JCS 2019

Digital Literacy in Schools: building capabilities

#JCS2019dl

JCS

Timetable

Friday 29th November 2019

09:00 – 10:30	Registration
10:30 – 10:45	Welcome
10:45 – 11:30	**Opening keynote:** Rosie Jones
11:35 – 12:20	Lightning Talks I
12:20 – 13:30	*Lunch and exhibition*
13:30 – 14:15	Lightning Talks II
14:25 – 15:10	**Keynote:** Wendy Mears
15:10 – 15:35	*Refreshments & move to parallel sessions*
15:40 – 16:25	Workshops & Lightning Talks
16:30 – 17:15	**TeenTech: Research Skills in Action**
17:15 – 17:30	Round up and close of Day 1
19:00	Conference Dinner, Pevsner Room (1st Floor)

Saturday 30th November 2019

09:00 – 09:50	**Keynote:** Professor Julian McDougall
10:00-11:00	**World Café:** led by Dr Jane Secker
11:00 – 11:20	*Refreshments*
11:20 – 12:20	E-resources to support research
12:30 – 13:00	What does our capability framework look like?
13:00 –13:15	Conference round-up and close

Contents

Useful information

WiFi connection

Wireless internet access is available throughout the venue. Delegates just need to sign up with their email address.

Photography

Please note that photographs will be taken in all sessions and during the breaks by a designated photographer throughout the day. A selection will appear on the JCS website and some may be used in other JCS promotion materials.

Post–conference

Presentations from the conference will be available for delegates on the JCS website shortly after the event.

JCS Padlet

A collection of articles, journals, blogs and research relevant to the conference themes are accessible from the conference website.

www.jcsonlineresources.org/jcs-padlet/

Chair's Welcome

Dear Delegate

Welcome to JCS 2019 and to the brand-new Edgbaston Park Hotel and Conference Centre where we hope you will be very comfortable!

Last year, JCS launched its inaugural conference on digital literacy which was prompted by what we saw as a lack of leadership and collaboration on this incredibly important issue for schools. That first conference addressed what was meant by digital literacy within the larger literacy framework, the essential mindsets for school librarians in creating a culture for critical literacies, and the worrying experience from one university librarian on the pushback they get from first year undergraduates when faced with having to search for resources themselves.

JCS 2019 is now progressing those initial discussions by focussing on the digital capabilities needed in schools – not just by students but by staff as well. Through the contribution of experts in the field, the lightning talks and World Café discussions, the aim is for you to leave armed with a framework for helping you get digital capabilities embedded across your school's policies and culture – policies and cultures that can place the library at the heart of digital teaching and learning.

We also hope that the extended timetable will allow you more opportunities to share ideas, learn from others, and forge professional connections that will support your own work and help you contribute to wider initiatives in the school library sector.

I wish you an enjoyable conference

Best wishes

**Joyce Martin,
Conference Chair**

Programme

FRIDAY 29 NOVEMBER 2019

09:00 – 10:30	**Registration and refreshments**					09:00 – 10:30
10:30 – 10:45	**WELCOME AND SCENE SETTING:** Joyce Martin, Director, JCS Online Resources					10:30 – 10:45
10:45 – 11:30	**OPENING KEYNOTE:** Building Digital Capability: making the most of digital opportunities **Rosie Jones**					10:45 – 11:30

11:35 – 12:20	**PARALLEL SESSIONS**					11:35 – 12:20
	Room: Corelli Facilitator: Rupert Brice	**Room: Lodge** Facilitator: Hugh Webster	**Room: Elgar** Facilitator: Amy Williams	**Room: Bantock** Facilitator: Polly Krabbé	**Room: MacNeice** Facilitator: Harriet Wilton	
	Fighting fake news by teaching neuroscience and social psychology **Dr Graham Gardner**	Not letting the technological tail wag the educational dog: the case for a framework of inquiry skills **Darryl Toerien**	Building robust research skills and perseverance in secondary students (and beyond) **Susan Merrick**	Collaborative information literacy teaching between schools and Newcastle University **Sara Bird**	Using the Higher Project Qualification (HPQ) as a vehicle for building digital literacy capabilities for years 10 & 11 **Sue Wray**	

