



# Widening Participation: building on the role of a science librarian

Tony Wilson





# A bit about me...

- History graduate – University of York
- MA Information and Library Management – University of Northumbria
- Joined University of York Library 2004
  - Acquisitions
  - Relegation
  - Cataloguing
- Academic Liaison Assistant 2008-10
  - Sciences and Health and Medical team
- Academic Liaison Librarian 2010 –
  - Computer Science, Electronics, Maths, Physics
- Library Widening participation co-ordinator 2010-2012





- June 2009 - Invited to help with Developing Independent Learning Day (DIL)
  - Co-ordinated with other Liaison Assistants from Social Sciences and Humanities
  - York School and Colleges Network
  - Sixth Form Students
  - Sciences, Social Sciences and Humanities Library Challenges



- Researching and Evaluating Information
- Academic writing
- Academic Integrity
- Referencing
- Tour of Campus
- Library Challenge
- Chance to talk to student ambassadors





- Act as Liaison between university's central WP office and the Library
- Collaborated on development of workshops and learning resources
- Contact for schools and colleges looking to visit the Library
- Deliver workshops/presentations wherever possible
- Develop materials
- Large amount of work for one member of staff!  
Unsustainable.....



- Extended Project Qualification (EPQ) support
  - Piloted a workshop with a colleague from Academic Support Office.
  - Research skills, academic writing and academic integrity
  - Massive variety in project titles but many titles science related so being a Science Librarian really helped!

# What is the Extended Project?

- The Extended Project is a qualification year 12 or 13 students can take in addition to their 'A'levels.
- It can be any of the following
  - A design
  - A report with findings from an investigation or study
  - A dissertation presenting an argument
  - An artefact
  - A performance
- The qualification counts for UCAS points.
- The qualification develops research skills, referencing and writing skills.

- Sources of information
- Search tools
- Effective searching
- Getting the most out of Google
- Evaluating websites
- The Hotseat!



# Evaluating websites

## Evaluating websites

Look at the 6 website examples on your table. Use the criteria listed below to evaluate each website. Could you refer to any of the websites in a piece of academic work?

<b>Currency</b>	Is it up to date? When <u>was it last updated</u> ? Are there any dead links?
<b>Authority</b>	Is there a named author or organisation? Is there background information given (such as contact details)?
<b>Purpose</b>	Is the site's aim to inform, persuade, report, research or to sell a product? Is the language emotive or objective?
<b>Audience</b>	Who is the intended audience? Is it aimed at a specialist audience or the wider general public? At GCSE, A-level or degree level?
<b>Content</b>	Does it cover a whole topic or just one aspect of it? Is there evidence to support the information given (e.g. references or links to other research studies)? Does the site contain links to other "quality" websites?
<b>Accuracy</b>	Are there spelling mistakes or grammatical errors? Does the text read well? Is the website well designed?

Marks out of 10	Health examples		Happiness examples		Environment examples	
	Website 1:	Website 2:	Website 3:	Website 4:	Website 5:	Website 6:
Currency						
Authority						
Purpose						
Audience						

Website 2

Home | Mobile site | about | Contact | Communities | Translating

### Website 2

Home | Mobile site | About | Contact | Communities | Topics | Videos | Choose and Book

**NHS**

Health A-Z

Your health, your choices

Live Well

Careers Direct

Health A-Z

## Burger with statins on the side

Share [Facebook](#) [Twitter](#) [Google+](#) [LinkedIn](#) [Email](#) [Print](#) [Subscribe](#)

Friday August 13 2010

### Categories

#### All Headlines

#### Food and drink

- Unlabeled (374)
- Pregnancy (268)
- Cholera (332)
- Heartburn (268)
- Medications (272)
- Nervous (242)
- Medical practice (233)
- Genetics/civilian cells (177)
- Older people (173)
- Obesity (135)
- Mental health (119)
- Diabetes (78)
- Air sickness (77)
- Banana flu (35)

Special reports (3)

Fast-food restaurants could 'steal out anti-cholesterol drugs' to fight the effects of 'fatty grub', the *Daily Mirror* has reported.

The news story is based on a research paper arguing the case for handing out free cholesterol-lowering statin drugs whenever someone buys fast food. The authors say that providing "StatinStix" tablets would cancel out the health risks of high-fat food and offer customers cardiovascular benefits. They based

this on calculations comparing some of the harms of fast food against the benefits of statins.

