

Title: Developing an Interdisciplinary Information Literacy Framework for Academic Authenticity.

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[Slide 1 – Title Slide]

This presentation introduces the work to build our offer for information skills at Warwick, through the development of a new ‘Critical Information Practices’ Framework.

This builds on prior work that informed the scope and coherence of our own teaching, but now aims to be outward facing; for use by learners to assess their own knowledge, and by teachers to perhaps inform how information skills can be embedded into subject teaching.

[Slide 2 – Why Now]

There were two main prompts for this work:

The first is technological.

We recognised that our earlier framework needed to be reviewed considering the rapidly changing technological context in which we use information.

Today, this is increasingly mediated by generative AI technologies - a context to which the teaching of information practices needs to respond.

However, in many senses, this new environment changes everything and changes nothing; the core pillars of information literacy remain as relevant in the AI era as they did at earlier points of technological change.

From critically thinking through how we describe what we want to know, to reflecting on the sources we are presented with, they are arguably more important than ever.

The second driver is institutional.

The developing requirements of institutions, research funding bodies, and national benchmarking around open research and open data mean that we are extending our support in this area.

[Slide 3 – Designing the Framework]

Our new framework draws upon a number of internationally recognised information literacy and research skills frameworks, such as the Society for College and Research

Libraries '7 Pillars' Model', the Association of College and Research Libraries 'Framework for Information Literacy in Higher Education' and the Vitae 'Researcher Development Framework'.

Alongside these, we reviewed examples of best practice across the sector to understand how these had been developed into local frameworks.

We found that several were designed for the progressive development of practices over the academic lifecycle, from undergraduate to research student.

We have taken the same approach and have structured our framework chronologically, beginning with the need to operate effectively within the institutional and disciplinary information environment when transitioning to higher education, to the needs of the research student in managing research data and publishing.

The practices are expressed as learning outcomes, to make it usable both for self-assessment and for curriculum design.

[Slide 4 – The Skill Strands]

The practices are divided across six interdependent skill strands. Each represents a distinct but connected set of practices, together forming a complete research workflow.

[Slide 5 – Understand Information Context]

The first strand is Understand Information Context: which addresses the context in which information sources are created, stored, found, and interacted with.

It asks learners to engage critically with how media and technology, including AI, reshape our understanding and perception of information and the responsibilities around its use.

[Slide 6 – Plan and Prepare]

Next comes Plan and Prepare: in which the skills for scoping and designing a search for information are understood and developed.

This also includes adapting a plan as a project progresses, new information is found, or parameters shift.

[Slide 7 – Search and Explore]

Search and explore develops skills and strategies for conducting a search for information; includes approaches to navigating and understanding the results we might be presented with and the use of techniques that allow the planning and preparation to be put into practice.

[Slide 8 – Evaluate Critically]

From there we move to Evaluate Critically.

Here, learners develop the capacity to question information sources, including AI generated outputs, and to make balanced judgements about their strengths and limitations.

[Slide 9 – Organise Research Material]

Organise Research Material develops resilient strategies for keeping appropriate records of research material, storing it purposefully and carefully, to enable the effective communication of research.

[Slide 10 – Communicate Research]

Finally, there is Communicate Research, where the practices for using research sources and shaping outputs are developed, from adherence to the conventions of scholarly communication and acknowledgement of sources, through to formulating a publication strategy.

[Slide 11]

Importantly, these strands are not meant as a checklist to be completed in a linear sequence, but as an iterative and holistic process of research; they are intended to be adaptable and flexible to the needs of different cohorts and disciplines.

[Slide 12 – Search & Explore]

To provide a concrete sense of how the framework operates in practice, we are going to go through one of the strands; Search and Explore, to show how it develops across levels of study.

[Slide 13 – Undergraduate]

At undergraduate level, our focus is orientation and foundations.

Learners are asked to explore academic search tools and to understand why results differ from basic internet searches, as well as the limitations of AI search because of its access to a limited collection of texts or corpus of training material.

They begin to distinguish between keyword and natural language searching, recognising that these rely on different logics.

They learn to navigate results, apply filters, and access a range of sources.

[Slide 14 – Dissertation and Postgraduate]

This is built upon at the Dissertation and Taught Postgraduate level, with the introduction of more advanced search techniques, including citation searching, and a greater flexibility in the use of a wider range of tools, specialist databases, and sources beyond the library's collections.

[Slide 15 – Postgraduate Researcher]

At postgraduate researcher level, the expectation is systematic rigour.

Researchers methodically search the literature in a more systematic way, expertly moving between strategies for interdisciplinary and subject specialist research.

They fully engage with specialist data sources, collections or archival materials, manage citation data and export what they find into reference management software.

They explore the use of AI within the search process, recognising the supplemental benefits whilst closely examining the ethical considerations and drawbacks when measured against the integrity of established scholarly research methods.

[Slide 16 – What Next]

So, where does this work go from here? Three strands of activity are underway.

First, the framework will underpin the Library's teaching offer for students at every level. We plan to review our online courses, workshops, and embedded teaching to align them with the new structure.

In practice, that means our support becomes more coherent across levels and more transparent for colleagues designing curricula.

Second, we are continuing our user experience work with students.

Workshops and focus groups are helping us understand how learners actually interact with the framework, which language resonates, and where the progression feels accurate or strained.

This is a framework we want to be tested, not simply adopted.

Third, we will be consulting with academic staff.

Information practices are not developed in the library alone; they are shaped, reinforced, and contextualised within disciplines.

Our aim is to launch dedicated web pages in September 2026, and we warmly invite colleagues to get in touch before then, whether to share feedback, to discuss how the framework might support your teaching, or simply to learn more.

[Slide 17 – Closing Slide]

This framework represents our attempt to articulate what information literacy means at Warwick in an era of rapid technological and institutional change. The core practices endure, but the contexts in which they are exercised demand constant reinterpretation.

We hope the framework will be a practical and outward facing tool: useful to students reflecting on their own development, and useful to colleagues thinking about how information practices are built into their teaching.

If you would like to contribute or work with us, please scan the QR code or contact any of us directly through the Library.

We look forward to your questions and to continuing the conversation.