

Developing a blended learning approach to literature searching support for PhD students

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Background

- **What we used to do**
 - Part of Graduate School offering and compulsory
 - Face-to-face whole day session
 - Covered literature searching and Endnote
 - Offered several times a term
 - Taught by small group of librarians
- **Why changed?**
 - Change to a virtual graduate school
 - Mandated to have all courses available on-line
 - Blended approach using Blackboard.

Review of first year: Feedback from library staff

Positives	Negatives
Liked opportunity to be involved with/informed about research students	Complicated and repetitive instructions to users and librarians
Opportunity for offering 1:1 sessions	Too text based
	Constrained by Blackboard
	Students not understanding the assignment
	Worries about learning a new process and time management

Review of first year: Feedback from students

Positive themes

“The practical session was the most useful part because it gave me the opportunity to identify my keywords for my research and explore all kinds of resources for my literature search”

“Good to have online as living some way away from DMU”

“I enjoy the videos that clearly show things at a reasonable pace rather than lengthy documents that need reading”

“I found it useful to discuss with other students about their own searching and some of the problems and solutions were identified by lots of us, which was good as we were all making similar mistakes”

Negative themes

“Very lengthy documents of text”

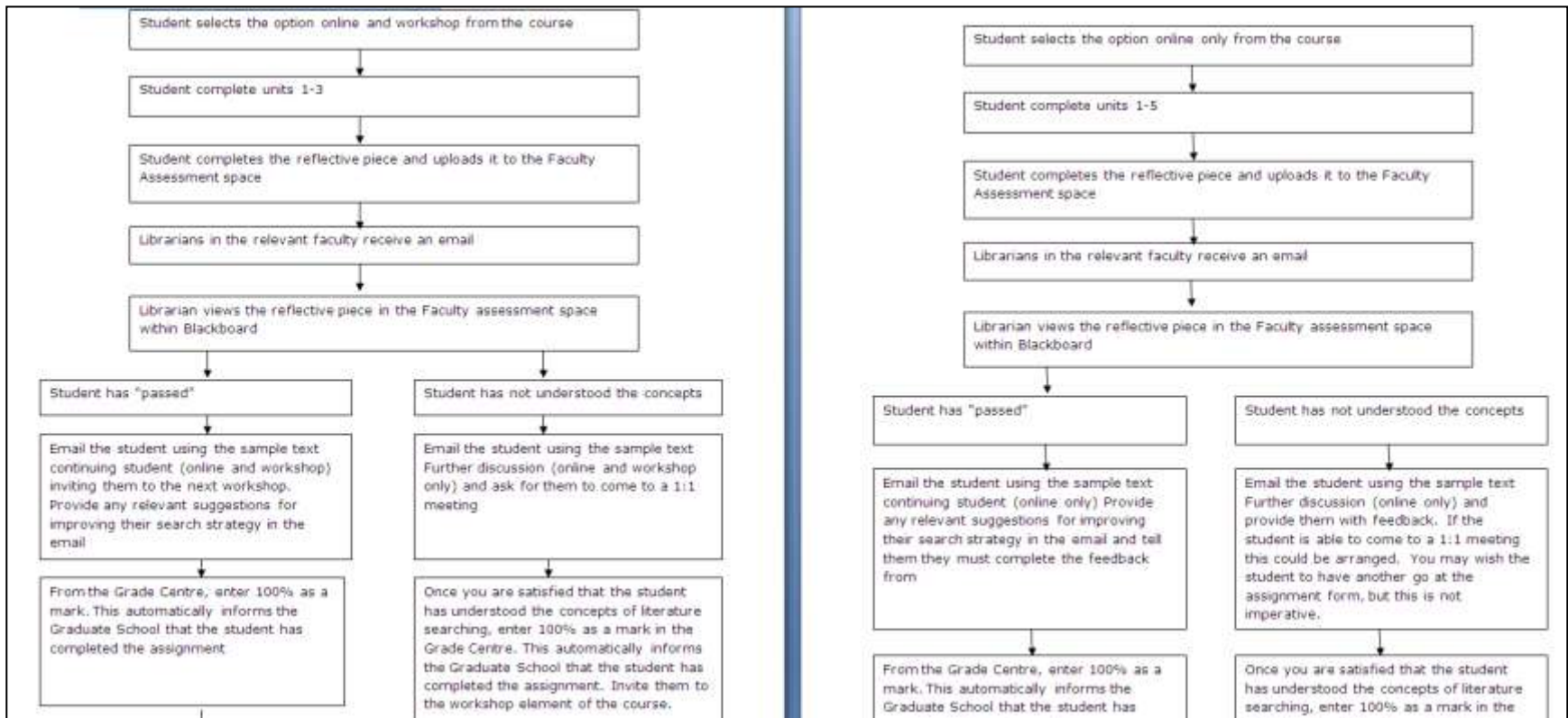
“There was no difference between the online and off-line material as some of the online material was handed out during the face-to-face session”

