

# SCONUL Focus 68 Contents

- 3 **Editorial:**  
Playing a positive role in enhancing teaching and learning: How do libraries demonstrate their own excellence?  
[Steve Rose](#), Birmingham City University
- 6 **Developing library spaces to meet users' needs:**  
views from those whose libraries have been transformed.
- 13 **Library as third place**  
A strategic framework  
[Diane Bruxvoort](#), University of Aberdeen
- 15 **Study Happy**  
Library wellbeing initiatives from the University of Warwick  
[Antony Brewerton](#), University of Warwick  
[Becky Woolley](#), University of Warwick
- 26 **Meeting the needs of parents and carers within library services**  
Responding to student voices at the University of East London  
[David Clover](#), University of East London
- 30 **Developing a teaching and learning programme for librarians at UAL Library Services**  
[Elizabeth Staddon](#), University of the Arts, London  
[Leo Appleton](#), University of the Arts, London
- 35 **Personal learning networks**  
Collective intelligence and knowledge communities in the digital age  
[Donald Maclean](#), University of the Highlands and Islands
- 37 **Embedding information literacy through critical skills, collaboration and a new curriculum**  
[Lorna Dodd](#), Maynooth University
- 42 **Developing a new co-ordinated approach to information literacy at the University of Chester**  
[Jon Hardisty](#), University of Chester  
[Charlotte Gleeson](#), University of Chester  
[Paul Verlander](#), University of Chester
- 47 **Evolving pedagogical practice at Middlesex University**  
The state of our art  
[J. Adam Edwards](#), Middlesex University
- 58 **Is it possible to teach and learn collaborative skills while still having fun?**  
Using an on-campus scavenger hunt to answer the question  
[Jane Burns](#), Royal College of Surgeons in Ireland & University College Dublin
- 61 **Gateway to higher education**  
A supportive induction for mature students returning to study  
[Carina Buckley](#), Southampton Solent University
- 64 **Transforming student learning through ResourceLists@Bham**  
[Ann-Marie James](#), University of Birmingham  
[Polly Harper](#), University of Birmingham
- 68 **Development of an Academic Integrity LibGuide**  
Experiences at University College Dublin  
[Maolsheachlann O'Ceallaigh](#), University College Dublin Library  
[Jenny Collery](#), University College Dublin Library  
[Nessa Collinge](#), University College Dublin Library
- 72 **The university archive as teaching resource**  
From Corporate Service to Curriculum Support  
[Anna McNally](#), University of Westminster
- 77 **Embedding unique and distinctive collections into the curriculum**  
Experiences at Maynooth University Library  
[Barbara McCormack](#), Maynooth University Library

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# SCONUL Focus 68 Contents

- 81 **Understanding and managing rare books**  
A module on rare books librarianship taught through the Centre for Archive and Information Studies (CAIS) at Dundee University  
[Anette Hagan](#), National Library of Scotland, Edinburgh
- 84 **Supporting teaching in the Henry Grunfeld Library**  
[Gerry Power](#), The London Institute of Banking & Finance
- 88 **Innovation in libraries**  
Report from the Business Librarian Association annual conference  
[Robert Elves](#), Kingston University and BLA Marketing and Communications Officer
- 92 **Book Review: Teaching Information Literacy Reframed:**  
[Reviewed by Lucy Langley-Palmer](#), University of Bristol Library
- 93 **Guidance for authors**
- 93 **Editorial information**

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Editorial: Playing a positive role in enhancing teaching and learning: How do libraries demonstrate their own excellence?

Steve Rose

Chair, Editorial Team  
SCONUL Focus  
steve.rose@bcu.ac.uk

This issue of SCONUL Focus turns its attention to the opportunities for libraries in supporting the teaching and learning agendas within Higher Education (HE). HEFCE's Teaching Excellence Framework (TEF) is something that is exercising the minds of many working in HE Institutions. As is the case with many broader HE policies, the role that libraries can play is not often at the forefront of policy documentation and it is up to us, as professionals, to be able to demonstrate our value within our institutions or for organisations like SCONUL to advocate for us.

With regard to the latter, SCONUL responded to the initial TEF technical consultation in the summer 2016 (<http://www.sconul.ac.uk/tags/teaching-excellence>) <accessed 9th January 2017> noting that "the framework being proposed here provides clear opportunities for libraries to make a meaningful contribution to their institutions' TEF submission in year two, and we look forward to doing future work that will support libraries in demonstrating their input to and impact on teaching and learning".

This technical consultation, and subsequent policy updates, Teaching Excellence Framework Year Two: HEFCE guidance (<http://www.hefce.ac.uk/news/newsarchive/2016/Name,110700,en.html>) <accessed 9th January 2017> and Teaching Excellence Framework Year Two: additional guidance. ([http://www.hefce.ac.uk/media/HEFCE,2014/Content/Pubs/2016/201632/HEFCE2016\\_32.p](http://www.hefce.ac.uk/media/HEFCE,2014/Content/Pubs/2016/201632/HEFCE2016_32.p)) <accessed 9th January 2017> focus on three key themes under which HE institutions will be assessed.