12:20 – 13:30	**Lunch and exhibition**					12:20 – 13:30
13:30 – 14:15	**PARALLEL SESSIONS:**					13:30 – 14:15
	Room: Corelli Facilitator: Harriet Wilton	**Room: Lodge** Facilitator: Rupert Brice	**Room: Elgar** Facilitator: Alex Reid	**Room: Bantock** Facilitator: Amy Williams		
	From sources to skills: school librarians as teachers – a case study **Terri McCargar**	Bigger and better: embedded digital literacy skills in year 7 & 9 **Donna Saxby**	From zero to digital hero **Alison Kennedy**	Building foundations in research skills: Y7&8 research projects in the library **Claire Knight**		

14:25 – 15:10	**KEYNOTE:** Developing the Open University's digital literacy framework **Wendy Mears**					14:25 – 15:10
15:10 – 15:35	**Refreshments**					15:10 – 15:35

15:40 – 16:25	**PARALLEL SESSIONS:**					15:40 – 16:25
	Room: Corelli Facilitator: Amy Williams	**Room: Lodge** Facilitator: Rupert Brice	**Room: Elgar** Facilitator: Polly Krabbé	**Room: Bantock** Facilitator: Hugh Webster	**Room: MacNeice** Facilitator: Harriet Wilton	
	Can you navigate potential pitfalls of the open web? **Emma Wallace & Julie Greenhough**	Digital and media literacy: from public policy to the classroom **Sarah Pavey & Stéphane Goldstein**	Challenges of teaching the skills programme to EPQ students **Dominique Collins**	Developing a culture of information literacy **Andrew Stark**	Journey to the centre of the curriculum: becoming a research activist **Emily Stannard**	

16:30 – 17:15	**TeenTech:** Research Skills in Action **Jane Secker, Rosie Jones, Joyce Martin, Darryl Toerien & Harry Smith**					16:30 – 17:15
17:15 – 17:30	**ROUND UP AND CLOSE OF DAY 1**					17:15 – 17:30
19:00	**Conference Dinner, Pevsner Room (first floor)**					19:00

SATURDAY 30 NOVEMBER 2019

09:00 – 09:50	**KEYNOTE:** The Uses of Literacy *Today* **Professor Julian McDougall**		09:00 – 09:50
10:00 – 11:00	**WORLD CAFÉ,** led by **Dr Jane Secker**		10:00 – 11:00
11:00 – 11:20	**Refreshments**		11:00 – 11:20
11:20 – 12:20	**E-RESOURCES TO SUPPORT RESEARCH:**		11:20 – 12:20
	Room: Corelli Facilitator: Amy Williams	**Room: Lodge** Facilitator: Rupert Brice	
	A. Beyond Fake News – navigating and evaluating information in an era of "alternative facts" with Source Reference (formerly Credo Source) **Ben Jacobs**	**C.** JSTOR – supporting students' research needs and skills **Hugh Webster**	
	B. Bloomsbury Digital Resources **Pedro Morais**	**D.** Gale Schools: helping students prepare for university **Allison Zink**	

12:30 – 13:00	**PLENARY:** What does our capability framework look like? **Led by Dr Jane Secker**	12:30 – 13:00
13:00 – 13:15	**CONFERENCE ROUND-UP AND CLOSE**	13:00 – 13:15

Keynotes

Rosie Jones

Director of Student and Library Services, Teesside University

Rosie Jones is Director of Student and Library Services at Teesside University leading a department made up of multidisciplinary teams. She has worked in academic libraries since 2001 taking a particular interest in games and learning, information literacy and learning space development. She is the Deputy Chair for CILIP Information Literacy Group, a member of SCONUL Executive Board and currently co-chairs the Playful Learning Conference.

@RosieJHJones

Building digital capability: making the most of digital opportunities

It is clear that there is an increasing emphasis on digital capabilities in education. Workplaces are looking for employers with the capability of navigating a new digital society and there is a growing expectation that education will support this need. As this demand increases so too do the skills required by staff to not only support students but to work with maximum effectiveness in a changing digital environment. With this comes opportunities for libraries, already significantly experienced and seen as knowledgeable in digital literacy, libraries are ideal vehicles for pushing whole institutional approaches to both staff and student skills development.