“I did not find the online training useful as it cannot cater to individual needs”

How we changed it

Produced a new structure

- Choose online and workshop or online only at outset
- Used auto-release to ensure only see content at appropriate time



How we changed it

- Removed repetition
- Reduced text
- Used simpler language
- Converted some textual information to more visual display
- Made the assessment more directed
- Upgrade of Blackboard

Planning your literature search

a) Key concepts (Complete after Unit 2)

What is your research question/hypotheses? What are the key concepts?

b) Selecting Keywords (Complete after Unit 2)

Keywords	Alternative words/terms

c) Putting together a search (Complete after Unit 3)

	(delete as appropriate) AND/OR		(delete as appropriate) AND/OR	
	(delete as appropriate) AND/OR		(delete as appropriate) AND/OR	

d) Targeting your search (Complete after Unit 3)

What type of resources are you looking for (journal article, legislation, news articles, books, etc ...)?

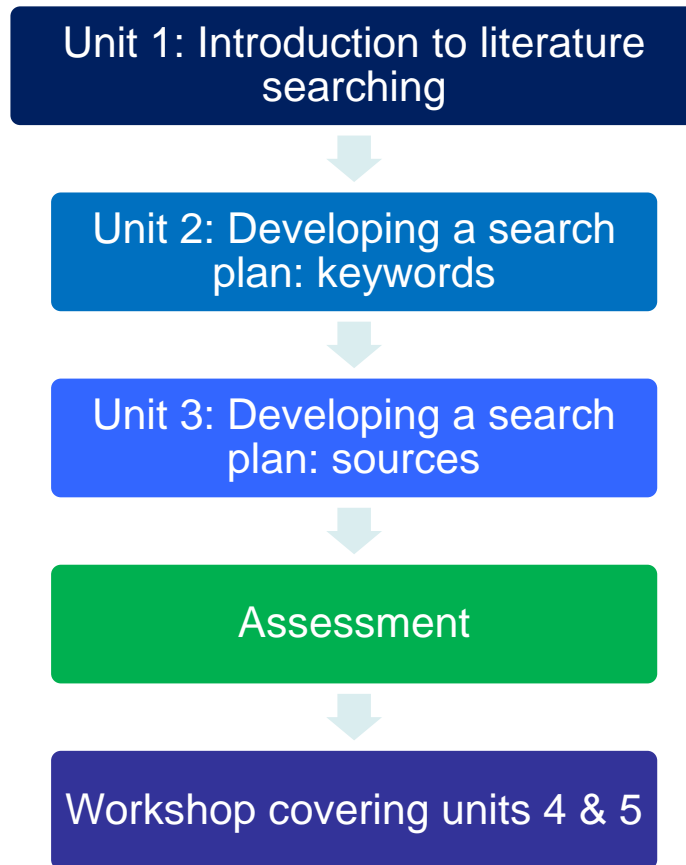
What age of material is acceptable for your research?

