Finding your 'library champion': increasing engagement with the School of Computing & Communications at Lancaster University

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Overview of the session

- Introducing the 'players'

- A short history of our relationship with SCC

- Successes

- Challenges

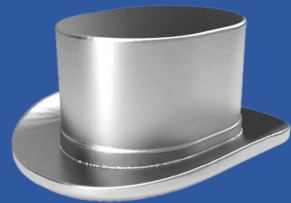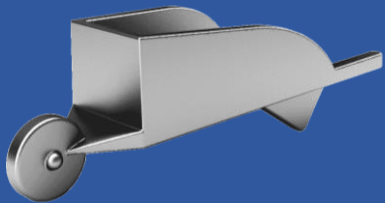- What happens when we lose our library champion?

The players

Lesley (Faculty Librarian)

Paul (Director for Undergraduate Teaching)
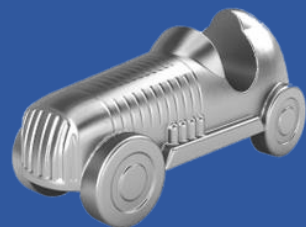
Robert (Learning Developer)

Module convenors, Mike, Jaejoon and Barry

Tim and Lucas (Computer Science Society)

A short history…

10 min talk in Welcome Week

We find our 'library champion'

Co-teaching/ embedded sessions in 3rd and 4th year

Pre-Dec 2017

Dec 17

2018

May 18

2019

"Disappointing quality of dissertations" (External examiner, 2017)

Involvement in Curriculum Review planning

"In my previous report I commented on the rather disappointing quality of the dissertations, and this was again evident this year.

Candidates not only lacked the ability to present their ideas clearly (not uncommon to be fair), but also seemed to have poor grasp of the nature of research methods as well as of evaluation and measurement.
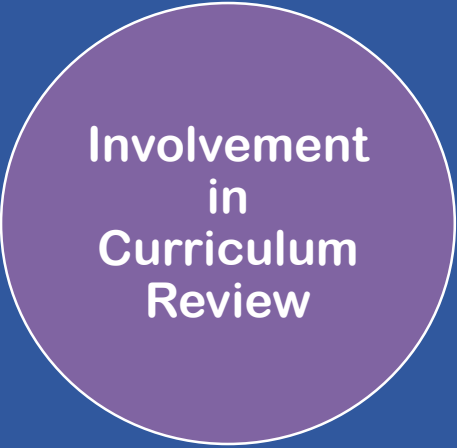
My impression was that they were technically able and did produce good work, but were rather weak in terms of their ability to articulate what they had done, and why"

External examiner, December 2017

Back

Involvement in Curriculum Review

The programme team want to embed more support for writing and information literacy directly into modules at appropriate times, to

"better incorporate communicating, writing and presenting from the beginning of our degree through to the end"

Mike Hazas, Part II Tutor

Integrated dissertation writing workshops

- Co-delivery of workshop with academic, without which there is a risk of "neglecting the integral relationship between writing and knowledge construction in academic disciplines"
(Somerville and Crème, 2005, p.18)

- Flipped classroom approach

- Use of exemplars as "Key examples chosen to be typical of designated levels of quality or competence" which promote the transfer of strategies and skills to the assessment task
(Sadler, 2002, p.131)

Integrated dissertation writing workshops

Activity	Purpose	Lead	Time
Introduction to the workshop	Format/ timings of session Learning Outcomes	Module Convenor	10 mins
Post-it note exercise	Students share queries/ worries (revisit at end of workshop)	All	5 mins
Marking criteria & assessment guidance	Make sure students are aware of the criteria in the module handbook	Module Convenor	15 mins
Key features of a scientific dissertation	Explore structure (sections & shape), writing for an audience, critical writing and paraphrasing	Learning Developer	30 mins
COMFORT BREAK			10 mins
The literature review	To develop skills in creating a search strategy & using library databases/ open access resources	Faculty Librarian	30 mins
Group task: analysing student exemplars	Encourage student led discussion	All	30 mins
Discussion of exemplars	Highlight good practice, areas for improvement & discuss grades given	All	30 mins
Post-it note feedback	Respond to any queries not already answered	All	15 mins
Further support	Signpost to bookable appointments for LD, FL and online learning material	All	5 mins

