



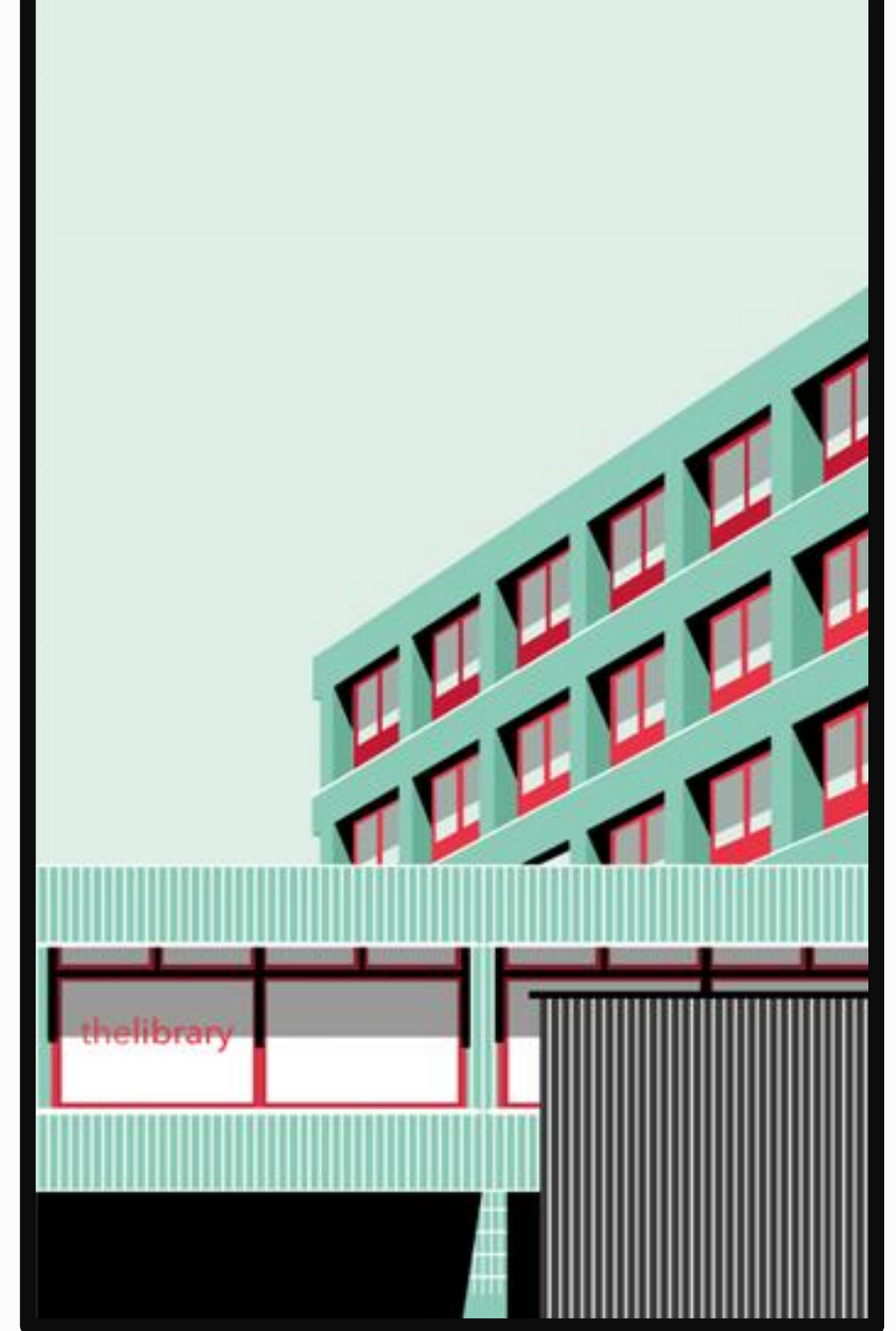
Students' Perceptions of Information Literacy

