Research skills teaching across the Faculty of Engineering and Physical Sciences (FEPS) in the University of Surrey

Evi Tramantza
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USTLG

Aim

To present the implementation of the information literacy plan for the Faculty of Engineering and Physical Sciences (FEPS).
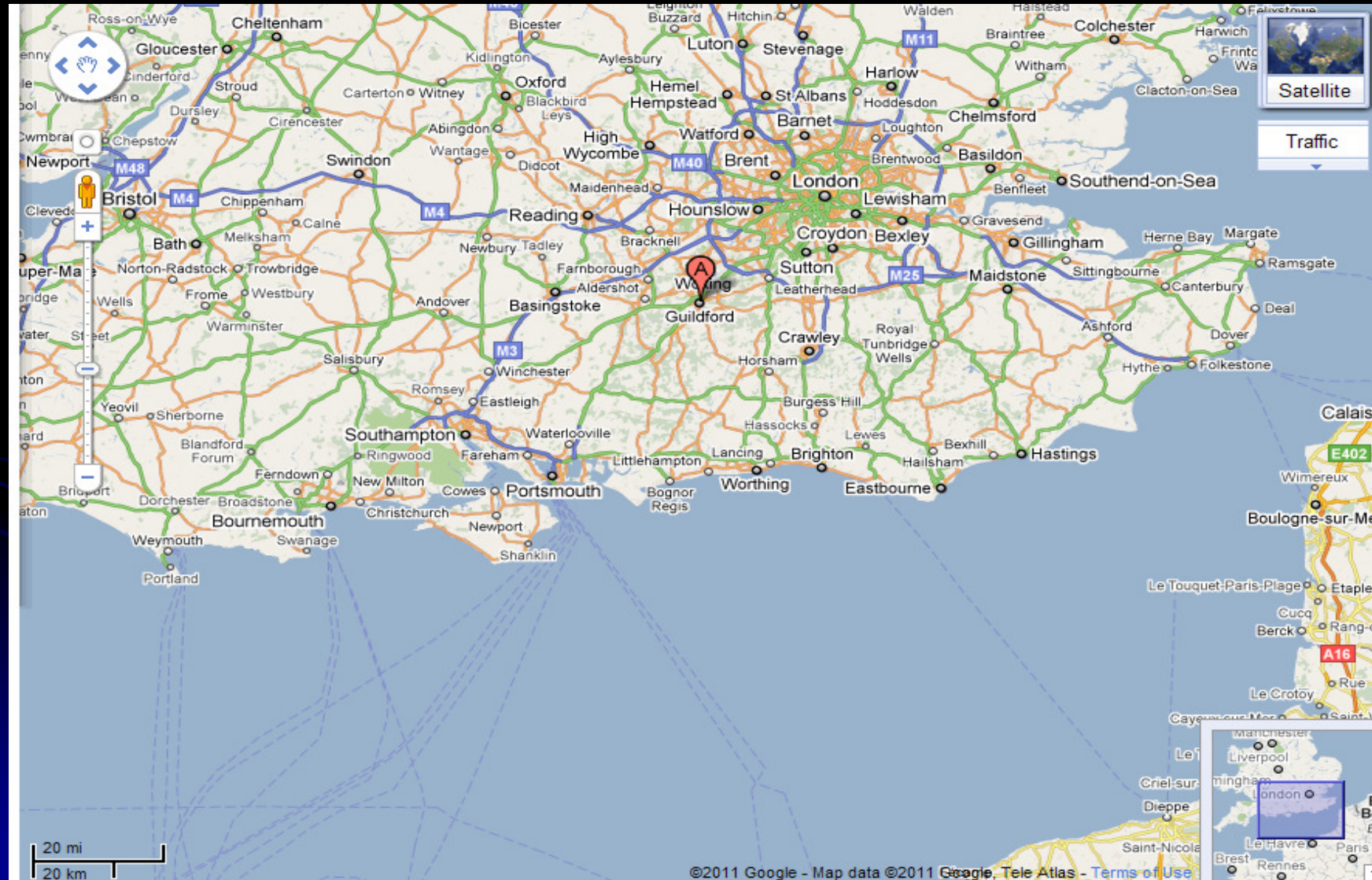
Outline