- Teaching quality
- Learning environment
- Student outcomes and learning gain.

SCONUL's response, noted above, articulated clearly the opportunities presented to libraries in all of these areas. Many of the articles of this issue of Focus demonstrate the good work that is already underway as evidence of the role that libraries play in supporting these assessment criteria.

Libraries do at least get a mention in HEFCE's latest additional guidance as an example of what might be assessed when considering the quality of students' learning environments. In this issue, the first article makes reference to SCONUL's library design awards of 2016 and some of the shortlisted candidates for these awards offer up their opinions as to how their newly designed / remodelled libraries can enhance students' teaching and learning experiences. Diane Bruxvoort from the University of Aberdeen extends this theme by looking at the library as "a third space", a framework which conceptualises the academic library as the heart of the university community.

Library spaces need to serve a number of functions in order to meet the increasingly multi-faceted teaching and learning requirements of students. These can range from places to provide silent and quiet study, areas for dynamic group work and catering facilities, all underpinned by state of the art technology – university-provided equipment, power for bring your own devices (BYOD), high speed networks and wifi connectivity. However two of the articles in this edition look at the importance of providing spaces and associated services that cater for specific requirements as well as the more generalised functions that would be an expectation of all users. David Clover describes how the library at the University of East London has been investigating how it can be more responsive in meeting the needs of those students who are parents / carers of young children, whilst Antony Brewerton and Becky Woolley demonstrate how library spaces at the University of Warwick are used to offer a number of well-being initiatives to assist students tackle stress – including the employment of canine "library assistants"!

The copyright in items published in SCONUL Focus remains the property of the author(s) or their employers as the case may be.



## Editorial: Playing a positive role in enhancing teaching and learning: How do libraries demonstrate their own excellence?

When looking at teaching quality, the importance of investing in continuing professional development for teaching and academic support staff, reward and recognition, promotion and progression opportunities cannot be understated. Leo Appleton and Elizabeth Staddon describe a bespoke teaching and learning programme that has been created for librarians at the University of Arts, London Library Services, highlighting the impact that it has had on teaching practice; whilst Donald Maclean looks at the development of online personal learning networks (PLNs) for librarians at Perth College and the University of Highlands and Islands as a tool to assist them remain in touch with the changing nature of libraries in supporting learning.

Developing students' information and digital literacies has clear resonance to both the teaching quality and student outcome and learning strands of the TEF. This issue of Focus includes a crop of articles on approaches to information literacy provision. Lorna Dodd from Maynooth University describes a collaborative approach to embedding information literacy, linked to the university's refreshed strategic plan and new curriculum. A co-ordinated approach to the development of a new framework for information literacy at the University of Chester is also featured, whilst an article from Middlesex University describes innovative approaches in evolving pedagogical practice, in particular the use of games and activities to encourage engagement and learning. On the theme of the introduction of games and activities to encourage student engagement, Jane Burns from the Royal College of Surgeons in Ireland and University College Dublin describes how they have used an on-campus scavenger hunt to demonstrate that it is possible for students to learn collaborative skills whilst still having fun.

It has been noted that it is important to consider the needs of specific groups of students, for example making the library and associated services user-friendly for students who are parents / carers. To continue this theme, Carina Buckley from Southampton Solent University describes the development of "Gateway" an introductory programme for mature students who have been out of mainstream education for some time, highlighting the importance of designing a specific programme to build the confidence of this user group.

The continued development and exploitation of resources, whether digital or physical, would appear to tick the boxes in supporting all of the elements of TEF's assessment criteria. Or to put it another way: "Accessing and engaging with the right resources is one of the fundamental bridges between teaching and learning whilst facilitating this is the central role of a library service" is the opening sentence of the article from the University of Birmingham's Polly Harper and Ann-Marie James as they outline the launch of their new reading lists system "ResourceLists@Bham" and consider plans for its future development. Meanwhile, Library staff from University College Dublin present their experiences of the creation of their Academic Integrity LibGuide which provides teaching support materials on correct citation, referencing and avoiding plagiarism.

With regard to exploiting other collections, Anna McNally from the University of Westminster, shows how their Archive Services has sought to increase their collection as a teaching resource in relation to information literacy, whilst in a similar vein, Barbara McCormack looks at the opportunities that have been taken by Maynooth University Library to engage library users with information literacy sessions using materials such as manuscripts, early printed books, archives and artefacts. Finally in this section, Annette Hagan turns the attention to the training of librarians of the future by describing the development of a rare books librarianship module taught through the Centre for Archive and Information Studies at Dundee University.