Insights from the Development of a Student-Informed Framework

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Agenda

Introduction

Background and Context to the Project

The Project

The UX work

Findings – student perceptions of info literacy

Conclusions and Outcomes

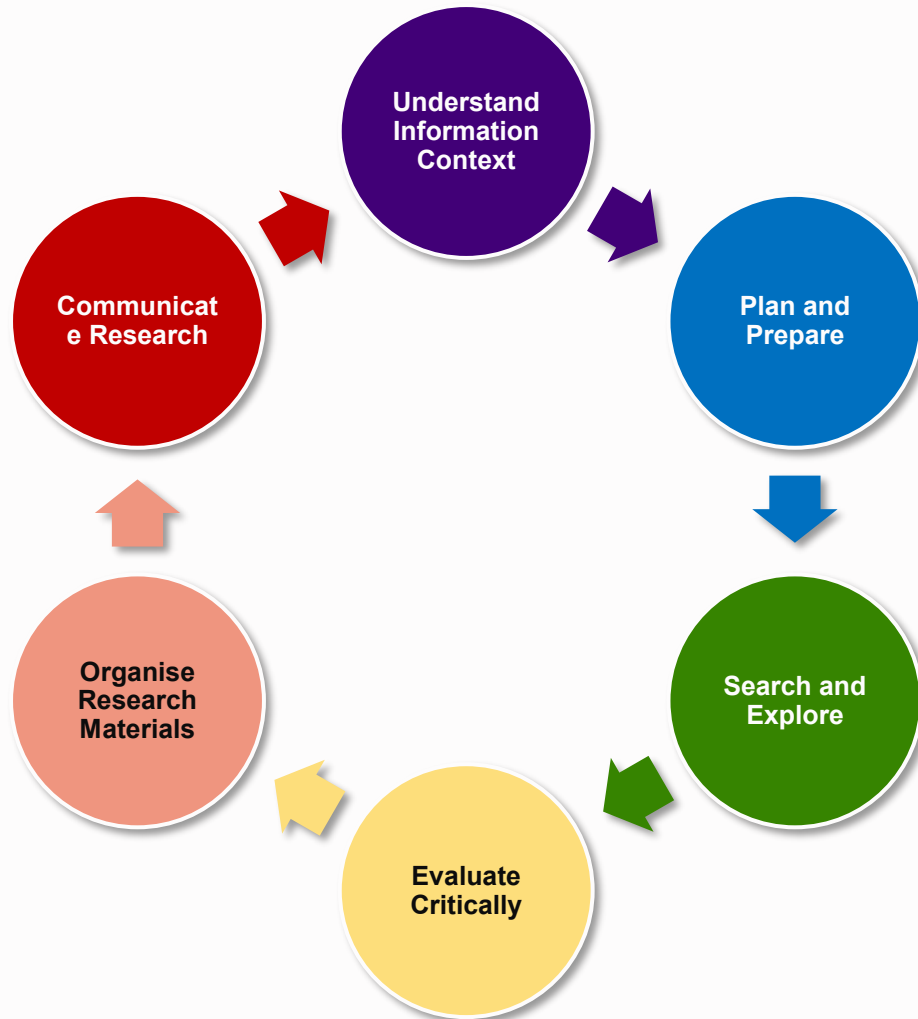
Background & Context

Why a new Framework?

- Builds on a prior framework
- Institutional skills award [Warwick Award]
- Transformation – formal development of functional areas
- Promotion of understanding the IL skills and support offer to students/academics
- More formal inclusion of IL in subject teaching/modules
- Consistent offer across all departments – guides embedded teaching and supports development of open programme
- Inclusion of Open Research principles to extend the framework to researcher level
- Technological context

The Framework Project

Developing the Framework



- Working Group
- Work in progress reviewed by the RAS team – led to final revisions of draft framework.
- Re-evaluated existing framework
- Extensive work to interpret internationally recognized frameworks, e.g. SCONUL, ACRL, VITAE
- Developed key themes in IL (Strands) from analysis
- Benchmarked against existing frameworks from other HE institutions
- Accessibility for students and academics – operationalised through learning outcomes (skills expressed as LOs)

The UX Work

Purpose & Methods

- Testing the framework with students
- Validating themes and skills
- Meaningful and relevant
- x2 workshops; x2 focus groups
- Mix of UG and PG from 1st year UG to PGR— recruited through both Library and wider student groups
- Workshops – exclusively UG or PG
- Focus groups – mixed
- UX methodology

When do I stop finding new sources & where do I start?