Collaborative bid for Widening Participation funding

Pre-arrival materials via mini-MOOC

Support tutorials in weeks 1-5 & around exam periods
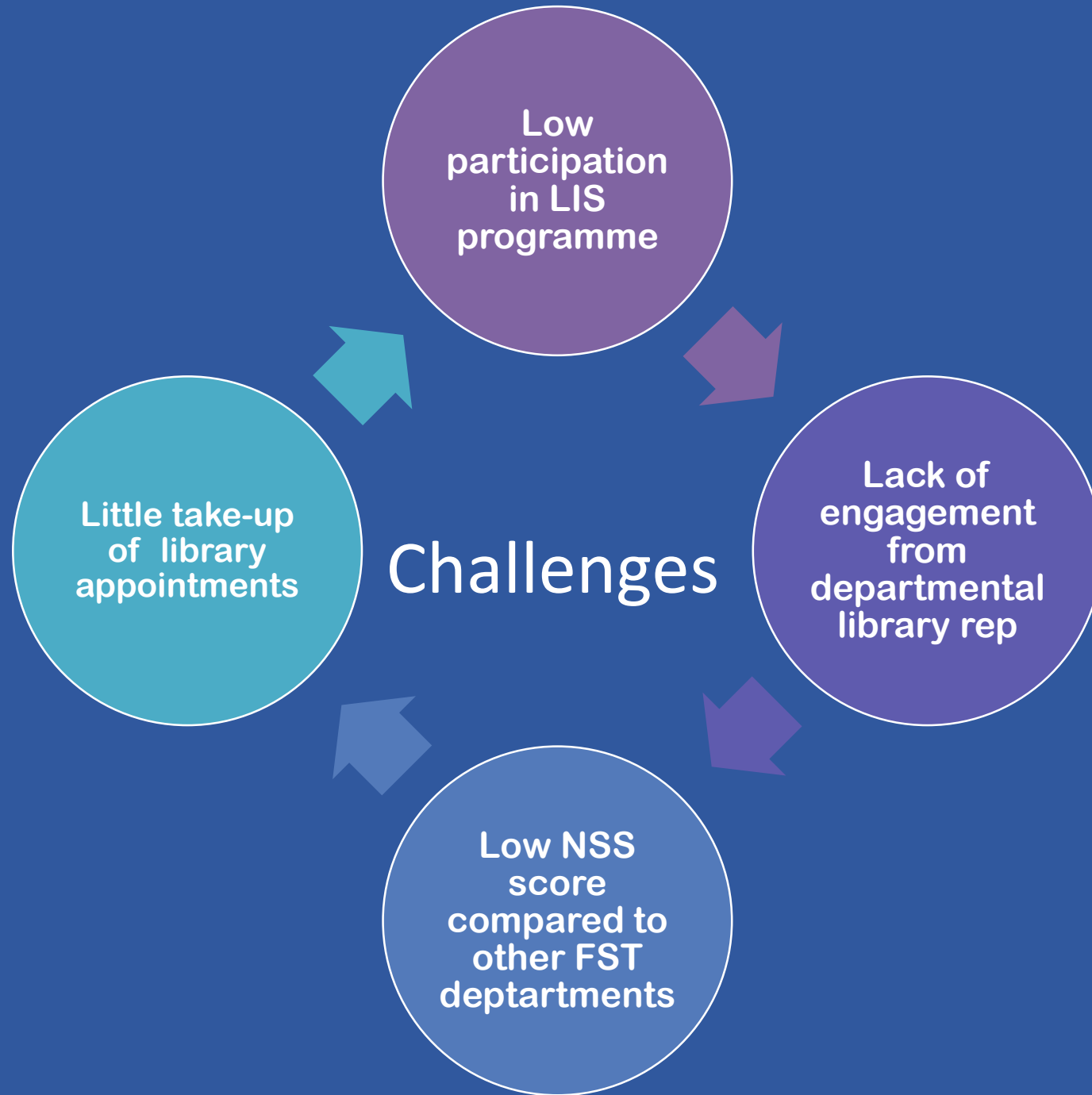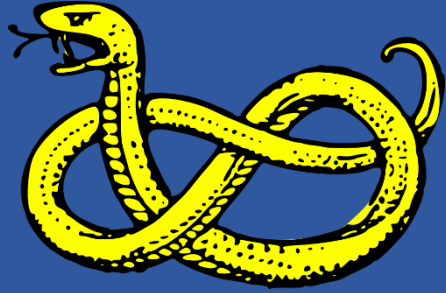
What happens when our library champions are no longer in positions of power?

"In terms of skills, academic librarians need to be equipped with effective communication, as well as persuasion and marketing competencies, and also need to offer good teaching and facilitating strategies… although in practice librarians tend to use skills and hooks that fit their personality and the situation at hand"

(Stubbings and Franklin, 2006, p.2)

References

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Sadler, D.R. (2002) 'Ah!… So that's quality! In *Assessment Case Studies, Experience and Practice from Higher Education,* edited by Schwartz, P. and Webb, G. pp.130-136. London: Kogan Page.

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