Coming full circle, this editorial concludes by taking us back to its beginning, when the importance of developing libraries as spaces was promulgated.

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



## Editorial: Playing a positive role in enhancing teaching and learning: How do libraries demonstrate their own excellence?

The final article dedicated to teaching and learning in this issue considers the planning and the operation of a new library – the Henry Grunfeld Library – in the London Institute of Banking and Finance. Gerry Power demonstrates its role in the organisation-wide drive to enhance the student experience, evidence as to how our learning environments, and the need to continually enhance them, remain pivotal in supporting not only the TEF, but the wider teaching and learning agendas underpinned by this framework.

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Developing library spaces to meet users' needs: views from those whose libraries have been transformed.

Congratulations to all of those who made it on to the shortlist for SCONUL's library design awards 2016 and special congratulations to the two overall winners, Heritage Quay, University of Huddersfield (under 2,000 sq metres) and The Hive, University of Worcester (over 2,000 sq metres).

The SCONUL Focus editorial team posed a number of questions to Librarians to elicit opinions on the importance and impact of library spaces in enhancing students' learning experiences. The responses are given below.

## University College London



**Benjamin Meunier**  
Assistant Director, Public Services  
UCL Library Services  
University College London

*What do you feel is unique about your library building?*

The red brick and terracotta Grade II listed Cruciform Building, originally a hospital, is iconic in its own right. As the name suggests, it was built in the shape of a cross and this diagonal plan lends itself to the creation of irregular shaped rooms. The Cruciform Hub's designers utilised its unusual footprint to introduce sight-lines and easy transition between a variety of zones, with a full spectrum of social and private spaces furnished in tones sympathetic to the fabric of the building. The Hub occupies half of the lower-ground floor, an area previously used as a servants' dining hall, a radiotherapy department and a pharmacy and which now provides a modern medical library and learning environment for today's students and healthcare staff. One of the first "hubs" being created at UCL, the Cruciform Hub is a model for the New Student Centre which will open in early 2019.



*How do you feel your library supports teaching and enhances the student learning experience?*

The main purpose of the Cruciform Hub is to support UCL's biomedical teaching and learning needs, and it achieves this by providing a range of spaces that fully support curriculum requirements. These include formal and informal facilities for individual and group work, flexible enough to be used for both classroom and self-directed learning, peer-to-peer tutoring and OSCE (clinical exam) practice. The environment promotes opportunities for research-based learning, with access to extensive print and online collections, e-learning resources and biomedical research and

The copyright in items published in SCONUL Focus remains the property of the author(s) or their employers as the case may be.



## Developing library spaces to meet users' needs: views from those whose libraries have been transformed.

art collections. Social activities such as student conferences, societies and clubs are also supported, thus creating a sense of cohesion and community within the student population. As Prof. Deborah Gill, Director of the UCL Medical School, stated, 'We truly have realized the vision of a modern learning space where people want to come and learn with and from each other and I am delighted we can offer such a space to our medical students.'

*How have you involved students in the design of the space?*

Student involvement has been crucial to delivering the concept of "hubs" which shifts the paradigm from the academic library as detached 'provider' to students as partners in their education and experience of university life. From the outset of the project, students were involved through surveys, representation on the Project Board, workshops with the architects and impromptu conversations with library staff. Their input and feedback validated the project brief. A year in advance of the construction work a pilot space was created to trial new space configurations and technologies and the designs were adjusted. Students were consulted throughout on their preferences, individually, at student-staff fora, and through social media. We were able to demonstrate that we had listened and incorporated their ideas from overall design to refreshment facilities and even voting for their favourite chair. The students felt that they had ownership of the whole process, that the Library listened and the Hub incorporated their needs.



*How did you ensure students were supported during the build phase?*

The Cruciform Library was decanted to a nearby location (the UCL Science Library) for the duration of the works, maintaining access to print collections and specialist support staffed services, with a dedicated pop-up enquiry point. Arrangements were made to ensure that medical students continued to enjoy the same level of access and resource during the year, such as reserving group study spaces during their summer exam revision period, and opening a temporary computer workroom for them. Regular updates on the project were provided through student champions, committees and newsletters and flyers, banners, twitter and Facebook were all used to maintain awareness and channels of communication. A web page about the project was created, described by one student as 'absolutely brilliant', featuring news on progress, FAQs, maps and directions to alternative library facilities, and a Flickr gallery of photographs from the construction site.

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



## Developing library spaces to meet users' needs: views from those whose libraries have been transformed.

*If money had been no object, what else would you have liked to incorporate?*

Ideally, we would have sited teaching spaces somewhere nearby, and allowed for (a lot) more learning space in the Hub. Better spec AV equipment was originally planned for, but the budget could not stretch to this by the time we came to fit out. Wireless power would be a major desirable, to replace any floor boxes, particularly in more flexible social learning spaces.

