



Postgraduate STEM support at Cranfield Defence and Security: Barrington Library

30 November 2017

Mandy Smith

- Information Specialist Engineering and Research Support Coordinator

Ruth Knowles

- Information Specialist Science

Jessica Goff

- Information Specialist Mathematics and Information Systems

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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





Mandy Smith
**Information Specialist Engineering
and Research Support Coordinator**
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Introducing peer- assessment to postgraduate STEM students



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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



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

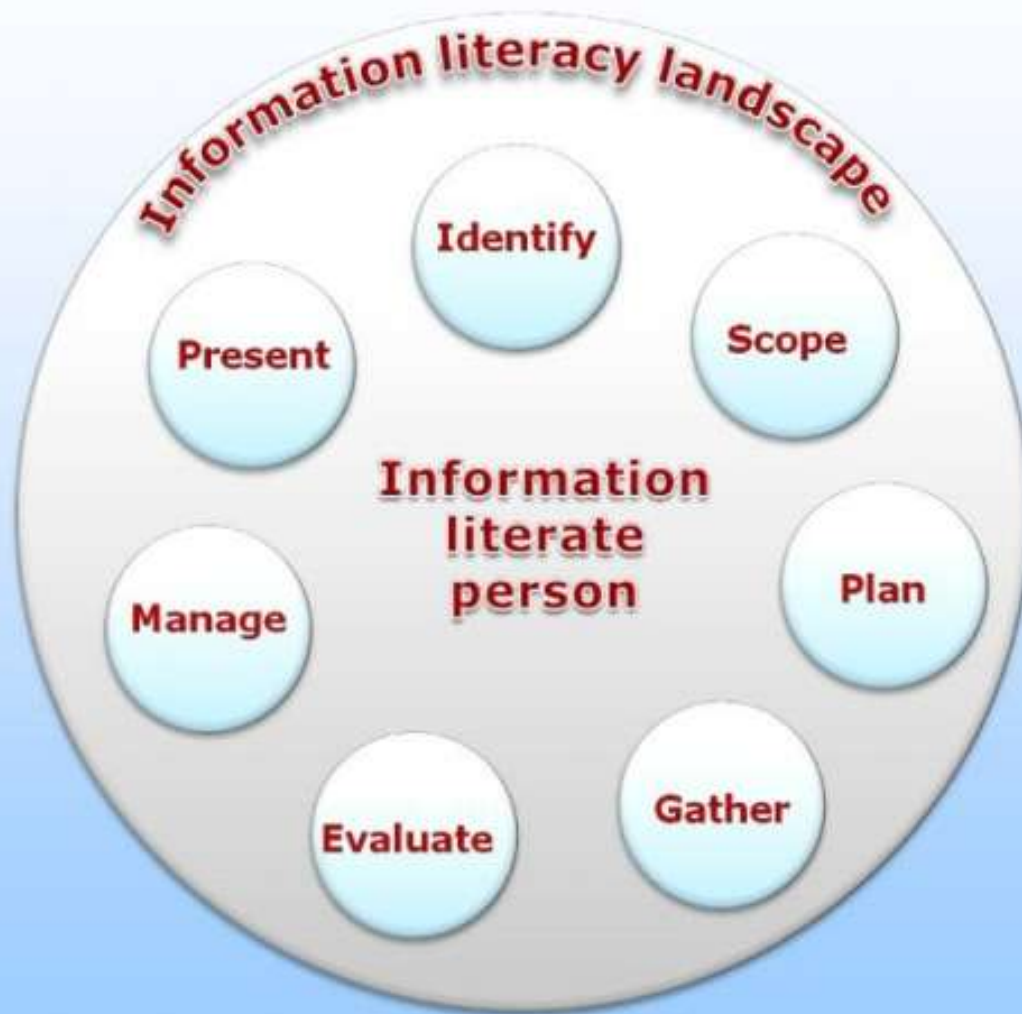


Measuring the impact of information literacy teaching in the Barrington Library

Ruth Knowles
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RECOMMENDATIONS