- University of Surrey and FEPS some numbers and pictures

- The ALL role before and after

- The information literacy plan – a pragmatic approach

- What worked

- Problems

- Next steps – Learning Outcomes

- Conclusion

University of Surrey

University of Surrey

- http://www3.surrey.ac.uk/virtualtour/campus.html

Numbers

- Library collections: 600,000 printed items, 225,000 electronic books, 900 printed current journal subscriptions, more than 45,000 electronic journals and over 125 specialist electronic databases
- Students:
- 14,500 in Surrey
- 4,500 in FEPS

10 Departments

- Aeronautical Engineering
- Chemical Engineering
- Civil Engineering
- Computing
- Electronic Engineering
- Environmental Engineering
- Mathematics
- Mechanical Engineering
- Medical Engineering
- Physics

Academic Liaison Librarian – the complexity of the role

The role - Academic Liaison Librarian for FEPS

- Reading list, collection and budget responsibility for information resources for 10 Departments
- Member in Board of Studies and other committees in the Departmental committees and Faculty Teaching and Learning committee
- Member in committees in the library
- Lecturing on Information Literacy - all levels
- Differences between role expectations from the Library's point of view and from the Faculty's point of view

Before (Jan 2010)

- Attended Board of Studies meetings in some Departments

- Had some Library reps

- Offered only inductions to students in the beginning of the year

- No information literacy sessions

- A need was identified for a new improved role

Bridging the gap

- Our vision of excellence in teaching and research

- Information literacy training needed to be implemented

- To get to students to ensure that they have equal opportunity to resources and support it was necessary to have academics on board

After (May 2011)

- A regular member of all Board of Studies meetings in all my Departments given a regular slot to present papers
- Invited to attend other staff meetings and student staff liaison meetings in the Departments
- Library reps in all Departments with whom I meet regularly
- A regular member of the Faculty Teaching and Learning Committee
- Recently invited as a regular member in the Research steering committee of my Faculty
- Teach all my students of all levels information literacy
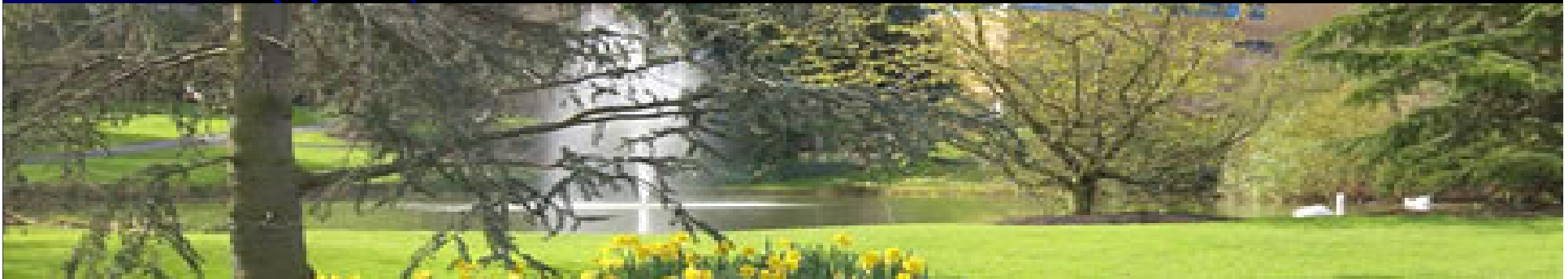
How did it happen?
1. Confidence in meetings

- Described my role to help them appreciate the seniority

- Presented what I did as if it was already happening…and negotiated

- Stressed that other Departments and other Universities offer this training and the fact that our students will be missing out

- Met with all Heads, all UG and PGT programme directors, I asked for Library reps, I met with all of them I then met with level coordinators to identify modules, I met with all the administrators etc

- I had 78 meetings to get started

2. Colleagues and the Library

- Very supportive colleagues and a friendly environment where people are happy to share

- Independence to develop the role

- Supported by the library senior management who moved strategically at top level for information literacy

3. Getting connected

- Cilip
- Lilac
- Other libraries, Kingston, Imperial, UCL, Warwick, Cranfield, Bristol, Cardiff
- Engineering and Technology library groups
- Reading in the profession

4. Academics and our common ground

- High profile
- Extremely busy
- In need of solutions
- Not always seeing the relevance

- Found common ground: we want students to progress, to complete, to succeed, we want them to use good quality sources and good referencing.