It is difficult to know how seriously to take this study. The high sugar, salt and fat content of junk food has many negative health consequences beyond just increasing cholesterol. Taking a lot of these

Fast food could be more than just 'fatty grub' (iStockphoto)

**What did the research involve?**  
To quantify the cost

To quantify the cardiovascular risk of a higher dietary fat intake, the researchers looked at a large cohort study of nearly 47,000 men. The study found that the relative risk of heart attack and coronary artery disease was 23% higher in the men with the highest fat intake (top 20% of the group). They consumed 89g total fat a day, while those in the bottom 20% with the lowest fat intake consumed 63g total fat a day. A similar trend was observed for trans fats.

To determine the relative risk reduction due to statins, the researchers used a recent meta-analysis of statins in the primary prevention of coronary artery disease, which included seven randomised controlled trials and covered nearly 43,000 patients. The combined relative risk reduction across all the trials with statin

**Where did the story come from?**  
The study was carried out by  
London and Imperial College

The study was reported widely and fairly in the media. Several newspapers quoted the opinions of external experts.

The authors say that cardiovascular disease (CVD) is lying with the cause of illness and death, with the greatest unaware of the "at risk" segment of the population that assumption and its condition. Given the frequency of fast-food supplements to the adverse health consequences, this They propose to counteract the harm arising from advice. provided free of charge, like salt, ketchup and other food service tray, a state could be added to the food suggestions.

In their study attempts to combine with other healthy eating fast-food attempts to combine with other healthy

Their study attempts to compare the risk increase involved in taking statin foods with a high fat content against the risk reduction from eating fast foods with a low fat content. They constructed a model to juxtapose these two risks and attempted to compose a tariff companion to the level of statin needed to neutralise the cardiovascular risk from eating fast food.

**What did you find?**

What did the research involve?

**What were the basic results?**  
The researchers calculate that:

- The reduction of cardiovascular disease (CVD) risk associated with daily consumption of most statins (with the exception of pravastatin) was, on average, around 30%.
- The daily extra fat intake...

On this basis, the researchers say that the CVD risk-reduction of a statin pill is greater than the risk increase of CVD after eating these foods.

Website's

Dihydrogen Monoxide - DHMO.org

**DHMO.org**  
Dihydrogen Monoxide Research Division

**WELCOME**

Welcome to the web site for the Dihydrogen Monoxide Research Division (DHMRD), currently located in Newark, Delaware. The controversy surrounding dihydrogen monoxide has never been more vividly debated, and the goal of this site is to provide an unbiased data clearinghouse and a forum for public discussion.

Explore our many **Special Reports.** including the **DHMO FAQ**, a definitive primer on the subject, plus reports on the **environment, cancer, current research, insider exposure, and comments** on the **dairy industry.**

The success of this site depends on you, the citizen concerned about Dihydrogen Monoxide. We welcome your comments and suggestions.

**DHMO Special Reports**

- ✓ **Dihydrogen Monoxide FAQ**
- ✓ **Enviro. Impact of DHMO**
- ✓ **DHMO and Cancer**
- ✓ **DHMO Research**
- ✓ **DHMO in the Dairy Industry**
- ✓ **DHMO for Dummies**
- ✓ **DHMO and Consistency**
- ✓ **DHMO - Truth about DHMO**
- ✓ **Internal Email SPAM**
- ✓ **Eating and Drinking**
- ✓ **Linking to DHMO.org**
- ✓ **What is Dihydrogen Monoxide?**

**Press Kit - press only**  
Download press  
Alerts & Announcements NEW  
Sign up to receive periodic safety bulletins from DHMO.org  
[your.domain.com] OK

**Visit the DHMO.org**  
Contact Us

**DHMO Related Info:**

- National Consumer Coalition Against DHMO
- Environmental Protection Agency
- First National Toxicology Program
- Centers for Disease Control & Prevention
- National Cancer Institute
- Green Party, New Zealand
- Sandia National Laboratories
- Sierra Club
- Greenpeace

**Send Email to Your Representative**  
[your.domain.com]

© National Consumer Coalition



# Realising opportunities

## •Collaboration of 12 Universities

- University of Birmingham
- University of Bristol
- University of Essex
- University of Exeter
- Kings College London
- University of Leeds
- University of Leicester
- University of Liverpool
- University of Manchester
- Newcastle University
- University of Warwick
- University of York