Library website for online books feels difficult to use. Often searching for an exact title doesn't return the correct book or will return it as a later result. Tutorial for online searching?

too much info available - where do I start?

going to the library & seeing they don't stock the book I need so having to buy it

Finding sources that connect

now I know to look at cited by / the articles' citations

Finding most relevant sources amongst many search results

Resource I wanted to consult wasn't available. E.g. An assigned book for a module had been checked out. → had to find an alternative method of accessing e.g. Print it. Watching / purchase myself. internet archive

Evaluating whether a resource is credible, relevant and non-controversial and ethical

I'm not sure if it's worth it to read a thick book for my research when time's limited.

Knowing which books will be useful

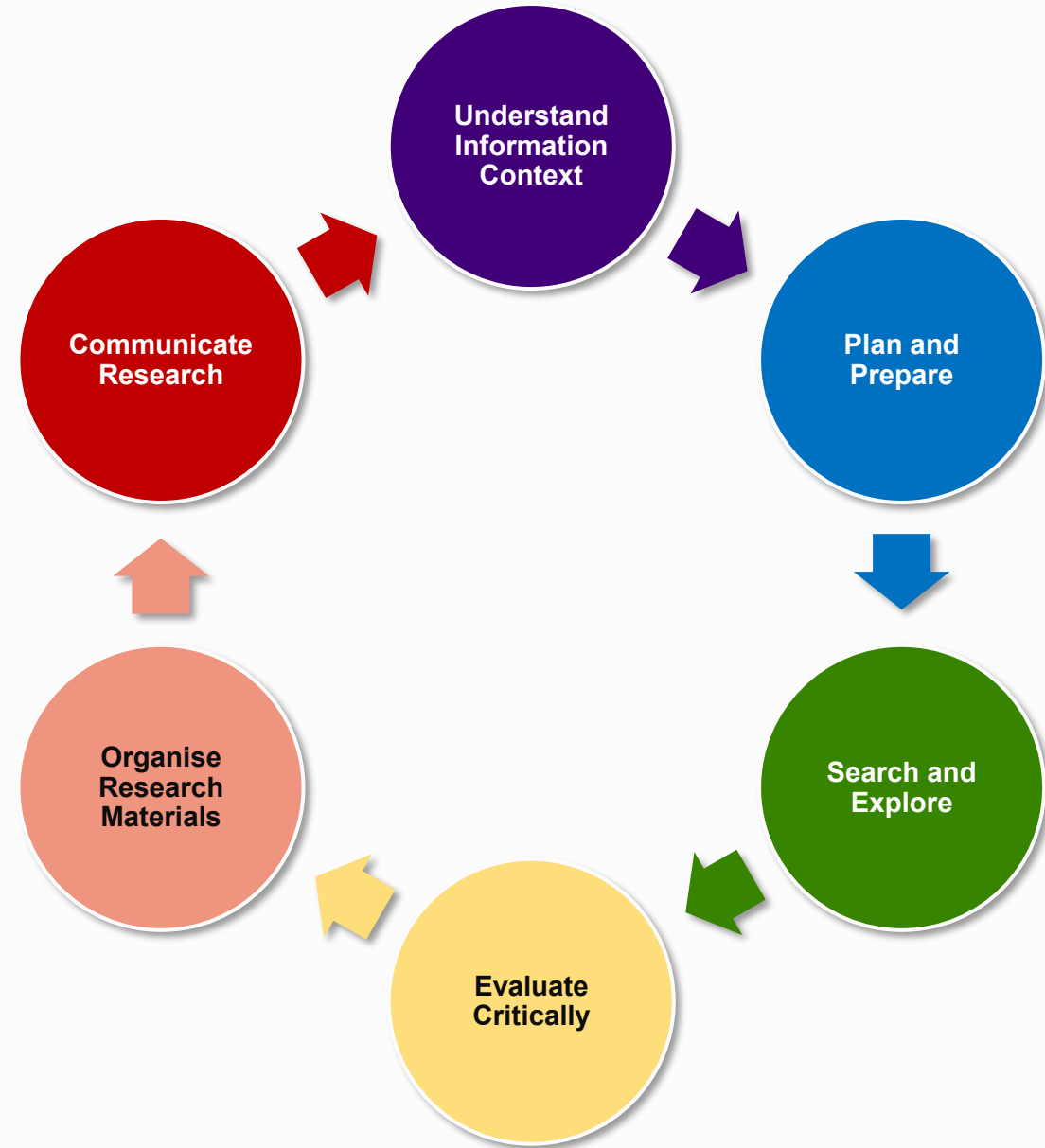
Some books I wanted to read for essays, which were not on reading lists. I couldn't find them physically or online at the library

