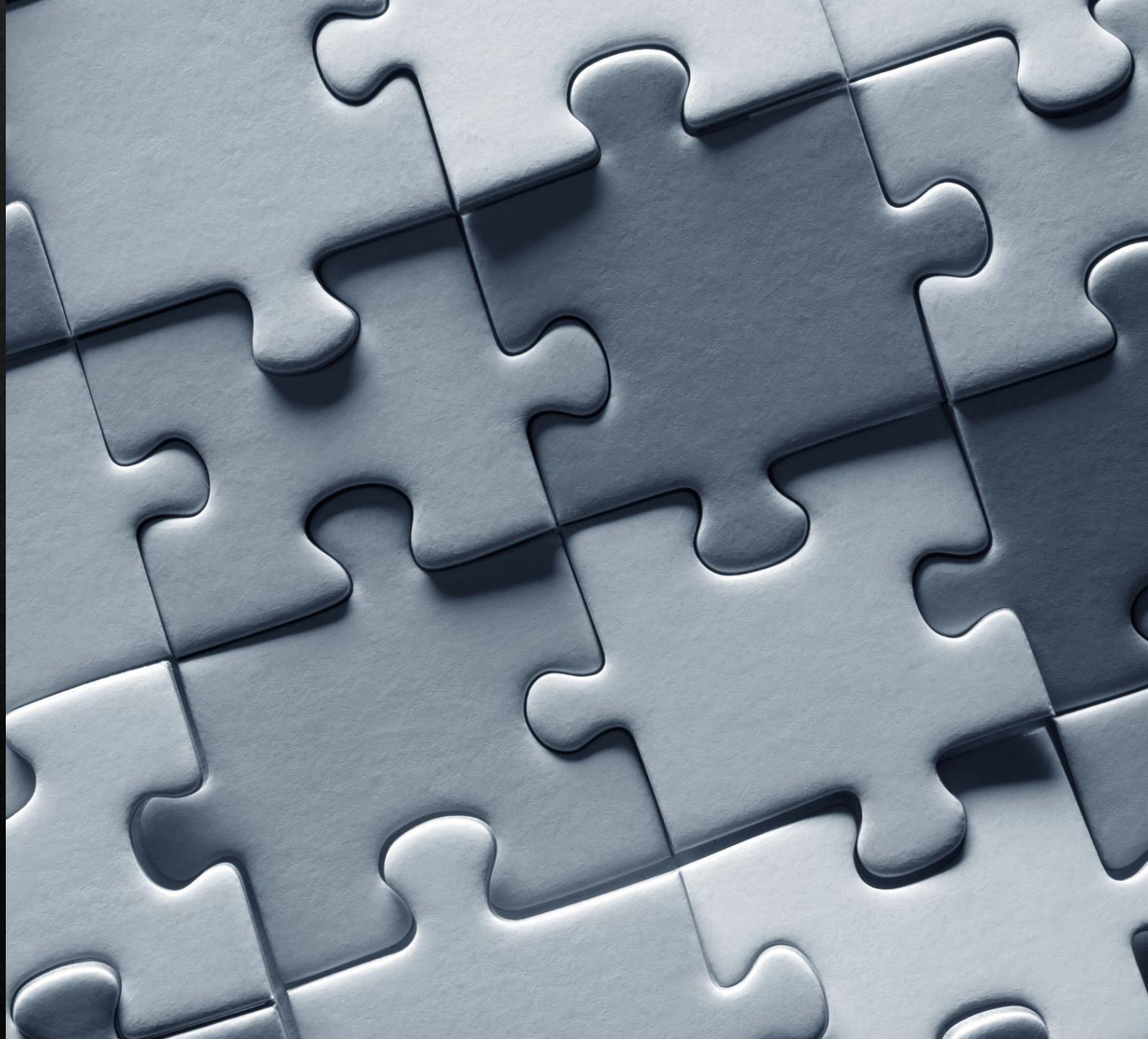


# Thriving in the information wilds: embedded support for psychology students

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# Background



From 2018-19 two skills-based modules in both semesters of first year



4 library taught sessions embedded within  
– 3 in first semester, 1 in second semester

# Library taught sessions



Foundation Library Skills (week 1)



Enhanced Literature Searching Skills (week 2)



Managing References and Referencing (week 4)



Finding and critically assessing non-academic sources (semester 2, week 2)



# Challenges

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Large cohort – practical session but each session repeated 4 times

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Busy librarian – supporting other subjects (with support from other busy colleagues)

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Ensuring engagement and accessibility of sessions

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Linking content to overall module content and assessments

# Solutions: use of VLE



Folder for each session in Blackboard



Slides, links, videos and written descriptions made available before each session



Allowed students to access materials in best way for them, and return to after taught session



Reduced number of demos given by librarian teaching session

# Example video

## PsycInfo description

Use the drop down menu (AND, OR, NOT) between the search boxes to Boolean Search. Select OR to search for synonyms.