This presentation will share approaches to building digital capabilities, including practical examples and emphasising the importance of the cultural change that goes alongside these developments.

Professor Julian McDougall

Professor in Media and Education, Bournemouth University

Julian McDougall is a Professor in Media and Education, Head of the Centre for Excellence in Media Practice, and Principal Fellow of the Higher Education Academy. He edits the journal Media Practice and Education, runs the Professional Doctorate (Ed D) in Creative and Media Education at Bournemouth University and convenes the annual International Media Education Summit. His current research is on critical media literacy for resilience to 'information disorder', funded by the US Embassy and published by Palgrave MacMillan.

@JulianMcDougall

The uses of literacy *today*

In *The Uses of Literacy* (1957), Richard Hoggart wrote about how people were using the new 'mass literacy' for self-improvement, education, social mobility and civic engagement but that outside forces were seizing the opportunity to use this same expansion in literacy, through the new mass media, for commercial and political exploitation.

In the era of 'information disorder' and 'fake news', is the same thing happening? What kinds of literacy are required to survive in the new information and data landscape?

Going further, and crucially, as literacy competencies are never neutral and are, let's face it, used often for bad things, how do we turn our attention instead, now, to the 'uses' of these literacies, as Hoggart did over sixty years ago. How do we focus on these uses of literacy as *capabilities* rather than competencies?

How can we develop a capability framework for the *uses of literacy today*?

Wendy Mears

Learning and Teaching Librarian, The Open University

Wendy Mears is a Learning and Teaching Librarian at The Open University with significant experience of digital literacy curriculum development, working with academic authors to embed digital literacy into OU teaching materials. She has written openly available learning objects, including the award-winning Being Digital collection of online learning activities, and the OpenLearn free course, 'Digital Literacy: succeeding in a digital world'.

@OUWendyM

Developing the Open University's digital literacy framework

This interactive presentation will provide an insight into how the OU's digital and information literacy framework was developed in partnership with academic colleagues, and its use in practice to inform curriculum design and development.

Factors for success include: establishing a shared understanding of terminology; providing support to staff and students in developing digital awareness and confidence; getting buy-in at strategic and operational levels of the organisation; and embedding digital and information literacy learning outcomes and assessment into learning and teaching.

Openness has also been significant in generating awareness and use of the framework at institutional, national and international level. You will have the opportunity to explore key aspects of the framework and consider how you might adapt this approach for your own context.

TeenTech: Research skills in action

Dr Jane Secker, Rosie Jones, Joyce Martin, Darryl Toerien and Harry Smith*

TeenTech was set up in 2008 by Maggie Philbin (who some may remember from BBC's Tomorrow's World) to help young people understand the opportunities in the science, technology and engineering industries and to see how science and technology can be applied to real world problems. Through TeenTech small groups of students are enabled to come up with an idea which will make life easier, simpler, safer or more fun, and submit projects explaining their idea and their research behind it.

CILIP's Information Literacy Group (ILG) sponsors the TeenTech Research and Literacy Award which recognises excellence in the ability to find, evaluate and use information to inform the creation of the TeenTech projects. For the 2020 awards, JCS is co-sponsoring this award and with the backing of our publishers, will be making extended access available to relevant digital resources to support the projects.

This session will showcase how TeenTech is helping students' research skills through real-world experiences and how the FOSIL research model has supported Oakham School's success in the Awards. We will also highlight the openly licensed Research Smarter guides, developed by ILG that are available to support students develop their research and information literacy awards. These are available at: https://infolit.org.uk/information-literacy-group/school-resource-sheets/

*Harry Smith

Former Student, Oakham School

Harry has been a lifelong 'maker', always interested in repairing, improving and designing better versions of everyday objects. Age 17 he noticed that there was a large gap in the market for a cordless hairdryer, which he chose to bring into fruition through TeenTech. The research methodology - FOSIL - proved to be invaluable through university and in his current job building Wall Painting Robots.

Parallel Sessions

Dr Graham Gardner

Librarian, Abingdon School

At school, Graham Gardner's headteacher told him, "Whatever you do, don't go into librarianship."! He managed to follow this advice for more than 15 years during which time he was a bookseller, successful author of YA novels, gained a degree and PhD but finally succumbed to fate. He became a librarian, eventually taking up the role of Librarian at Abingdon School, near Oxford.

