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**BATH**

# Engaging with Engineers and Scientists

Thomas Rogers, Information Librarian (Sciences)

- Experiences of developing e-learning resources
- Two examples ...
- Issues for managing future projects
- How to meet the challenges and opportunities

# Past experience with e-learning



- ❖ The University of Bath Library has developed a variety of e-learning resources, including:
  - Instructional videos
  - Materials for use within our learning management system (MOODLE)
  - Interactive learning courses
- ❖ Stand alone, classroom, blended learning and MOOCS

# Evaluating Scientific Research Literature

Review mode

Evaluating Scientific Research Literature

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Why read scientific literature?

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Outline Thumbnails Search

1. Home
2. Who is the resource for?
3. Why use this resource?
4. How to use the resource
5. Introductory Module
- 6. Why read scientific literature?**
7. Why students read scientific research literature
8. Why undergraduates read scientific literature
9. Why researchers publish in the scientific literature
10. When researchers read scientific literature
11. Kinds of scientific literature
12. Introductory module quiz 1
13. Primary and secondary literature
14. Introductory module quiz 2
15. Scientific research papers: variations on a theme
17. The parts of a research paper
18. Title
19. Authors
20. Abstract
22. Keywords

1

2



Why you read scientific literature depends on who you are and your purpose.

Understanding the structures of research papers, and the conventions by which they are written, is fundamental to your training as a practitioner within your discipline.

# Academic Writing Skills

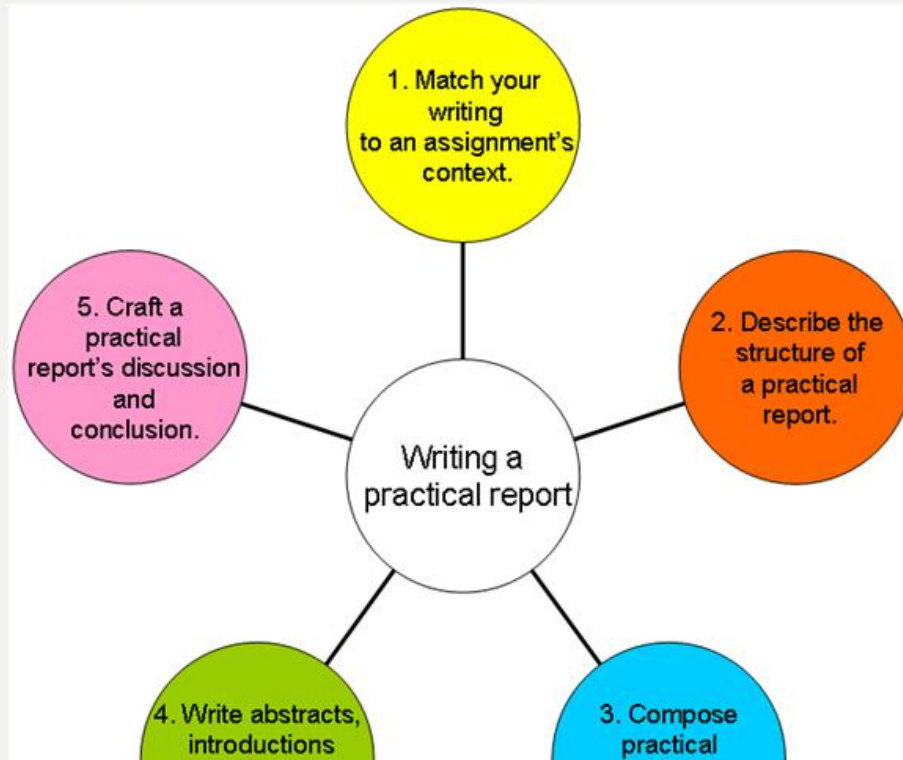


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## TOC

- 3. Writing a practical report
  - 3.1 Learning outcomes**
  - 3.2 Module introduction
    - 3.2.1 Personal or impersonal - 'I', 'we' or 'it'?
    - 3.2.1.1 Personal and impersonal style
    - 3.2.1.2 Quiz: Personal and Impersonal style
    - 3.2.2 Which tense?
    - 3.2.3 Know your purpose and audience
      - 3.2.3.1 Quiz: Know your purpose and audience
  - 3.3 The structure of a practical report
  - 3.4 Choosing your title
    - 3.4.1 Activity: Choosing your title
  - 3.5 What is an abstract?
    - 3.5.1 An example of an abstract
    - 3.5.2 Quiz: An example of an abstract
  - 3.6 Writing the introduction
    - 3.6.1 Quiz: An example of an introduction
    - 3.6.2 Feedback: An example of an introduction
  - 3.7 Writing the method
    - 3.7.1 Method: Structure and detail
    - 3.7.2 Method: Example