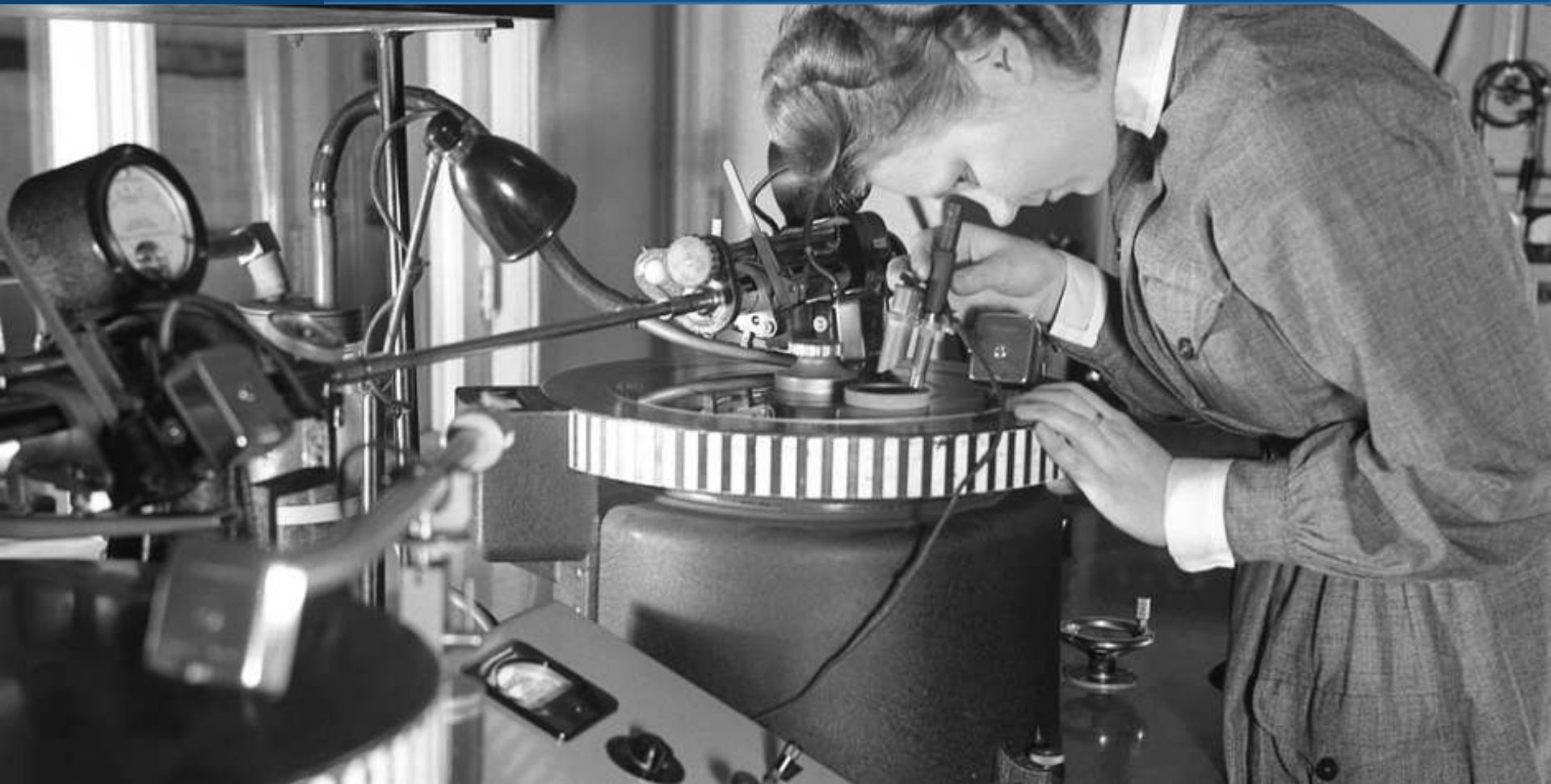
Customer Research Daily reminders for non-experts