Fighting fake news by teaching neuroscience and social psychology

Graham will discuss his attempts to help students become more critical of online (dis)information by teaching elements of neuroscience and social psychology.

Many young people believe that, despite evidence to the contrary, they are already sufficiently critical of information they encounter online. Consequently, conventional approaches to digital literacy are likely to be ineffective in combating the rising tide of propaganda, fake news and 'deep fakes' in our post-truth era. Faced with widespread indifference and even antipathy towards fact-checking and source evaluation, Graham has established two pilot programmes to help students at Abingdon School become more aware of their vulnerability to online disinformation, and thus more receptive towards digital literacy initiatives.

Graham will outline the principles and content of the programmes, the challenges of implementation, and their impact so far. He will conclude by arguing that such programmes, supplementing curriculum-based information literacy taught at the point of use, could be invaluable for helping prepare students for the digital future (and present), and in the process raising the profile and status of school library resources and services.

Darryl Toerien

Head of Library, Oakham School

Darryl was shortlisted for the LILAC 2019 Information Literacy Award and was part of the CILIP Information Literacy Group TeenTech Working Party that was shortlisted for the LILAC 2016 Digital Award for Information Literacy. He also runs the TeenTech Awards at Oakham School and was shortlisted for the Teacher of the Year Award in 2018, 2017 and 2016.

Not letting the technological tail wag the educational dog: the case for a framework of inquiry skills

As Marshall McLuhan famously said, "We shape our tools and thereafter our tools shape us."

This co-evolution is both inevitable and increasingly problematic as our technologies converge on the computer, and the computer accelerates their ongoing development so the risk of these technologies becoming ends in themselves rather than means to human ends increases.

This creates several challenges for schools, which include but are not limited to vision and strategy, initial and ongoing costs, initial and ongoing training for staff and students, and the tension between existing and emerging technologies.

Of particular interest and relevance to the themes of the Conference, and the focus of this talk, is the tension between existing and emerging technologies as they relate to skills. Given the rate of technological change, it is understandable that emerging technologies are determining the skills that need to be taught. However, this allows the tail to wag the dog.

In this talk Darryl will consider the value of a framework of inquiry skills – central to which are information literacy skills, and a growing number of which are dependent on "digital-age technologies" (Douglas Rushkoff) – ensuring that the technological tail does not wag the educational dog.

Susan Merrick

Teacher–Librarian and Subscriptions Librarian, ACS Egham International School

Brought up and educated in Canada, Susan trained for her B Ed in school librarianship and French at the University of Toronto. She was a school librarian in Canada before moving overseas to teach in Cyprus, Syria and finally, the UK. Susan has presented on learning skills related to research at a number of LibTeach events in London and at the Inspiring Conversations in School Librarianship conference in Prague and will again present at this conference in Bucharest in April 2020.

🐦 **@merrilibrarian**

Building robust research skills and perseverance in secondary students (and beyond)

Despite the fact that students may receive some instruction on researching prior to entering secondary school, it is often patchy. In fact, by age 11 they will likely have developed research habits which will not serve them well in finding the sorts of information they will need for the more complex and demanding tasks in secondary school and beyond. Furthermore, they will probably be resistant to attempts to show them more effective research techniques.

Even when students have developed research skills, they often have the habit of giving up too soon. They seem to have no perseverance in their hunt for the 'perfect' source. In the age of instant outcomes online, they need to learn how to go beyond their initial results.

In this presentation, you will be given strategies for building a programme which will assist your students in developing the skills for: effective keyword searches; evaluating sources and identifying those which are unreliable; organising and managing of their research; referencing their sources; and dogged 'sticktoitiveness'.

Sara Bird

Education Officer, Newcastle University Library

Sara Bird has worked as an Education Outreach Officer at Newcastle University Library for the last 11 years. Drawing upon her experience as secondary school teacher and in direct response to requests for support from local teachers, she has developed sessions and a website to support teachers in the delivery of information literacy: **http://sixthformstudyskills.ncl.ac.uk/**

Collaborative information literacy teaching between schools and Newcastle University

Over the last 10 years, Newcastle University Library has successfully delivered an Information Literacy outreach offer to visiting A-level EPQ, History and English students, welcoming on average 2000 students per year from approximately 60 local schools, with a high proportion of repeat visitors. Our offer has developed in response to requests from teachers and now includes a taught session and online resources.

