scots

Lis-cilip

Lis-pub-libs

c. knowing how to use ICT to locate and access material and other sources through, for example, the People's Network and the National Grid for Learning;
Covered by ECDL and other outcomes like search strategies and evaluating material. Other useful pointers include Ask a librarian and Stompers.com

d. knowing how ICT can support them in their continuing professional development.
*Knowledge of professional websites
SLAINTE, news, contacts and events calendar*

CILIP

Own local authority website

Local intranet

Professional groups such as the Community Services Group

Although this completes the Outcomes, here are some Additional Notes

There is a need for

- *on-going training*
- *Training plan for service and individual review*
- *updates to information*
- *checking of sites to ensure they are still active and up-to-date*
- *communication of relevant information with staff at all levels*

Staff need to be informed of progress with the People's Network at local and national level

- *news letters*
- *briefing notes*

The public library role has changed and management have to consider:

- *ECDL as essential in job specification or be willing to achieve within a stated number of months.*

Some authorities have indicated this is the way they are going.

The use of whichbook.net and other reader development websites will have implications for stock selection policy.

Acquiring sound staff knowledge of ICT and other outcomes will be essential, and confidence will develop. Excellent customer care skills remain key to providing the best service for users.

Bear in mind -

There is a danger in the cascade training methods and, even if the staff member's knowledge is sound they may not be able to train others resulting in an ineffective and unsatisfactory for the rest of the staff.

Net Navigator

In-depth searching skills

The ability to conduct complex searches using the Internet and other digital information sources. It requires a detailed understanding of different search engines and search strategies using, for example Boolean logic. This also requires the ability to identify what are often complex information needs among users.

Very good advanced search skills

Plan search strategy (some coverage in ECDL Module 7)

Understanding of search engines, boolean logic, grammar of the Internet – how ranking works, ownership of web

Like Gatekeeper must be able to clarify user needs

Validating web sites

An important skill is the ability to evaluate both the source and the content of information received.

Further developed knowledge of how to evaluate the quality of the electronic information – covered in Outcome 4

Should cover: Framing the question (covered by the reference interview – know what you want); Variety of search engines (search engines, directories, hybrid search engines, metacrawlers); variability of their effectiveness; use of different syntax, reviewing and refining terminology in the light of results (broader, narrower, related terms); truncation; need to evaluate the information for authority, credibility, accuracy, bias, currency, etc; widening and narrowing the search using advanced search strategies; use of Boolean logic; translating the search terms of the user into appropriate form for the search engine.

- *Collect and structure data, storing it for later retrieval, interpretation and correction (embedded in above, ECDL Modules 1, 2, 3 and 7)*
- *Consider validity, reliability and reasonableness of outcomes (see evaluating information).*

Using alerting services

This is the ability to set up the technology so that it retrieves information regularly or when a significant change or addition takes place within an information source. In this way librarians are able to provide users with a current awareness or selective dissemination of information service.

Use of current awareness and alerting services, eg. CNN, book and sports news

How to set up relevant information services – like using new stock information and emailing interested library users, or local studies events.

Those Dark Hiding Places: The Invisible Web Revealed -

http://library.rider.edu/scholarly/rlackie/Invisible/Inv_Web.html

IT Gatekeeper

Web design skills

The design of effective Web pages and sites is an advanced skills that the People's Network library should be able to draw upon.

Web design skills –HTML, Software –FrontPage/Dreamweaver/Fireworks

Basic principles of good web design – layout, design, font and font size, scrolling, use of colour etc , Portals, DDA compliance, information management, links to other sites etc

Mounting and updating information

Once designed, it is necessary to mount information onto a Website, creating all the necessary links and ensuring that the information is kept up to date.

Transferring/uploading files to web site, practical issues, security etc

Email databases

Public libraries could use email to disseminate information to identified client groups, such as owners and managers of small businesses. Setting up and managing these databases and bulletin boards requires a particular set of skills.

Establishing and managing Email databases and bulletin boards. Pitfalls, problems and potential. This, along with alerting services is a value-added service for users but it is time-intensive and an on-going commitment. Copyright

Internet screening

It will be important to ensure that the information available through public access Internet terminals conforms to the normal standards of decency that prevail for other material in the library. Some staff will, therefore, need to be able to set up, and keep under review, Internet screening services to filter out undesirable content.

Internet screening – filtering, AUPs, monitoring

Equally staff should be aware when filtering can be removed on request and support the public when they wish to use this facility

Design specialist interfaces

Some groups of users may benefit from having specially-designed interfaces so that the information is more readily accessible to them. Children and elderly people are two groups whose use of ICT might be encouraged by such interfaces.