We would have liked to incorporate the university-wide access control system (rather than a local Library system) and occupancy sensors, to help inform users of where to find a space. Extra facilities we would have liked to include are sleeping pods and space for prayer. However, we are conscious that this is a busy medical site library, and part of a family of 18 libraries across UCL. We would happily have taken over the whole of the Cruciform building and provided a more consolidated Library presence in Bloomsbury with a wider range of services.

*Photographs credited as © UCL Digital Media, All Rights Reserved.*

### University of Huddersfield



**Sarah Wickham**

University Archivist & Records Manager  
University of Huddersfield  
s.wickham@hud.ac.uk  
[www.heritagequay.org](http://www.heritagequay.org)

*What do you feel is unique about your library building?*

Heritage Quay is unique in the approach we take to opening up access to archival collections in a wide variety of ways. This is seen in the design of the facility as well as the services we offer – and most importantly, the attitude of the team!

The building incorporates world-leading multimedia to enable digital interaction with the collections. Most notably the “big curvy screen” where you use gestures to control a “Minority Report” style IMAX-sized peek at the collections – watch it in action here <https://www.youtube.com/watch?v=xf07sHKAXTs>

There is a good balance of space between exhibition and flexible public spaces for hands-on access to collections and direct access to expertise, recognising these are complementary activities of equal importance.

Our “listening room” provides the facilities to digitise obsolete formats like LPs, audio and video cassettes on demand – as well as a piano to play and record scores.

Last but not least, we have exceptionally stylish loos!

*How do you feel your library supports teaching and enhances the student learning experience?*

The team in Heritage Quay has been recognised for our work to support teaching and learning both within the University and also among adult and primary/secondary school learners. We were the only archive to be recognised in the Royal Historical Society’s inaugural prizes for Public History in 2015. In addition to teaching classes as a formal part of particular modules, we also promote informal learning opportunities and the use of the collections for creativity. Recent examples include <http://cargocollective.com/georgewoodproject/About-George-Wood-Project> and <https://www.youtube.com/watch?v=JgMiyajbQm8>

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.





## Developing library spaces to meet users' needs: views from those whose libraries have been transformed.

We offer student work placements in a professionally-accredited service, where students not only benefit from using unique materials in their research or practice, but also experience the information profession from the inside. Here's what some of our students had to say <https://www.youtube.com/watch?v=V16ALtxjZcg> and <https://www.youtube.com/watch?v=r82UZjFNp24> And of course undergraduate and postgraduate students use the collections for their research including dissertations.

*How have you involved students in the design of the space?*

During the design phase in 2012/3 we undertook extensive consultation with our existing but also potential users – the chief impetus for the Heritage Lottery Fund/University funded project, which included these capital works, was to increase access to unique heritage collections. The clear message from the students was that whilst they wanted digital and virtual access, they clearly valued and were inspired by analogue access.

So the design of the facility promotes understanding of the richness of scale of the collections by simple devices such as “portholes” offering a view into the archival repositories. This also promotes awareness of the archival functions going on “behind the scenes” and explored on our “Through the Quay-hole” regular tours.

*How did you ensure students were supported during the build phase?*

As this was a new facility created in a space that had become redundant due to other services moving elsewhere, we were able to maintain our existing offer to students and staff during the 9 month build. We were also able to develop new areas of our offer, such as work placements focussing on exhibition curation and publicity, in the run-up to opening.

*If money had been no object, what else would you have liked to incorporate?*

A conservation studio and conservators! We have a great partnership with West Yorkshire Archives, who provide conservation for us – but it would be really great to have in house.

## University of Hull



**Chris Awre**  
Brynmor Jones library  
University of Hull  
[c.awre@hull.ac.uk](mailto:c.awre@hull.ac.uk)

*What do you feel is unique about your library building?*

The Brynmor Jones Library is really two buildings that have been made into one whole building through the re-development. The 1959 original Library was joined to the 1969 tower block extension via a narrow connection that had the effect of over-emphasising the different experiences between the two buildings. The Library as it now stands is one complete building right at the heart of the campus that exploits the different heritage in the two original buildings to present different learning and study spaces. The Library is also unique in opening up the Ground Floor to all, having two main entrances to facilitate public access to the University Art Collection and Exhibition Hall, as well as Teaching Rooms for public lectures. Turnstiles are retained for

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



## Developing library spaces to meet users' needs: views from those whose libraries have been transformed.

access management (the Library is still primarily for University and Associate members), but their use is required only to reach the upper floors.

*How do you feel your library supports teaching and enhances the student learning experience?*

The Library was specifically designed to accommodate many different types of learning according to need. This ranges from traditional silent study within the Reading Room to group study in 26 dedicated study rooms or quiet study on the floors of the tower block, in groups or individually. Across the Library students can choose from traditional desks (with and without a PC) or more flexible seating at tables and/or sofa-style seating: there is also a dedicated Postgraduate Lounge for research postgraduate students and the Library provides seven Teaching Rooms within the central room booking service. Spaces aside, the re-developed Library has come with a re-developed customer services model, with staff roaming across the Floors and study areas to be on hand as required. Information points, self-issue desks and printer/copiers are available on all floors to enable students to access all they need within each of the spaces available.