To meet the growing demand for links between local schools and the University, and to enable students outside the local area to access our resources, we developed our sixthformstudyskills.ncl.ac.uk website in collaboration with local schools. The website – which includes a variety of activities to meet the different learning preferences of students and covering various aspects of information literacy – has been a huge success, winning the LILAC Credo Award in 2016 and with peaks of 9000 and averages of 4000-page visits to the site per month.

In this session the presenter will describe the Library's A-level information literacy sessions and showcase the sixth form study skills website so that delegates may make use of it in their information literacy teaching.

Parallel Sessions

Sue Wray

Director of Libraries and Learning Resources, Uppingham School

Sue has been working as a school librarian for more than 20 years. She began her career in Business Libraries, but soon moved into the education sector beginning in Bedfordshire in a secondary state school and ending up presently at a full boarding independent school in Rutland, Uppingham School. Sue has moved her current Library kicking and screaming into the 21st century and is passionate about harnessing technology to make the Library service more relevant to the digitally aware students of today, whilst keeping hold of the traditional values and theories behind information literacy.

Using the Higher Project Qualification (HPQ) as a vehicle for building digital literacy capabilities for Years 10 & 11

The HPQ is an examinable qualification which can ensure the School Library and the skills training it can provide for the GCSE year groups is taken seriously within school by both students and senior managers. Whilst most schools recognise the need for digital literacy capabilities in their students (and staff!), they often don't know how to implement this as a whole school curriculum programme. [The exception being International Baccalaureate schools.]

This talk will showcase what the librarian at Uppingham School is doing as non-subject specialist supervisor to place her at the forefront of delivering the HPQ and the range of key skills needed for the qualification. She will also describe how it has raised the profile of the library into that of an academic department and the benefits that has brought.

Terri McCargar

Latymer Upper School, Librarian

Originally from Minnesota, Terri was a book editor for 10 years before discovering that she was actually born to be a librarian. She has worked at the London Library, Richmond Libraries and Westminster School and has been the Librarian at Latymer Upper School since 2010.

@liberryan

From sources to skills: school librarians as teachers – a case study

With no timetabled library skills/lessons programme at Latymer Upper School, the librarian has just three lessons with Year 7 (taken from Maths) for library induction, searching/using the LMS, and finding information books (DDC). When an enthusiastic new PSHE coordinator enquired about bringing students to the Library for a research project to create a wellness campaign, an opportunity to teach IL skills at the point of need suddenly arose.

Despite insecurities about teaching (imposter syndrome) and the daunting range of skills to be taught, the Librarian offered to teach two lessons – and suggested also marking the finished projects for sources used.

The talk will discuss the challenges (sharing information via the teachers through Google Classroom, working with seven different teachers, the very limited contact time, the range of students' skills and interest), the outcomes, and what has been learned from the experience.

Donna Saxby

Librarian and Digital Literacy Coordinator, Kingham Hill School

Donna Saxby is a Chartered Librarian with over twenty years' experience in school and public libraries. Previously Upper School Librarian at the International School of Amsterdam, over the last 6 years she has been transforming the library at Kingham Hill School, SLA Inspiration Award finalist in 2017. She is also sidekick to her library mascot.

@realbatgirl @liberryan

Bigger and better: embedded digital literacy skills in Year 7 and 9

Following the successful first year of Kingham Hill's Digital Literacy (DL) course, the initiative has been consolidated and expanded to include collaboration with two additional departments and another year group.

Continuing to avoid digital literacy from being standalone or reliant on individual teachers, the course leaders have taken content from History, Geography, Art and Music to teach DL skills in context to both Years 7 and 9. The work covered is an extension of what is happening in the subject classes, and ranges from WWI Battlefields to Photo Collage, from the Geography of Crime to Castles.

This talk will provide an overview of the courses that have been developed, the wide range of skills taught, tips for successful collaboration across school, and ideas for delegates to try for themselves.