Adaptive/access technologies are covered so think here about language, level of language, content, ease of use, consultation with user groups etc

Setting up links

The technology offers the possibility of establishing direct links between the library and its users. Setting up these links so that they are easy to use, reliable and secure requires a particular set of skills.

Protocols and practical issues around setting up links, particularly consent and internet safety

Links to library management system

IT Consultant

Analysis and diagnosis

The starting point for any information consultancy is a thorough understanding of the user's information needs. It will, therefore, be important to develop skills in the analysis and diagnosis of information requirements.

Identifying user needs – advanced enquiry skills, good communication skills and ability to correctly analyse the user's information needs

Outcome 4 - A refresher on the Reference interview technique is recommended– asking the right questions, keywords, strategies

Should cover: Listening skills; necessity of paraphrasing to articulate to the client's requirement; asking open questions, clarifying the question with the client as they may have a limited knowledge base; verifying appropriateness to select the type, amount and level of information needed; collecting the information; following up with the client in case there is a secondary enquiry; and ending the interview.

Information sources

If the librarians are able to advise users on the most appropriate sources, they must themselves be aware of a wide range of different sources, their strengths and limitations.

Advanced knowledge of information sources

Again touched upon in Outcome 4 - Evaluating information is crucial and should be covered for following items and search strategies. SLIC is developing an information handling skills online course which will help support this area.

Be aware of the low status information on the Internet with no editorial scrutiny, CD ROM information which may be out of date.

Partnership

The technology offers greatly expanded opportunities to develop partnerships with other information provider and, in this way, to extend the range of resources available to the library users.

Partnerships with other providers – when links and agreements save duplication of effort. Depends on local circumstance but learndirect Scotland is a good example.

Information design and presentation

Information consultants may be called upon to present the results of searches conducted, with, or on behalf of, the users. To do this effectively they will need to have the ability to use the technology to design and present information in the most effective ways

ECDL should cover the basic skills and project-based work used for contextualised experience. Information presentation and design, when to use tables, graphs and charts

Should include local community information – councillor, MEP, MP, MSP.

Enquiry form designed to record and manage basic information enquiries

Educator

Refer back to Outcome 6

Training and coaching skills

New librarians will need to be able to train staff and, possibly, groups of users in the use of the technology. They will also need to be able to work constructively with individuals to coach them in their use. They should also be able to work with both individuals and groups to help them use the technology as a means of achieving their lifelong learning objectives.

Coaching, mentoring and training the trainer skills – should be aware of how to identify training needs, how to use training needs analysis and how to evaluate training

Good knowledge of education and lifelong learning developments in authority

Should act a key points of reference for training packages offered by service so must have and continue to have sound working knowledge of all lifelong learning opportunities offered on CD-ROM, with partners or across the Internet

Links to other lifelong learning providers and partners in the area

Designing learning materials and programmes

Library staff should be able to design training and learning programmes and to support these with effective materials.

Should be able to create, edit and deliver own programmes merging content from external sources (web, ECDL) to develop in-house resources for staff and public

Computer-based training

Staff should be familiar with computer-based training programmes, their strengths and weaknesses. They should be able to identify when their use is appropriate and should be able to support people in their use of them.

Knowledge of learning styles

Knowledge of pitfalls of computer training and need to support and motivate learners

The use of peripherals: scanners, web cams etc is not covered in the other outcomes

IT Manager

Strategic planning

The ability to plan the strategic development of the library's ICT resources will be a key skill in the People's Network.

Strategic planning of the ICT needs for future development

Identifying what are core issues and ensuring that the needs of all users are covered

Knowledge Management

Good knowledge of operational issues must come before gaining strategic understanding

Legislative and regulatory requirements

The Library must ensure that it does not contravene any legislative or regulatory requirements. It must manage its intellectual property assets and ensure that it conforms to data protection law.

Refer back to Outcome 3. Good knowledge of legal and regulatory framework – copyright, IPR, data protection (should be expert overview)

Content creation

Libraries will become much more closely involved with the creation of digital content. As well as skills in the design of the information materials, this will call for a range of skills in: Metadata, Digital Archiving, The management of digital collections, Rights management.

Planner for the creation of own content – must understand metadata, principles for digital archiving, management issues relating to this and rights management

Organising information for access

The new technology will open up new possibilities for access to collections of printed material. Skills will be required to ensure that this potential is fully exploited.

Access issues