*How have you involved students in the design of the space?*

The re-development of the Library was initiated through a student campaign that the Hull University Union developed. It was this case that persuaded the University that the Library had a strong case for investment, and as such the entire work has been student led from the start. Students were subsequently active partners in the design process that informed the detail of the re-development; it was their input that drove the decision to incorporate the variety of different learning spaces, and a specific campaign by postgraduate students that led to the dedicated study space for their needs. When opened, students were seen to take to the new spaces as if they had been using them for years, making themselves very much at home.

*How did you ensure students were supported during the build phase?*

It was decided at an early stage that the Library would remain open throughout the period of the re-development, a period of over two years. This was based on the desire to maintain continuity in service as far as possible for those students who would be most directly affected over this period. The re-development included the re-claiming of space previously used for teaching (which was no longer fit for purpose), allowing the creation of space for rotating decamps of stock as different parts of the Library were developed. Library staff maintained services throughout, with appropriate adaptation around changing building works. The re-development had a specific communications strategy developed for it, which kept students aware of the changes taking place in good time. In keeping with the original impetus, Hull University Union also kept students up-to-date, and helped channel any concerns about the changes so these could be attended to.

*If money had been no object, what else would you have liked to incorporate?*

The nature of re-developing existing buildings is that there are aspects of the original design that it is not straightforward to address. The 1969 tower block has a set of lifts running up the side of the building. These were designed for their time in terms of size, and it would have been good to incorporate new lifts to modern day specifications in the work: as it stands the lifts are completely refurbished in keeping with the re-development. Experience has also borne out the potential need to increase space in the Library (even taking account of the increase that the re-development provided), and particularly silent study space. Hence, an additional floor would certainly be used. An additional idea has been to open up the exhibition space to make it even more

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Developing library spaces to meet users' needs: views from those whose libraries have been transformed.

an open part of the Library, particularly given the success of the events held there to date.

## University of Worcester



Janine Downes,  
Library Services Manager



Judith Keene,  
University Librarian  
[j.keene@worc.ac.uk](mailto:j.keene@worc.ac.uk)



Laura Worsfold,  
Business Development Manager

*What do you feel is unique about your library building?*

The Hive is a striking building which tends to divide opinion – people either love or hate the design and bright gold cladding. It was built with a high level of sustainability, through the use of lots of clever features such as using water from the local river for heat exchange. But what really makes it unique is the clientele – everyone from babies to U3A make use of the integrated facilities, services and stock. This gives us as the University Library fantastic opportunities to deliver our vision of helping connect the University and local communities. The spaces are flexible enough to accommodate different uses across the year, and we can do things that would be very difficult or impossible in a conventional university library, such as having a combined study and wellbeing programme for both our students and local sixth formers <http://library.worc.ac.uk/study-happy/> We also try to support the wider library sector, by hosting events of interest to public, NHS or schools librarians.

*How do you feel your library supports teaching and enhances the student learning experience?*

The Hive provides a high quality environment with a variety of learning spaces, all underpinned by excellent customer service. The building itself and its management supports learners, for instance the external landscape is being monitored by Ecology students and an Operations Management module use us as a case study. There is a wide range of events, exhibitions and public lectures which enhance or feature student learning <http://www.thehiveworcester.org/whats-on.html>. But it's the integration with wider services from the County Council which really

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



## Developing library spaces to meet users' needs: views from those whose libraries have been transformed.

add value for our students. They have access to the whole public library stock, plus the County Archives and Records which are housed in The Hive; and can use computers and return books to any public library in Worcestershire. There are opportunities for curriculum / employability related work placements and volunteering positions. And because the University library service is open to all, we can provide easily accessible resources and support to learners right through their journey with us – from pre-application to alumni.

*How have you involved students in the design of the space?*

There was consultation with students of all ages to help us shape the vision for the building, through to drawing up the design brief and developing the services. We encouraged them to think about all parts of the building, not just those which they might use – so, for instance, how should we organise and lay out the different spaces, including the children's library. We continue to involve students as the building evolves – we are currently rethinking how one of the floors functions and are getting student opinion on the space.

*How did you ensure students were supported during the build phase?*

We went to a lot of time and effort to keep them informed and involved, including making use of the SU. We went to course committees and core modules to talk about the key issues that we picked up were of concern to students, and had a video made which responded to these. We had pre-opening visits for student representatives. Communication became even more important after we opened and students had to adjust to using a shared facility. We met with student reps to talk about their concerns over noise and access to stock, and reintroduced a staffed enquiries desk (we had been using a roving and referral model). This was because we received a strong message that they wanted to be able to talk to university librarians, and this seemed to help them feel it was 'their' space as well as a public library.