Alison Kennedy

Head Librarian and EPQ Coordinator, St George's School Ascot

Alison has been the Head Librarian at St George's, Ascot, an Independent Boarding and Day school for girls, since 2015. Prior to that she worked as a Librarian in a British International School in Rome, Italy and at two state schools in Glasgow. Before her career in Librarianship she also worked in Marketing and Public Relations.

@Alisonannk

From zero to digital hero

In 2015 I joined St George's, Ascot to set up a new purpose-built library facility and began subscribing to digital databases such as JSTOR, Questia, MASSOLIT and the Hodder Education A Level Magazines Archive.

Two years later our EPQ Centre Coordinator left the school and I took over this role. An exciting development as the decision had just been made to make the EPQ compulsory for all Sixth Formers.

In September 2018 the school made a massive investment in digital provision; we started using Firefly as a VLE, every girl was given a Chromebook and we moved to Google Docs for sharing of files.

This talk will chart the significant progress made over the past 4 years in our digital skills provision with specific focus on the EPQ Taught Skills Programme for the Sixth Form.

Parallel Sessions

Claire Knight

Head Librarian, Reading Blue Coat School

Claire is Head Librarian at Reading Blue Coat School. She studied English and History to Masters Level at Keele University and the University of Reading, she then qualified as a Librarian at University College London in 2011. She has worked in several independent schools, both mixed and single sex. Claire is passionate about literature and getting teens reading. She has extensive knowledge of research techniques, databases and the school curriculum. She also teaches EPQ. Claire runs several book clubs across the school and is actively involved in the school library community.

Building foundations in research skills: Y7&8 research projects in the library

Building research skills is key for pupils in our society. Now, more so than ever, pupils are faced with an overwhelming amount of information. Teaching research skills so that pupils will be able to determine which information is good, accurate and useful is paramount. Teaching pupils how to use online resources, search engines and their intuition is also key.

This talk will describe how this can be achieved from the start of year 7, building a strong foundation for work further up the school, tying work into the curriculum at every stage.

Emma Wallace

Senior School Librarian, St Benedict's School, London

Emma has been a librarian for over 15 years, working in legal, public, academic and school libraries. She gained an MA in Library and Information studies from UCL in 2004 and became a Chartered Librarian in 2007. She currently works as Senior Librarian at St Benedict's School, most recently becoming an EPQ Level 3 Lead Supervisor.

🐦 **@librarywallace**

Dr Julie Greenhough

EPQ Centre Coordinator, St Benedict's School, London

Julie has taught in secondary schools in London for over 25 years. Since 2010 she has been the EPQ Centre Coordinator and EPQ Supervisor at St Benedict's School, Ealing, overseeing the programmes on-going expansion. She has a Doctorate in Education from the Institute of Education and an MA in English and Education from King's College.

🐦 **@EPQguru**

Can you navigate the potential pitfalls of the open web?

As a teacher and a librarian we have a unique, dually aligned perspective and pedagogical collaboration. This is shown through our co-teaching of the Extended and Higher Project Qualifications at key stage 5 and key stage 3. This has a focus on how pupils consume, create and communicate digital content to provide cognitive and technical tools that enable students to make educated decisions and build digital capabilities when navigating the open web.

In this workshop, we invite you to position yourself as a pupil navigating the potential pitfalls of the open web, from 'fake news' to 'post truth' by way of 'alternative facts' and 'deep lies' to illustrate that pupils are not as 'digitally savvy' as they may believe themselves to be.

Sarah Pavey

Independent Consultant & Trainer, Sp4il

Qualified in biochemistry and information science, Sarah has been a school librarian for nearly 20 years. Now working as an education consultant specialising in Information and Digital Literacy, she speaks regularly at LILAC, is a co-author of the 'Innovative School Librarian' and a member of the National SLG Committee. http://www.sp4il.co.uk.

🐦 **@Sarahinthelib**

Stéphane Goldstein

Executive Director, InformAll

Stéphane is an established researcher and research manager, having published reports and articles on information literacy and other themes relating to the information and data environment. He has produced material for organisations in the information world including CILIP, SCONUL and Knowledge Exchange.

🐦 **@stephgold7**

Digital and media literacy: from public policy to the classroom

In April, the UK Government published a White Paper on Online Harms. Its scope is ambitious and it contains many far-reaching ideas, particularly about the role of online platforms in monitoring, reporting and curtailing online behaviours deemed unacceptable or dangerous, if not illegal.