Jessica Goff
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1

Start small



2

Goal Clarity, Role Clarity



3

Don't fear failure



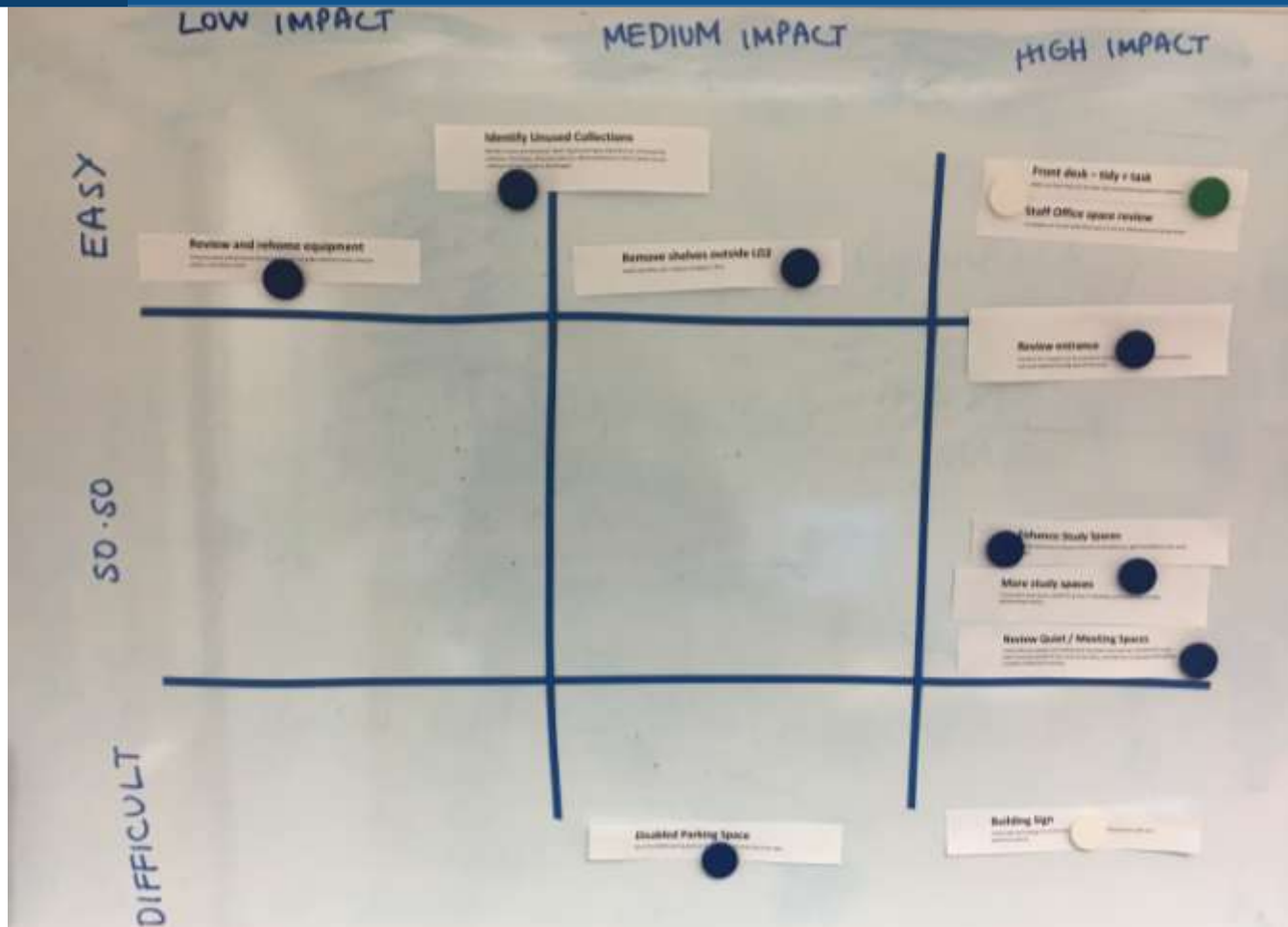
4

Better, not perfect



Still
4

Better, not perfect



5

Write for action



6

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?

