Postgraduate STEM support at Cranfield Defence and Security: Barrington Library

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Today’s session outline

• Introduction to Cranfield Defence and Security

• Peer assessment presented by Mandy Smith

• Impact Case Study presented by Ruth Knowles

• Customer research at Barrington Library presented by Jessica Goff

• Questions
Introducing Cranfield Defence and Security
Introducing peer-assessment to postgraduate STEM students
Why peer-assessment?
How peer-assessment was delivered

Session 1
• Introduction to Library basics
• Plagiarism
• Referencing

Session 2
• Outline of assignment
• Introduction to peer-assessment and evaluation
• Constructing the marking rubric

Session 3
• Search strategies, key resources and applying techniques learned
Presentation day

Image courtesy of Daniel Cheung on Unsplash
Lessons learned and development of peer assessment

Lessons learned
• Ensure that the learning objectives are clearly defined and understood
• Referencing should be assessed by the Librarian or Module Leader
• Do not provide your feedback until all presentations have been delivered

Development of peer assessment
• Introduced to four other courses:
  • Group presentations
  • Essay format delivered using a blended approach (useful for part-time students where face-to-face time is limited)
  • Summative and formative
Key benefits

- **Course Director** – “exercise has helped to develop critical evaluation skills, especially with respect to the source of information but also to think critically about the content”
- **Learning from others** – through exposure to other students’ work
- **Timely feedback** – students have immediate feedback and can employ lessons learned in their very first assignment
- **Marked improvement in referencing** and the quality of sources cited
- **Time saving**
- **Role of Librarian** – perceived as an integral part of the teaching staff by students and faculty
Measuring the impact of information literacy teaching in the Barrington Library

Ruth Knowles
Information Specialist

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Seven Pillars of Information Literacy

Information literacy landscape

- Identify
- Scope
- Plan
- Gather
- Evaluate
- Manage
- Present

Information literate person

http://www.sconul.ac.uk/topics_issues/info_literacy/

Society of College, National and University Libraries
RECOMMENDATIONS
Customer Research
Daily reminders for non-experts

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1 Start small

https://www.flickr.com/photos/ylearkisto/29471536265/
2 Goal Clarity, Role Clarity

https://www.flickr.com/photos/nasacommons/23658364679
3

Don’t fear failure
Better, not perfect
Better, not perfect
Write for action
No expectations
Questions – we have some (3) for you!
Do you or would you use peer assessment in your lessons?
Do you measure the impact of your information literacy teaching?
How many of your projects are driven by customer research?
Any questions for us?