Importantly, and beyond the specific issues around online harms, the document highlights the importance of critically appraising online information and distinguishing between fact and fiction, for both young people and adults. In this vein, it recognises the place of digital and media literacy in the school curriculum – although it's questionable whether the curriculum in England and Wales properly addresses this right now.

Using the White Paper as a starting point, the workshop session will provide an opportunity to discuss how UK public policy is advancing in the area of digital/media/information literacy; the implications for the development of the National Curriculum, drawing partly on comparisons with the situation in Scotland; and the role of school libraries in helping to address the challenge of fostering these literacies among young people.

The session will also consider the place of current initiatives, such as NewsWise, that usefully complement what is formally taught in schools. The session will be interactive, with a short introduction from the two presenters, followed by discussion in small groups.

Parallel Sessions

Dominique Collins

Librarian and
EPQ Coordinator,
Hurstpierpoint College

After completing her MA, Dominique moved to Melbourne, Australia, working in an eye hospital, then a large teaching hospital library before returning to work at Hurstpierpoint College in 2008. Her health research skills have proved useful for the EPQ, which she has been involved with since 2010.

Digital and media literacy: from public policy to the classroom

Delivering the taught skills programme to a large EPQ cohort can be challenging. Dominique will be discussing the strategies to ensure students both learn the requisite skills and become more effective online researchers. She will be looking at creating a scheme of work that can be delivered by multiple supervisors (and the challenges of training them), as well as focusing on the 'online resources' and 'bibliography' sessions, which are run by library staff.

The online resources used include paid ones, such as JSTOR, as well as free resources such as Google Scholar (and the challenges it represents). She will look at online bibliography creators and their pitfalls and the opportunities of Turnitin.

Andrew Stark

Head of Libraries and
Information Services,
The Southport School,
Queensland

For the last ten years, Andrew has been directly involved with developing and promoting Library Services within Independent Schools and has completed extensive research into the value of creating positive learning and teaching spaces for all members of the school community. Andrew recognises that the modern librarian requires skills far beyond that of 'literary expert' and 'research assistant'.

Developing a culture of information literacy

For libraries to remain relevant, they must undergo an occasional reconstruction phase. We need to acknowledge changing pedagogical expectations, the nature of differentiation and learning styles, and the requirement that, now more than ever, we need to ensure our community is digitally literate.

Easy access to mass electronic information has created a major paradigm shift within our profession. As a result, the more traditional practices of school librarianship have been found wanting and new approaches sought to reinforce the need for broad-based digital literacy skills.

In response to these challenges, The Southport School (TSS) has developed a triangular approach to enhance the understanding and mastery of digital and information literacies within its school community. This presentation will show how, by including students, teachers and, most importantly, parents in the learning process, TSS is creating a culture of digital literacy within its whole community and the impact that is having.

Emily Stannard

Librarian, Bradfield
College

Emily has been Head Librarian at Bradfield College in Berkshire for approximately 6 years. She works closely with subject departments to ensure that teaching and learning requirements are satisfied. She is also the Extended Essay Co-ordinator for the College's IB programme. Emily was formerly the Copyright Officer at the University of Reading. She has also worked as a librarian in Further Education.

@copyrightgirl

Journey to the centre of the curriculum: becoming a research activist

School librarians can feel like they are constantly at war. We battle with the rising number of children who don't read and don't want to read, and we fight for funding and recognition from senior management. Yet we need to remember that all those involved in teaching and learning have a common enemy: time. Nobody ever has enough time, but there are ways in which librarians can save time for both teachers and pupils that will firmly embed them within the heart of the school and make our other battles easier.

In this age of instant gratification, digital distractions and short attention spans, our skills as researchers make librarians the perfect add-on to any department. And, as the curriculum becomes ever more demanding, we can become masters in content discovery and curation, working in partnership with the subject expertise of the teachers.

Inspired by Graham Gardner's talk at the JCS conference in 2018, Emily has taken forward his idea to develop and strengthen links with departments by speaking their language and offering research help for their topics. This talk explains what she has been doing and offers some helpful tips on how to become an invaluable member of each department using only an intranet, a library management system and one's own resourcefulness!