What other constraints do you anticipate?

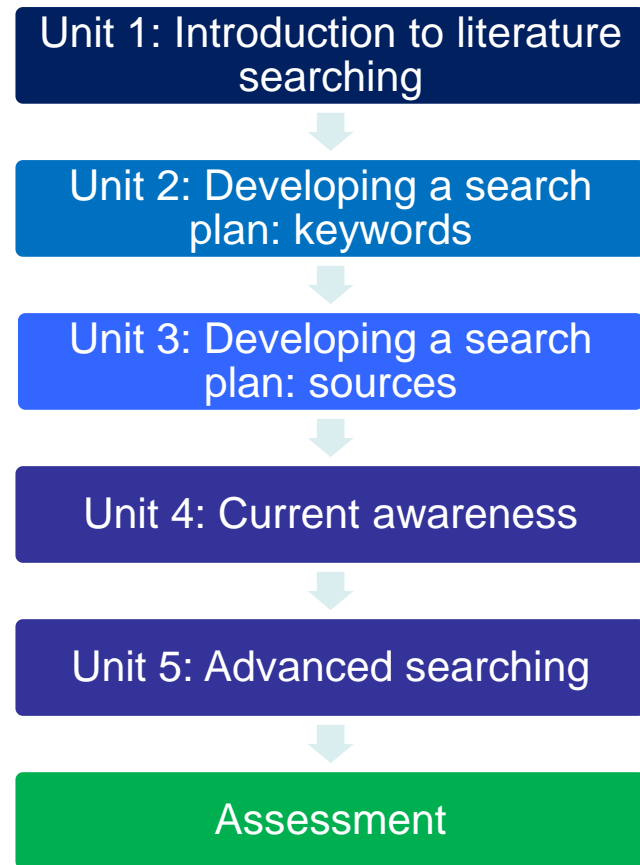
e) What resources and databases do you need to search? (Complete after Unit 3)

Blended approach

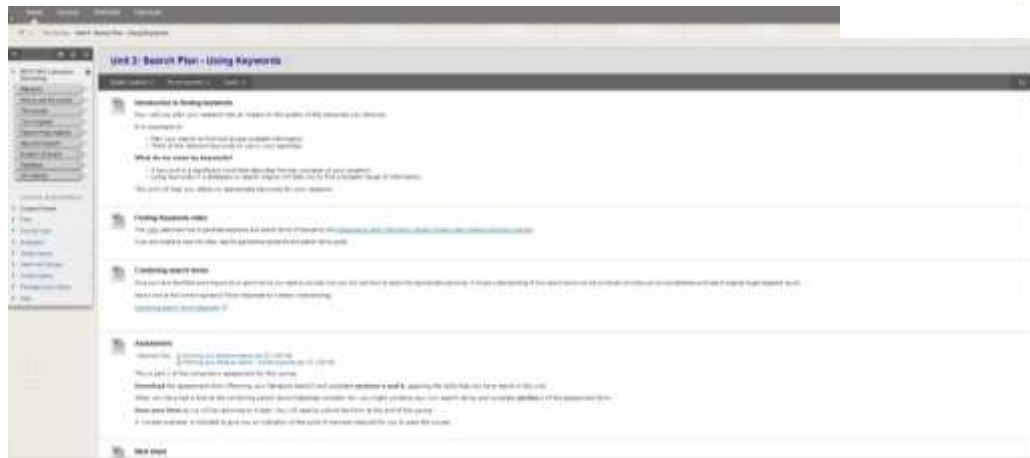
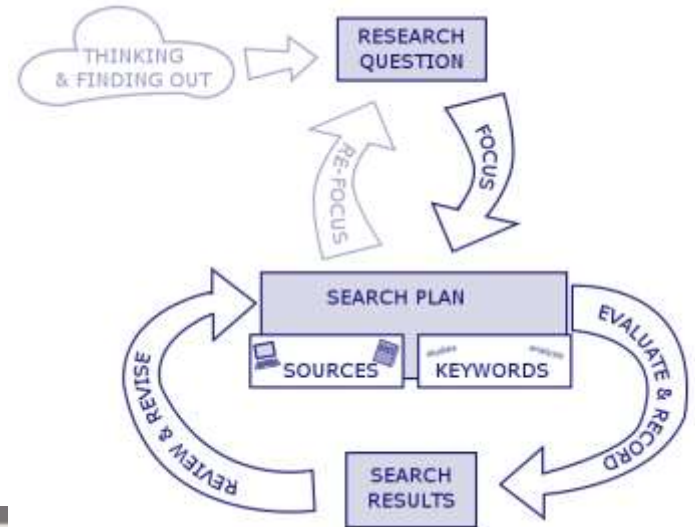
Online + workshop