*If money had been no object, what else would you have liked to incorporate?*

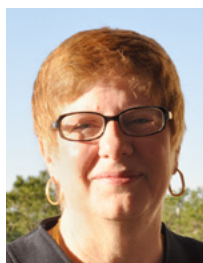
The silent study space at the top of the building is popular but relatively small – we would have had more or a bigger space. A larger meeting space which could also be used for teaching would also be valuable, and is being looked at now in the rethink of the lower ground floor. And some of those funky group study pods would be great – with an integrated online system for students to book them.

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Library as third place

## A strategic framework



**Diane Bruxvoort**  
University Librarian & Director  
Libraries, Special Collections  
and Museums  
University of Aberdeen  
[dbruxvoort@gmail.com](mailto:dbruxvoort@gmail.com)

The academic library today has a long list of roles and responsibilities as we simultaneously provide in-person and electronic support for teaching and research, for students and academics, for local and distance users. And still, in the midst of this mix of activity stands the physical library. The naysayers have been proven wrong: the library as an institution remains strong, but the need to update and redefine our spaces and services is a constant. Decisions are often made day by day and case by case, but this can easily become disjointed and chaotic. The third place construct can provide a framework to bring decisions into a coherent model.

We begin with a book, of course. Ray Oldenburg posited in *The great good place* (Oldenburg, 1989) that to be emotionally healthy every person needs three places: home, work, and a third as yet undefined place. Home should be safe and comfortable, work should be consistent and satisfying, and the third place, which represents our informal public life, is where other needs should be met. Let's look at some examples. Janine is a professional accountant who lives at home with her partner, two cats, and a dog and works at an office in the city center. She has a nice flat, and her work suits her. However, it's not terribly creative, and she likes to make things; so time off is spent at her local bead shop taking jewellery-making classes and attending 'Bead and Blether', where like-minded people gather weekly to simply work on projects together. Her partner, Jack, is a telephone sales agent who sits at a desk all day, and enjoys the constant interaction with clients, but needs some peace and quiet and a chance to get some exercise after work. He spends late afternoons at the gym lifting weights and running on a treadmill while listening to music and chatting occasionally with his fellow gym rats. Janine and Jack have a comfortable home environment and fulfilling work, but need completely different outlets for their third place.

Our students have their own set of home, work and third place needs. They often live in university accommodation or private flats, which we hope are safe and comfortable, but may result in issues with roommates and space. Their work is defined by their courses and departments, and may be satisfying, but certainly comes with a set of stresses around grades and completion. This makes it all the more important that students find a third place to have their needs met that is readily available and free of stress. I believe that the academic library is a crucial, if not the only, third place for our students, and that the third place construct can provide a framework for decision making around use of spaces and provision of services in our buildings.

The set of characteristics that are used to define a third space are well within the library environment: a third place provides a level playing field, has long hours, is low stress, interactive, and has a loose structure. The primary characteristic of a third place is the idea of the level playing field. This is not a place where one group is prioritised over another. In your third place, you're not the boss or the employee, the parent or the child: all are welcome without prejudice. This is, of course, the very definition of a library. We may provide different services to meet the needs of differing users, but we are open without hesitation to all parts of our academic, and even sometimes our local, communities.

The majority of academic libraries today have long hours for most of the term, and even longer hours during revision and exam times. As a community we recognised a few years ago that students don't study within business hours. They keep late hours, and have part-time jobs that often fill their evenings, and need us to be open late. They also need us to be as low stress as possible. Students have enough stress without the library meeting them at the door with a list of 'thou shalt nots'. This is one characteristic of a third place that we may have to work toward. As a professional community it is easy to get caught up in protecting our spaces and applying the letter of the law over prioritising the needs of our students users, but as the student experience is emphasised

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Library as third place

## A strategic framework

more than ever we need to let go of rules that may no longer be necessary and concentrate on less stressful forms of interaction.

Interaction among our students has gone through major changes. The most used rooms in the academic library today are the group study rooms where students can either study individually, but within a friendship group; or they can work on group projects, which are increasingly prevalent in the curriculum. This brings us to the last characteristic – the loose structure which along with the low stress library is a challenge worth pursuing. It's one thing for us to have complicated staffing structures, and behind the scenes procedures that require a flow chart to understand, but the public face of the library should be clear and understandable for our students and academics.

At the University of Aberdeen we're applying the third place construct to build a framework for decision making on policies and procedures as well as on the use of space. For example, we've relaxed our food and drink policies to allow students to eat and drink almost anywhere in our libraries. There are exceptions: we still don't allow hot food, and special collections is exempted from this policy. This is a good example of applying the third place construct to decision making within the realms of practicality. We also moved our closing time to midnight, and started opening the library 24/7 during revision and finals. In an effort to provide a loose structure we relaxed our many rules around student society use of the building for non-academic purposes. This provides additional interaction and helps the students feel that the library is their place.

