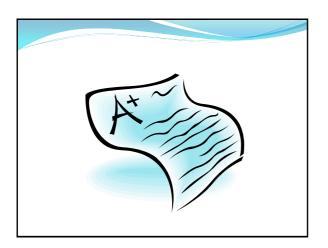
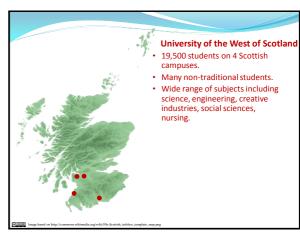
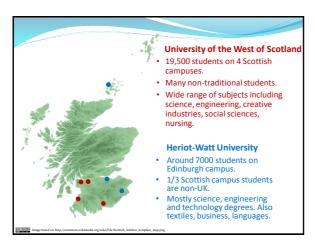
# Hiding library training in other classes

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- Students not keen on library classes.
- Students not convinced by "it's important".
- Optimism bias?
- What do they care about?

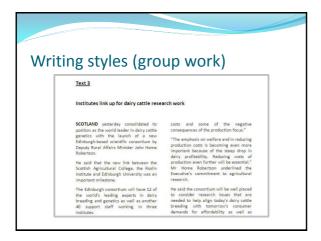


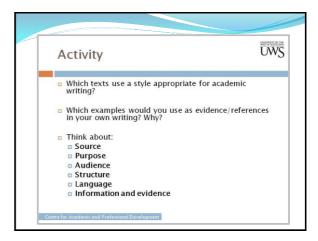


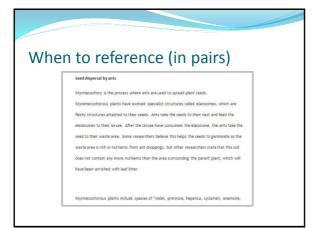


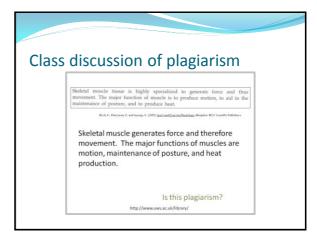
## Hiding IL in first year essay classes

- Taught with Effective Learning Tutor.
- Two sessions:
  - 1. introduction to essay writing (tutorials).
  - 2. essay feedback (lecture).
- What did we do ...









Class discussion of plagiarism

Skeletal muscle tissue is highly specialized to generate force and thus movement. The major function of muscle is to produce metion, to aid in the maintenance of posture, and to produce heat.

Skeletal muscle generates force and therefore movement. The major functions of muscles are motion, maintenance of posture, and heat production.

Small changes in text and words moved around.
Not different enough - not showing comprehension.
Is this plagiarism? YES

Three activities about essay writing:
1. Styles of writing.
2. When to reference.
3. Plagiarism.
... two of these are traditional library topics, hidden in an essay class.

### Student opinions

- What were the most useful things you learnt in this class?
  - Referencing 75.2%
  - Plagiarism 36.2%
- Things they liked:
  - "pointed out how to use textbooks, the web to help with essays"
  - "working with examples to practically understand referencing"
  - "discussing with other students"

#### Essay feedback class

- Same cohort.
- Essays submitted via TurnItIn. Got added to the VLE as lecturers so we could see these – very useful!
- Alison spoke about problems with essay writing, e.g., lack of structure.
- I covered finding/using illustrations, and referencing (again!)

#### Other hidden library training

- 2<sup>nd</sup> year PDP "mini-conferences".
- Organised by the department:
- Study skills:
  - Library session: "Using evidence in your coursework".
  - Covered note-making (vs note-taking), referencing, using TurnItIn.
- Careers:
  - · Library session: "Researching employers".
  - Too early for these students?

### Tips for getting into curriculum

- Use department meetings.
- Volunteer to help: offer classes about any information literacy problems.
  - Taught classes on topics I initially knew nothing about - reading techniques, notetaking, etc.
- Make contact with other support departments and do joint classes.

## Tips for student engagement

- Design class from student viewpoint:
  - needs to be relevant to students' interests/worries.
  - Students aren't studying to be librarians.
- Be convinced that your class is interesting:
  - students respond to your enthusiasm.

Think carefully about name of your class:
 "Avoiding plagiarism" →

"Copy & Paste: Just Say No" →
"Using evidence in your coursework"

## Not entirely successful ...

- "Library induction"
- "Library resources"
- "Using the library"
- Need to improve on these titles so that students see relevance.

#### Lessons I've learnt

- Don't give up on idea too quickly ...
- ... but be ready to change classes that aren't working.
- Try to get lecturers to link classes to an assignment ...
- ... also offer to do feedback after assignment.

## Future plans

- Shorter IL input within standard lecture.
  - Difficult to get an hour in crowded curriculum.
  - Some negative feedback from students about "taking up teaching time".
- Want to do 10-15 minutes, e.g., in lecture/lab where students are given assignments.