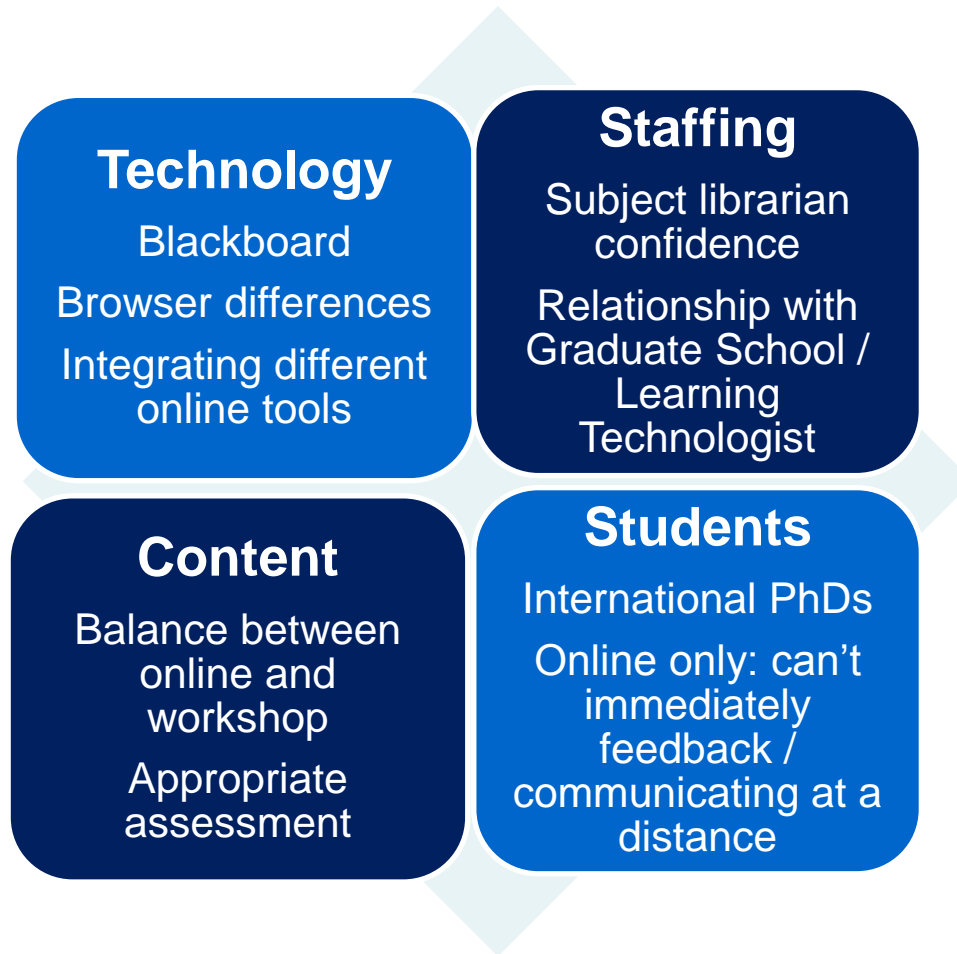
Online only



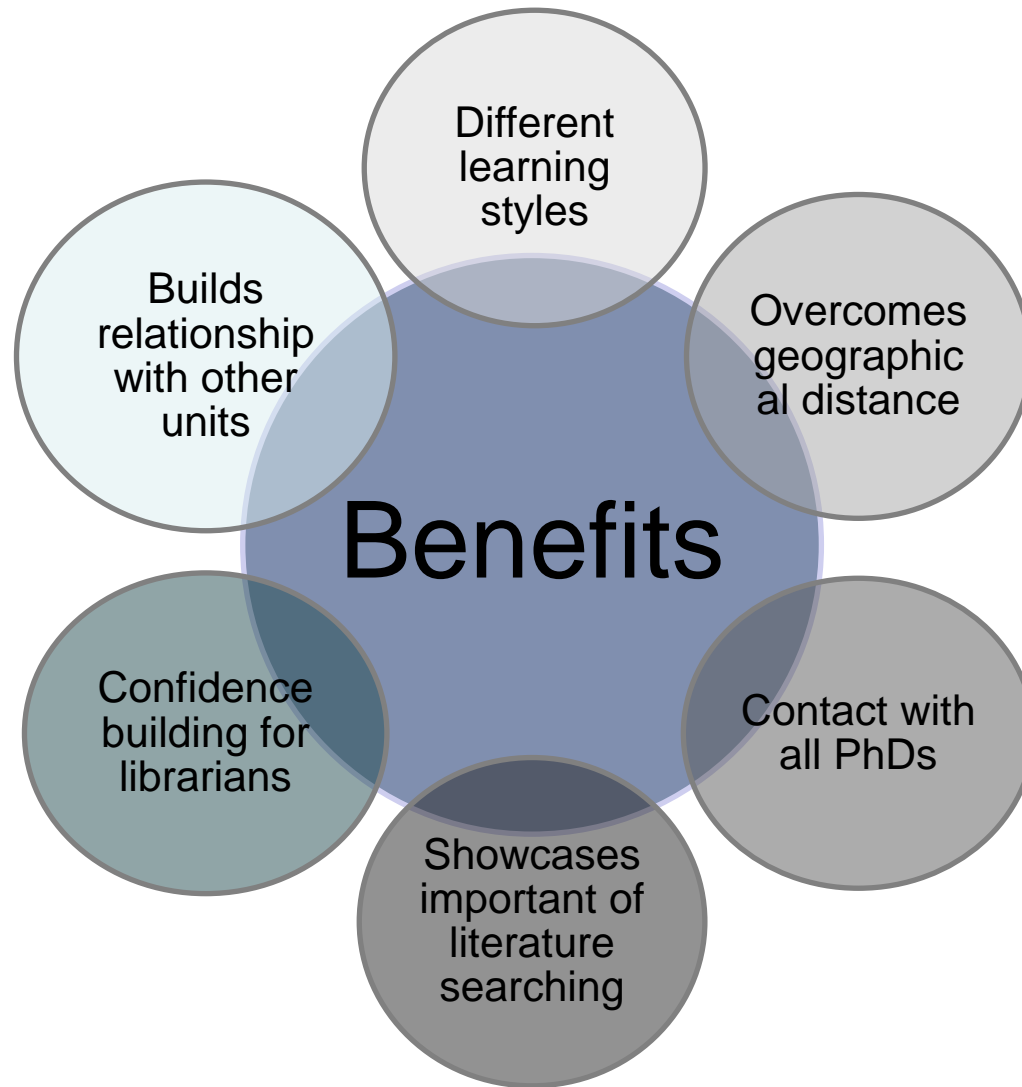
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Challenges



Benefits



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Any Questions