These are just a few examples of changes that were needed, and they might have happened without use of the third place construct. The difference is the ability now to make these decisions within a framework that is easily explained to students, staff and administrative decision makers, and makes a great elevator speech for those brief opportunities to explain the relevance of the library space in a digital world.

Using the third place construct to aid decision making and to assist in explaining those decisions to funders is not revolutionary. It is a shift in attitude, and in culture. It can also be pervasive. It's not difficult to look at options, small or large, and simply ask 'does this fit within the third place construct?' We also might want to consider other third places that students use on campus and consider whether collaborations might be useful for both parties.

We remain vital to our communities through innovation and adaptation, and the third space construct provides a framework for moving confidently through constant change. The subtitle of *The great good place* is *Cafes, coffee shops, bookstores, bars, hair salons and other hangouts at the heart of a community*. The library as the 'heart of the campus' is a cliché, but this updates it nicely. The academic library as the heart of the community provides not only a strong stance for the library, but provides a place where our students can study, interact and relax within their schedules and without pressure.

### Reference

---

Oldenburg, R. (1989). *The great good place*. St Paul, Minnesota. Paragon House

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Study Happy Library wellbeing initiatives from the University of Warwick



**Antony Brewerton**  
Head of Academic Services  
The Library  
University of Warwick  
[antony.brewerton@warwick.ac.uk](mailto:antony.brewerton@warwick.ac.uk)



**Becky Woolley**  
Community Engagement  
Manager (Undergraduate &  
Teaching)  
The Library  
University of Warwick  
[rebecca.woolley@warwick.ac.uk](mailto:rebecca.woolley@warwick.ac.uk)

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



May 2016 – we have just spent an afternoon working with our finalists to reduce their stress levels, to get them in the right frame of mind for revision to make them more successful students.

In reality, we didn't do much to achieve this. The real work was done by Archie, Ben-G, Bree and Lola. These are not some of our more exotically-named library assistants, but part of our ever-popular PAT (Pets As Therapy) dogs that we host in the library at times of high student stress as part of our Study Happy wellbeing programme.

## Why?

One question that we hear (admittedly less and less often) is: 'Why on earth is the library doing this?' The opening sentence of this article gives a bit of a clue, but why we do it and why it is so important to us (and it is important – why else would we restructure to enable us to focus more time on this if it weren't?) may need a bit more explaining.

Our Study Happy programme<sup>1</sup> – and more of that later – is part of the offer of our Community Engagement teams. Although the library is involved in work with the local Coventry and Warwickshire community (for example, outreach work by our archives team in the Modern Records Centre<sup>2</sup> and Widening Participation activities by several library colleagues), when we say 'community engagement' we primarily mean new ways of engaging with our undergraduate, postgraduate and teaching communities within the university.

Of course, we have engaged with these communities for years. Our customer services colleagues are the friendly staff whom students see first when they come into the library and our academic support librarians are the bedrock of our links with academic departments, working in partnership with academic colleagues on learning and teaching issues, collection development and embedding information and other academic skills into the curriculum. But over the last few years the picture has become more complex and more exciting. We have developed new learning spaces<sup>3</sup> that have provided more of a community focus. Some are for general use: the remodelled main library and most of our Learning Grids. Others are aimed at particular segments and meeting the needs of different communities: for example, the BioMed Grid, the Postgraduate Hub, the Wolfson Research Exchange and Teaching Grid. These spaces have provided more arenas to have deeper conversations with our communities. And this is nothing new. The coffee houses of the 17th and 18th centuries provided an opportunity to access information and network: 'places where people gathered to drink coffee, learn the news of the day, and perhaps to meet with local residents and discuss matters of mutual concern'.<sup>4</sup> This doesn't sound far removed from our regular Thursday morning 'Research Refresh' sessions<sup>5</sup> in the Research Exchange (Fig. 1).

The advertisement is a dark-themed poster with white and green text. At the top, it says 'Take a break from your RESEARCH for coffee, tea & cake'. Below this is an illustration of a white coffee cup on a saucer with steam rising from it. Underneath the illustration, it says 'discuss, network & refresh at #ResearchRefresh'. At the bottom, it specifies the time 'Thursdays 10.30am-12.00pm' and the location 'The Research Exchange, 3rd Floor Extension, Main Library'.

Figure 1: Advertising 'Research Refresh'

# Study Happy Library wellbeing initiatives from the University of Warwick

All this fits nicely with the University of Warwick Library mission statement: 'connecting you with information, support and your community'.<sup>6</sup> All libraries do information, a lot do support but the community element is something that is very important – and has become increasingly important – to Warwick. In 2014 the university launched a new strategy, 'Looking forward'.<sup>7</sup> This highlights 'community' as a key University Value and adds new weight to this by making 'Engage our communities' one of our six strategic goals. A key objective for us in the library is to create 'the conditions for our students and staff to succeed'. That is what we, Archie, Ben-G, Bree and Lola are trying to achieve.