World Café

led by Dr Jane Secker

During the World Café delegates will move between 5 tables to discuss aspects of a digital capabilities framework, opportunities and challenges of teaching in the specific area as well as sharing examples of good practice. Capabilities to be covered are: digital proficiency (resource discovery, collections management, ways to promote within school…), information literacies, media Literacy, research and innovation, digital communications (promoting your library, use of social media), visual literacy, digital identity and management, digital well-being, learning and self-development, teaching/supporting others.

Jane Secker

Jane was Copyright and Digital Literacy Advisor at London School of Economics and Political Science for over 15 years. She is Chair of the CILIP Information Literacy Group, member of the Copyright Advisory Panel and co-author of 'Copyright and E-learning: a guide for practitioners' with her colleague Chris Morrison. Jane is a Fellow of the Higher Education Academy and a Fellow of the Royal Society of Arts.

@jsecker

e-Resources to support research

Option A: Beyond Fake News
Navigating and evaluating information in an era of "alternative facts" with Source Reference (formerly Credo Source)

'Tech savvy' does not = 'media literate'. Evaluating sources has always been a key tenet of information literacy, however the increased sophistication of fake news sites means that this skill is more important than ever. In this presentation, Ben will show how Source's curated content, paired with a proprietary suite of instructional videos and tutorials, so libraries can meet students research needs while cultivating information literacy skills to prepare them for lifelong success.

Ben Jacobs
Director, Licensing and Business Development, Infobase Publishing

Ben Jacobs is Director of Licensing and Business Development at Infobase and has worked for the company for over twenty years. In that time he has been at the forefront of the transition from print-media to an almost entirely digital offering of educational resources.

@benatinfobase

Option B: Bloomsbury Digital Resources Collections

Bloomsbury Digital Resources provides creative online learning environments that support scholarly research and inspire students throughout the world. We seek to engage our users with academically rigorous, editorially crafted content that encourages people to think and explore. The presentation will cover a number of resources, including Bloomsbury Architecture Library, Bloomsbury Design Library and the award-winning Drama Online, to describe how online tools can facilitate research and support our users' needs.

Pedro Morias
Senior Product Manager – Digital Resources, Bloomsbury Publishing

Pedro is a Senior Product Manager with Bloomsbury Digital Resources. Drawing on his experience in digital publishing and software development, he is now responsible for the development of online resources used by schools and academic institutions around the world.

@bloomsburydigtl

Option C: JSTOR – supporting students' research needs and skills

The JSTOR Secondary Schools Collection doesn't just provide a vast collection of archival journals and primary source content but also includes some great innovative tools and support to help good researching. Hugh will showcase the main JSTOR tools, their Research Basics (free) online course, and the benefits of 'My JSTOR' – as well as offer some handy hints and tips for good searching techniques.

This session will be valuable for existing subscribers as well as those not yet familiar with JSTOR.

Hugh Webster
Sales Manager (Schools), JCS Online Resources

After graduating with a degree in Business Economics in 2015 Hugh joined the JCS Team in October 2015. He used online resources extensively at university and appreciates the positive impact they have on the learning process. Hugh tweets resource hints and tips from

@HughWebster8

Option D: Helping students prepare for university

Gale presents its new multidisciplinary package, Gale Schools. Combined exclusively for the schools market, this vast package combines our largest general interest periodical resource, with local, regional, national and international newspapers and journals, and award winning Gale eBooks. The content is housed on our intuitive and newly designed platform which includes workflow features, such as Topic Finder and Interlink functionality, to help students get the most from the content.

Allison Zink
Subscription Sales Executive, Gale, Cengage Learning (EMEA)

Allison Zink is the Gale subscriptions sales executive with five-years' experience in educational and academic publishing. She works with UK schools, FE colleges, universities, and public libraries and provides online database evaluation support and implementation training. Allison is one of the contributors to the creation of the Gale Schools package.

@galeemeaAllison

Acknowledgements

My special thanks go to Jade Heatley, a member of the JCS team, who has single-handedly organised this conference. I also want to thank Jane Secker for all her expert advice and guidance in the development of this year's programme, and Graham Gardner for his continued support and encouragement throughout the year.

Special thanks also go to our sponsors without whose help this conference wouldn't have been possible.

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