• Project supports students with their skills development – starts in year 12

•Library provide an information skills workshop for visiting students

•Brief postgraduate tutors

The screenshot shows the homepage of the Realising Opportunities website. At the top, there is a navigation bar with links: Home, About, Student Information, Teacher Information, Parent / Carer Information, Research Intensive Universities, and Access To Professions. The main header features the 'REALISING OPPORTUNITIES' logo with the tagline 'Working Together | Supporting Talent' and a circular image of a student in a green shirt. Below the header, a central banner announces that the partnership has won the '2011 THE AWARDS AWARD WINNER' for the 'WIDENING PARTICIPATION INITIATIVE OF THE YEAR'. To the left of this banner is a photo of a group of students. Below the banner, the text states: 'Realising Opportunities (RO) is a unique collaboration of 12 leading universities, working together to promote fair access and social mobility of students from under-represented groups. Students are supported through a coherent programme of activities designed to raise their aspirations to progress to research intensive universities. Successful completion of the RO programme leads to the potential of an alternative offer through UCAS from 10 of our 12 partner universities, and additional recognition for a UCAS application from all partners.' At the bottom left, logos for the partner universities are displayed: University of Birmingham, University of Bristol, University of Essex, and Kings College London.

- Welcome
- Academic Assignment
- Yorkshare VLE
- Skills
- Quality Sources







ACCESSIBLE CONTROLS

## Quality Sources

### Presentation on finding & evaluating sources

The University of York has produced this video recording about finding and evaluating resources for your extended project.

	<p>This takes you to a site which provides users with information about the <a href="#">White Rose Research online</a>, a shared Open Access Repository for the Universities of York, Leeds and Sheffield, and a link to the repository itself.</p>
	<p>Lund University has created this open resource of <a href="#">good journal articles</a>. Open access and peer-reviewed journal articles searchable by subject.</p>
	<p>This site begins with looking at your search results from a search engine or other source, follows through by <a href="#">investigating the content of page</a>, and extends beyond the page to what others may say about the page or its author(s).</p>
	<p>Intute have developed this <a href="#">very good tutorial</a> on how to evaluate and assess internet resources.</p>

### Aims of this resource

- Introduce you to the Academic Assignment
- Prepare you for study
- Provide resources to improve your skills useful for current and future studies
- Facilitate support for learning from other students in a safe environment
- Provide tutor support during the assignment

### Useful Links

Realising Opportunities  
Studying independently



The screenshot shows the BSix website with a blue header. The main content area features a large banner for 'OUTSTANDING COLLEGE OF THE YEAR' and 'TES FE Awards Winner: Provider of the Year!'. It includes a quote from TES: "BSix aims to challenge rather than patronise. The work is intense. The college prefers to push, not excuse." (TES 12th March 2012). There is a call to action: 'Apply now! For a place at your Award Winning College to guarantee your 1st choice of course - application deadline 30th April'. The page also has a sidebar with links like 'find the course for you', 'take a tour of BSix', and 'login to the VLE'. A news section at the bottom mentions 'Celebrating diversity at BSix'.

<http://twitpic.com/95hde1>

*Thank you so so so much! It was such a success and yourself and Tony and the Ambassadors did an amazing job!*







# Not just Sixth Form!

- 'Green Apples'
- 'Finding your way'
- Primary Schools
  - Parkinson Primary School
  - Norton Primary School
- Currently investigating new exercises and materials for these events



# Some stats!

**2009**

Number of workshops 3

School/college visits 1

Conference presentations 0

**2011**

Number of workshops 16

School/college visits 4

Conference presentations 2



# Advantages

- Gives you a fantastic insight into sixth form student's information literacy skills
- Broadens knowledge of freely available subject resources across all disciplines
- Personally, allowed me to use my humanities background as a Librarian!
- Help to encourage Widening Participation



# Challenges

- Balancing with ‘business as usual’
- Need to be an ‘all rounder’ when it comes to helping with enquiries!
- Working with diverse age range of students (from 10 – 17!)
- Often lack of clear learning objectives from school/college or indication of what students already know
- Maintaining discipline.....





# Top tips!

- Use your student ambassadors!
- Try to ensure there is a clear understanding between yourself and the school/college about what they would like you to provide
- Try to keep the sessions as interactive as possible
- Keep the groups small if at all possible



# Widening Participation at York now



- Widening Participation functional area – one of five functional areas
  - Indicates the Library's commitment to WP
- Co-ordinated by Clare Ackerley
- Science cluster!
- Sharing the workload
  - 3 other members of staff as well as core team
- This is the first stage
  - All Liaison Librarians will play a role in future
  - New materials
  - Close collaboration with Information skills functional area