5. Language – using the right vocabulary a

- **<u>Proposal for Information Literacy Sessions – Inductions to the University Library</u>**
- **<u>Evi Tramantza, University Library</u>**
- According to CILIP (Chartered Institute of Library and Information Professionals) **Information literacy** is
- "Knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.
- This definition implies several skills. We believe that the skills (or competencies) that are required to be information literate require an understanding of:
- A need for information
- The resources available
- How to find information
- The need to evaluate results
- How to work with or exploit results
- Ethics and responsibility of use
- How to communicate or share your findings
- How to manage your findings"
- (2010)

b

- My Information Literacy 2 hour sessions for levels 2, 3 and M can include:
- Using the library catalogue for books, journals dissertations
- Interlibrary loan for items we do not hold
- Reading lists
- Subject guides
- Online newspapers and journals
- Reference search
- Remote access to the online resources
- Distinguishing between search engine and database search
- Google scholar
- Web 2.0 technologies like twitter, slideshare, bloglines, delicious etc
- Internet search
- Need to critically appraise the information found and ways to do this
- Plagiarism
- Copyright
- Keeping record of research done
- Bibliographic styles and referencing
- Search strategy
- Database search
- Boolean logic in searching
- Keeping search histories and more
- Help your students achieve and raise the standard of their intellectual contribution to the University. Contact me to book one for your students:
- e.tramantza@surrey.ac.uk
- CILIP. 2010. *Information literacy* [Online]. London. Available: http://www.cilip.org.uk/get-involved/advocacy/learning/information-literacy/Pages/definition.aspx [Accessed 1 May 2010].

6. Using meetings

- Being present and communicative
- Being the bridge of communication between the library and the Faculty
- Using every opportunity to remind and inform about resources and services and educate

7. A show case

- Using show cases, name them pilot, to promote new developments, sessions etc
- Inviting lecturers
- Promoting best practice

8. Yes we can attitude

- Delivering. Whenever there is a request either from an academic or a student offering consistently fantastic service.

9. Being involved

- Being present at events like project fairs or other internal to Departments events makes you internal.

10. Being flexible

- Offering alternatives
- Offering sessions within students schedule or outside.
- Offering sessions outside normal hours.
- Teaching groups of just 6 or 300

11. Gathering evidence

- Using statistics to impress
- Before and After checking your information literacy quiz. Some of the questions:
- 1. Do you know what information literacy is?
- 2. Do you understand the difference between a database and an internet search?
- 3. Do you know which databases are relevant to your subject?
- 4. Do you know what Boolean search and truncation is?

12. Letting your success stories talk for you

- Faculties are small communities and they share

- Lecturers and students will talk to each other to promote what we do

13. Using a platform: the website

- Subject pages
- Learning Skills Portal page
- Blog
- VLE
- http://www.surrey.ac.uk/library/
- http://www.surrey.ac.uk/feps/departments/

14. Dealing with problems

- Time is limited and multitasking the everyday truth
- Academics being very busy sometimes initially not receptive
- Firm when faced with negativity
- Backing away and identifying people willing to support

My information literacy plan – a pragmatic approach

- Lilac 2010 in Ireland: attended the Salford presentation on mapping information literacy.

- Used the Information literacy skills grid based on the Sconul pillars from Birkbeck

- Mapped information literacy skills to different levels using the above at least 2 hours contact class time for all students

Next steps – Learning Outcomes

- The University is restructuring to 15 credit modules
- Opportunity to embed information literacy formally
- Currently writing learning outcomes for all levels 1,2,3,M and MSc to be included in the relevant module descriptions and handbooks
- Presenting a paper in the Faculty teaching and learning committee to have this plan endorsed

Recommended model

- Working closely with lecturer
- Sessions compulsory and highly supported by lecturers
- Lecturer attending with students
- Embedding slots within students' module and timetable
- Linking assignment requirements with information literacy learning outcomes
- In a time when they are starting research, linked to assignments
- Hands on with relevant activities
- Assessing to guarantee involvement

The appreciation and the nominations

- Increasingly appreciated and valued

- Nominated for two teaching excellence awards in the University of Surrey.

Summing up

- A pragmatic approach one that is viable

- A relationship of communication, of give and take

- Not easy but an utterly fulfilling journey

- Always aiming at improving the student experience

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Thank you

- Any questions?