This module takes 80-90 minutes to complete. It can be completed in stages so that you do not have to finish it in one go. When you've worked through the module you should be better able to:





# Practical implications for development



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## Evaluating Scientific Research Literature

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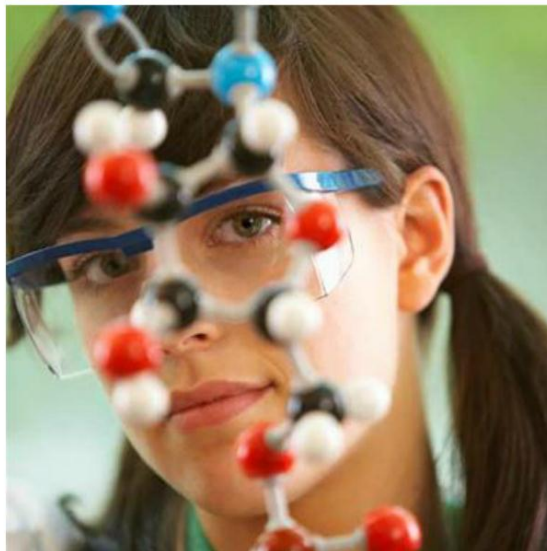
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# Issues for managing future projects



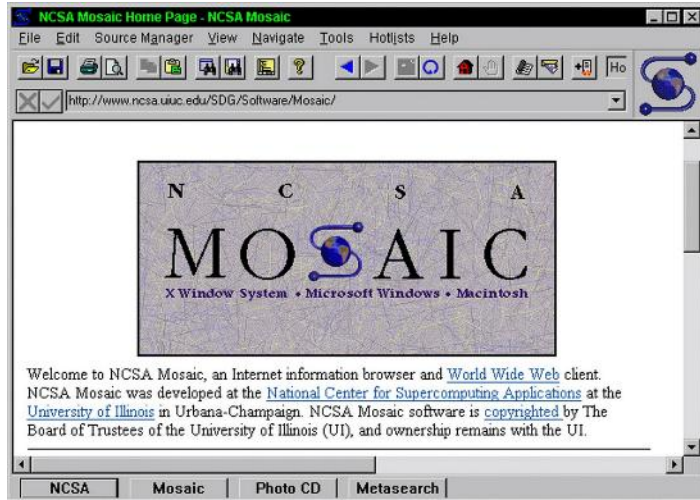
- ❖ Design models and methods ... set scales and agree sign off methods
- ❖ Agree terms upfront ... e.g. copyright, creative commons, internal or Open Educational Resources (OER) use?
- ❖ Benchmark, hours, costs, milestones
- ❖ Think lifecycles, support and aftercare
- ❖ Manage software licences
- ❖ Manage assets and keep records
- ❖ Keeping up with technologies
- ❖ Keeping up to date in every way!

# Future challenges and opportunities



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Complex integrated learning resources



- ❖ Changes in the way that we use information skills
- ❖ Implications for libraries and librarians

[http://media.cmgdigital.com/shared/img/photos/2013/04/16/81/3c/Mosaic-SG.jpg&ndpsig=AFQjCNFoGFOraPMril\\_v5MI0O6AAy6lp6gandust=1432825978439988](http://media.cmgdigital.com/shared/img/photos/2013/04/16/81/3c/Mosaic-SG.jpg&ndpsig=AFQjCNFoGFOraPMril_v5MI0O6AAy6lp6gandust=1432825978439988)

<http://drop.ndtv.com/albums/GADGETS/apple/mac/apple-mac-timeline-700-1995-power-macintosh-8500.jpg>



# Future challenges and opportunities



- ❖ Avoid big commitments to complex integrated learning resources
- ❖ Emphasis upon usability, perceived value and educational benefits
- ❖ Next 10 to 20 years will see very significant changes in use and interaction with tools and technologies
- ❖ Changes in HE
- ❖ Changes in information landscape
- ❖ Changes in the way that we support and enable learning of library and information skills
- ❖ Implications for libraries and librarians?