# CURRICULUM CONTENT: THEMATIC STRANDS

| Strand content | Learning outcomes | Example activities | Example assessment |
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| Strand 1 Transition from school to HE | | SCONUL 7 Pillars mapping: Identify/Scope? | |
| The expectations in HE in your discipline | 1. Distinguish between the expectations at school and HE level in your discipline 2. Recognise that learning at HE is different and creates change   3. Identify and assess the range of information formats available | Tutor outlines contrasting expectations at secondary and HE levels  Students review examples of HE level work at school and discuss differences with their prior work  Students discuss current information sources they use; examine monographs, journals, reports | Short reflective piece of writing on transition issues – students identifies areas they need to address |
| Reflecting on your current and previous information behaviour – what’s different | 1. Assess your current information-seeking behaviour and compare it to experts within your discipline 2. Critique the tools and strategies you use to find scholarly information 3. Evaluating the information environment including libraries and digital libraries as ‘trusted’ collections |  |  |
| Reading, writing and presenting in your subject –expectations of your discipline | 1. Assess your reading, writing and presenting skills and compare them to experts within your discipline 2. Develop and awareness of academic conventions at HE level |  |  |
| Strand 2 Becoming an independent learner | | SCONUL 7 Pillars mapping: Identify? | |
| Affective and metacognitive dimension of learning | 1. Critique the concept that learning changes the learner 2. Reflect on how to create strategies for assimilating new knowledge |  |  |
| Knowledge construction - how arguments are put together | 1. Analyse the structure of a key work in your discipline and break it down into component parts | The elevator challenge - how do you pitch an argument to a key figure in two minutes? |  |
| Scaffolded support keyed to the task | 1. Select appropriate resources for your assignment, discriminating between good quality academic sources and other sources   2. Assess the value of material on your reading list. What are its limitations? Where else might you look?  3. Find information for your assignment not on your reading list | Students locate a book, a journal article and a website not on their reading list and consider in pairs the relative value of what they have found to their assignment | Peer assessment to critique sources |
| Taking responsibility for your learning | 1. Produce a strategy to manage their workload  2. Assess the value of the information found to your assignment title/essay question | Time management activity where students plan out the work they need to do across a term including all the deadlines and set themselves goals to meet those deadlines. |  |
| Strand 3 Developing academic literacies | | SCONUL 7 Pillars mapping: Scope/Plan? | |
| Academic writing | 1. Identify appropriate terminology and use of language in your discipline *(understand the idiom)* 2. Assess and compare how arguments and hypotheses are presented and developed in your discipline | Students explore a new topic where they are not familiar with the terminology |  |
| Academic reading | 1. Learn the techniques of skimming and scanning 2. Develop the ability to read critically in your field | Students are asked to summarise the key arguments in a lengthy monograph after being given 20 minutes to read it.  Students discuss the different strategies they adopted e.g. using the index, reading the introduction and conclusion |  |
| Note taking | 1. Distinguish between note-taking (dictation) and note-making (considered retention of vital points)  2. Develop a strategy for note-making - in lectures/supervisions, for your reading, in everyday situations |  |  |
| Strand 4 Evaluating the information landscape: becoming a ‘discerning scholar’ | | SCONUL 7 Pillars mapping: Evaluate | |
| What are your trusted sources? | 1. Develop a strategy for recognizing and selecting appropriate trustworthy sources in my discipline | Students explore a number of real and spoof websites and consider how they identify untrustworthy sources |  |
| Who are the experts in the field? How do we know? | 1. Identify the key experts in your field 2. Analyse what makes an expert in my discipline |  |  |
| Evaluating sources - quality and trust | 1. Evaluate and assess the value of information from a range of sources - online, on paper and in various formats 2. Distinguish what makes a source scholarly, trustworthy, or appropriate in various contexts in your discipline 3. Develop evaluative criteria for assessing sources for your work |  |  |
| Evaluating sources – critically appraising and appropriateness for your specific purpose | 1. Distinguish between appropriate sources within your discipline 2. Develop critical thinking in your work |  |  |
| Strand 5 Resource discovery in your discipline (subject specific) | | SCONUL 7 Pillars mapping: Gather/Evaluate | |
| Unknown unknowns - the information landscape | 1. Evaluating the information landscape in your discipline | Using their reading list as a starting point, students examine the key types of information that are important in their discipline |  |
| Using data and statistical sources | 1. Evaluate the strengths of data and statistical evidence in your discipline 2. Compare with other appropriate sources |  |  |
| Using archival evidence | 1. Evaluate the strengths of archival evidence in your discipline 2. Compare with other appropriate sources |  |  |
| Using people as information sources | 1. Evaluate the strengths of people as information sources in your discipline 2. Compare with other appropriate sources |  |  |
| Using social media | 1. Evaluate the strengths of social media as information sources in your discipline 2. Compare with other appropriate sources |  |  |
| Strand 6 Managing information | | SCONUL 7 Pillars mapping: Manage | |