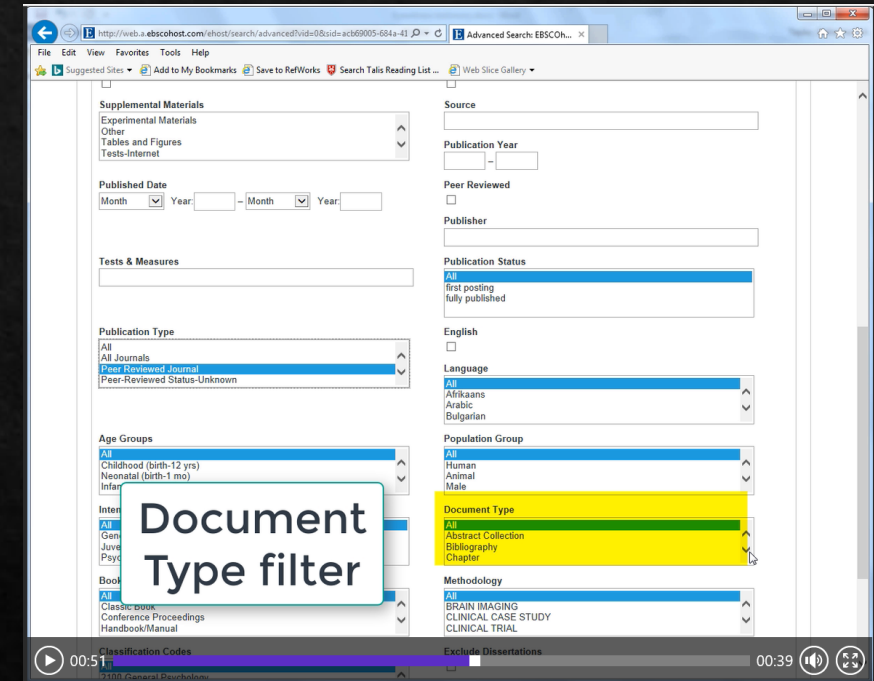
Use speech marks ("" ) around your keywords to phrase search for specific phrases.

The Select a Field drop down menu following the search box allows you to choose where in a resource your keywords are found, for example, within the abstract.

As you scroll down the page you will find there are wide variety of filters to find more relevant results. These filters include a Publication Type filter and a Document Type filter.

From the results screen, you can change the order that your results are in. The default is Sorted by Relevance, but you may want to change this to Date Newest.

After searching, filters are available on the left hand side of the screen.



# Solutions: engaging learning



Practical sessions



Activities linked to module assessments



Opportunities to feedback, face to face and digitally



# Session 4: innovative (?) topics



*Finding and critically assessing non-academic sources for your research*



Linked to ACRL Framework frames of 'Information has value' and 'Authority is constructed and contextual'



Session content: finding grey literature and sources relevant to psychology, the issue of misrepresentation of research in the media, an evaluation of fact checking techniques



# Misrepresenting research activities

- ◆ Read the brief description of a recent research project below, then write a deliberately misleading description of it on the paper provided (in less than 140 characters...)
- ◆ **Calculating how trees improve urban air quality:** The University of Leicester, which has a history of air quality research, collaborated with aerial survey specialists Bluesky on a project to calculate the benefits of green infrastructure within urban areas in reducing PM2.5. Trees and grassy areas have obvious immediate benefits in making urban environments more pleasant places to live, work and play – but they can also have practical benefits in reducing particulate matter, which they do in two ways: dispersion and deposition. Dispersion is reducing the concentration of particulate matter by breaking it up and spreading it over a wider area. Whereas in deposition particles remove themselves from the air by attaching to surfaces (<https://le.ac.uk/research/stories/urban-air-quality>)

## Session 4: innovative (?) approach



Live poll on trust in sources



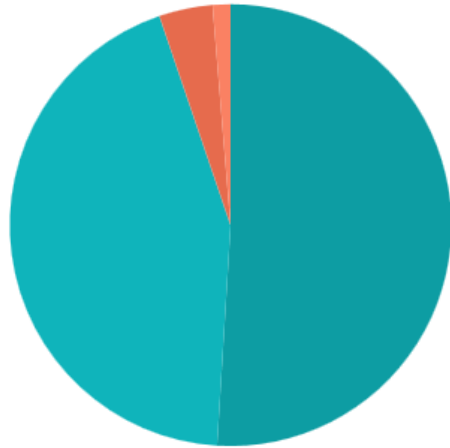
Blackboard Learning Module  
including real time activities



Feedback on responses from  
others in group

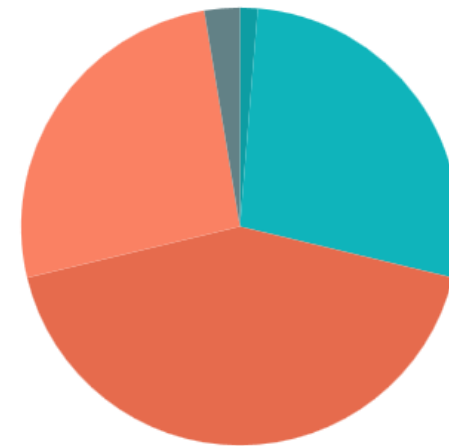
# Trust in sources poll

How trustworthy do you consider a peer reviewed journal article?



Very trustworthy (50.98%) Quite trustworthy (43.79%) Neither trustworthy or .. (3.92%)  
Quite untrustworthy (1.31%) Very untrustworthy (0%)

How trustworthy do you consider a news story?



Very trustworthy (1.31%) Quite trustworthy (27.45%) Neither trustworthy or .. (42.48%)  
Quite untrustworthy (26.14%) Very untrustworthy (2.61%)



## Feedback

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Short Google Form at end of each session to feedback on it

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As a result of today's session, do you have greater confidence in... (Y/N)

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What did you find most useful/least useful

# Next steps



Alterations to sessions based on student feedback



Ensuring accessibility of content



(for session 4) revisiting topics – incorporating new content e.g. Web literacy for student fact-checkers

Questions?