how do I find what I am looking for in printed books? (can't search like online resource)



Take a moment to reflect

- Which of these skills do you think that students find the most difficult?
- Why do you think this is?
- Take a moment to reflect upon this and share with the room.



Insights from the UX Work

Student Perceptions of Information Literacy

Foundational Concepts of IL

- Not well understood – improvised in practice
- Information as homogenous
- Information as a thing
- Distinctions between types of source not well recognised or utilised in practice
- Distinction between different types of systems and platforms for accessing information
- The way in which information is produced and the factors that shape its production



Insights from the UX Work

Student Perceptions of Information Literacy

Planning and developing a strategy

- Information seeking as a single 'blob of a thing'
- Strategy? What strategy?
- Planning as intuitive
- Search terms on the fly
- Process as a cycle



Insights from the UX Work

Student Perceptions of Information Literacy

Searching

- Skills vs infrastructure
- Finding the 'right' sources
- Managing abundance
- Understanding relevance
- Emotional dimensions of uncertainty

Jacob Jordaens the Elder, *Diogenes Searching for an Honest Man* (detail), c. 1642, oil on canvas, Gemäldegalerie Alte Meister, Dresden, Germany. Available at: <https://www.jstor.org/stable/community.18145173> (Accessed: 18/8/2026)



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Insights from the UX Work

Student Perceptions of Information Literacy

Critical Evaluation

- Identifying relevant sources among large amounts of information
- Anxiety around which sources are worth citing
- “I wish I was told more about how to evaluate sources critically earlier on”
- Frameworks for source evaluation



Insights from the UX Work

Student Perceptions of Information Literacy

Organising Research

- Generated relatively little discussion
- Varying levels of confidence
- How to keep track of where research material was found



Insights from the UX Work

Student Perceptions of Information Literacy

Communicating Research

- Sharing sources is not communicating research
- Students expected this to concern academic writing and presenting



Insights from the UX Work

Student Perceptions of Information Literacy

Artificial intelligence

- Many criticised the incorporation of AI into more practical research phases (e.g. in planning, for developing keywords)
 - Seen as skill-erosive
- Others stressed the importance of critical evaluation
 - Particularly in recognising AI-generated content, even if only to avoid it
- Many were surprised to find that the Library has a stake in AI education



Conclusions and Outcomes

1. A lack of reported difficulty does not necessarily indicate confidence
2. Students often have tactics without models.
3. Research frameworks can themselves be teaching interventions.
4. “Search anxiety” is both epistemic and infrastructural.
5. Disciplinary variation affects more than just examples.
6. Synthesis is easily lost between evaluation, organisation and communication.
7. Students’ engagement with AI is nuanced and, for many, reinforced the importance of understanding information context and evaluation
8. UX methodology useful to inform and develop the IL framework.

Reflections



Please take a moment to reflect upon what you found interesting or surprising in this session.

Is there anything you might take away and incorporate into your own role, institution, or practice?

Thank you

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