| File management – storing information effectively | 1. Develop a suitable file and data management strategy for your studies | Students are introduced to tools such as DropBox which can provide cloud storage. They consider the advantages and disadvantages of local verses remote data storage |  |
| Bibliographic and reference management | 1. Decide on an appropriate information management technique suitable for your discipline / the resources you use 2. Evaluate reference management tools and strategies in the light of your own workflow | Hands-on comparison and exploration of free and paid for reference management software  Discussion of reference management strategies |  |
| Push services / alerting / keeping up to date | 1. Develop appropriate strategies for current awareness in your field | Students learning about using RSS and email alerts.  Students explore RSS readers / aggregators as a way of keeping up to date |  |
| Strand 7 Ethical use of information | | SCONUL 7 Pillars mapping: Manage | |
| Attribution - citing and referencing | 1. Use an appropriate citation style in your assignments 2. Construct appropriate bibliographies for your assignments 3. Distinguish between two citation styles or methods 4. Discuss the dialogic nature of academic practice | Reflective exercise on academic writing as a dialogue – role of quoting and referencing | Students bibliographies count towards 25% of the marks for first year assignments |
| Avoiding plagiarism | 1. Discuss the steps you can take to avoid plagiarism, deliberate or inadvertent  2. Use correct academic practices in quoting, citing and paraphrasing | Scenario exercise of what is plagiarism to high light clear examples (copy /paste) and grey areas |  |
| Sharing information appropriately | 1. Summarise the key ways you can use and share information without infringing another’s rights  2. Distinguish between collaboration and collusion  3. Compare dissemination practices in your discipline across a range of publication platforms (preprint repositories, blogs, bibliographic sharing services etc.) | Students are asked to find suitable images for use in a class presentation.  Students are introduced to the concept of Creative Commons as a way of finding images | Marks are awarded for the appropriate use of image and video sources in student presentations |
| Awareness of copyright and IPR issues | 1. Develop an awareness of how copyright and IPR issues impact on your work 2. Develop strategies as appropriate for working within the legal framework | Students discuss the role of copyright laws in protecting musicians, artists and file makers  Students reflect on how copyright laws have impacted on them either socially or academically |  |
| Strand 8 Presenting and communicating knowledge | | SCONUL 7 Pillars mapping: Present | |
| Finding your voice | 1. Use language appropriately in your academic writing 2. Analyse competing arguments and using evidence to justify a position |  |  |
| Managing your digital footprint and being a ‘Produser’ | 1. Use social media appropriately to create a positive web presence | Students explore Twitter, Linked In, Academia.edu in a hands-on practical  Students reflect on the use of these sites by prominent researchers in their field |  |
| Communicating your findings appropriately | 1. Choose an appropriate writing style, level and format for your intended audience  2. Summarise the key methods of publishing research findings in your discipline *(publication and self-publication in your discipline, e.g. blogging)*  3. Assess the relationship between writing style, audience and publication platform | Students look at how information on a topical issue in their discipline e.g. climate change is presented in newspapers, on websites and in academic journals and discuss the key differences |  |
| Strand 9 Synthesising information and creating new knowledge | | SCONUL 7 Pillars mapping: Present | |
| Formulating research questions and framing problems | 1. Use chosen information sources to articulate and analyse new problems in your field |  |  |
| Assimilating information | 1. Use information sources appropriately to develop or support your argument 2. Assess the value of information objectively in the context of your work 3. Develop new insights and knowledge in your discipline |  |  |
| Strand 10 Social dimension of IL / transferability | | SCONUL 7 Pillars mapping: Gather/Evaluate/Present? | |
| Being a lifelong learner | 1. Develop an awareness that learning is a continuous ongoing process outside of formal educational establishments |  |  |
| Finding and using information in the workplace | 1. Transfer the skills, attributes and behaviour developed in higher education to the workplace | Without using any subscription resources, students search for information to answer a specific query. They carry out the same search to compare the information they can find using paid for resources. |  |
| Finding and using information in your daily life | 1. Transfer the skills, attributes and behaviour developed in higher education to the daily life | Reflections on the best way to choose an energy supplier using discussion and internet sources to help you.  Discussion on trust value of cost comparison websites |  |
| Using information in problem solving | 1. Transfer the skills of finding, critically evaluating and framing problems |  |  |
| Effective use of information in decision making | 1. Transfer the skills developed in higher education of finding, evaluating and deploying information appropriately to make decisions |  |  |
| Ethics and politics of information | 1. Develop strategies for assimilating and analysing new information, including that which challenges your world view |  |  |

**Notes**

1. Strands are overlapping and several strands might be included in one class
2. Strands include activities which are suitable at different levels. So it might be appropriate to include level 1 activities in first year, level 2 activities will build on the knowledge and skills in level 1.
3. Activities are examples and teachers would be encouraged to develop their own activities linked to the curriculum
4. Assessments are also examples and teachers would be encouraged to develop their own assessment linked to the curriculum