We aim to support the 'whole student'. The best way to explain this is to have recourse to Maslow's 'Hierarchy of needs'.<sup>8</sup> Like many of you reading this, we have encountered this concept in many training courses over the years... but at last (for us) it makes sense!

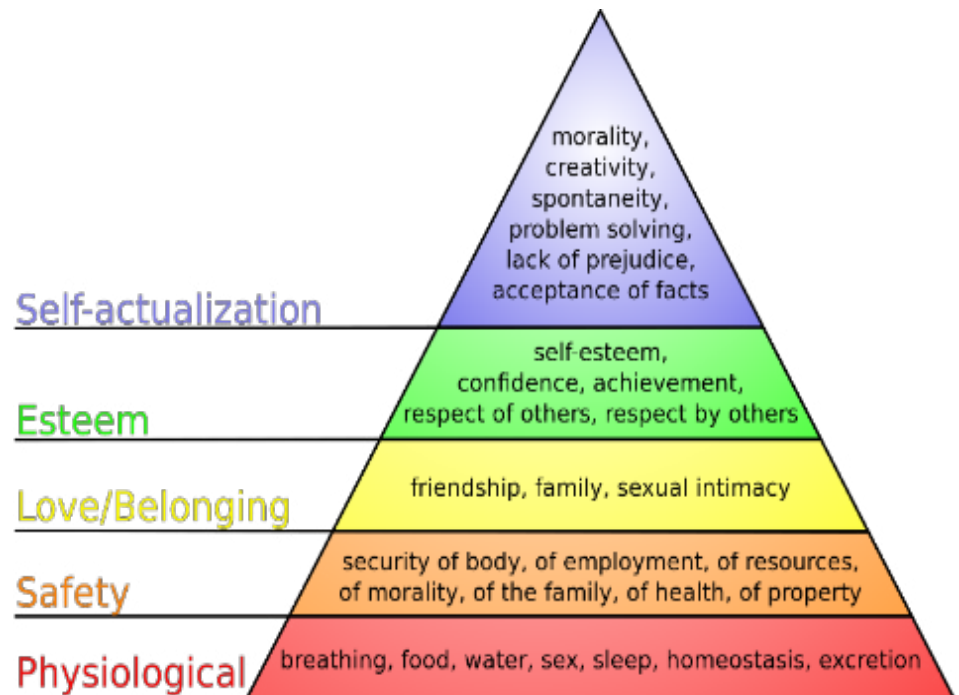


Figure 2: Maslow's Hierarchy of Need

For those who haven't been on the same management courses, Maslow covers the things human beings need in place to be successful (see diagram Fig. 2). The basics are **physiological needs** (food, water, warmth, somewhere to rest) – universities provide access to accommodation, eateries, shops, etc. – and **safety needs**: we have an excellent security team on campus to keep our students safe.

But universities could be doing more to support the upper part of the triangle.

Our Community Engagement teams do a lot of work around creating a sense of **belonging**, helping students feel at home through induction programmes (which go way beyond library orientation [Fig. 3]), networking sessions (holding weekly get-togethers in our community spaces, such as Research Refresh mentioned above, running speed networking events and hosting student music festivals) and facilitating cultural events, which range from large community gatherings (such as providing a forum for students to celebrate Chinese New Year) to more modest events – for example, helping our smaller community of Malaysian students to celebrate their harvest festival, Kaamatan (see Figs. 4a and 4b). These events allow students to talk proudly about their culture and the rest of us to learn. Trying tasty dishes from across the globe is something we unfortunately have to do as part of the job... but more seriously, in a world

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.





# Study Happy Library wellbeing initiatives from the University of Warwick



Figure 3: PG induction fun in the PG Hub

where universities aim to be global, while cohorts of students of different nationalities remain quite siloed, this really helps with integration. It also helps students feel at home. As one student told us:

'I had loads of fun and... I didn't feel homesick for not being able to go back and celebrate Kaamatan in my home town because I celebrated it here in Warwick... It was really a memorable experience.'



Figure 4: Celebrating Kaamatan

In the current political climate these activities have become more urgent: the library has been a key force in developing the university's 'Warwick: One World!' programme,<sup>9</sup> which celebrates cultural diversity and the 'oneness' of the institution.

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



## Study Happy Library wellbeing initiatives from the University of Warwick

We also support students with their **esteem needs**. When they hand in their dissertation they get thanked, but there is generally no fanfare. We provide the fanfare. We hold impromptu celebrations in the PG Hub involving a 'dissertation survivor' photo session, images from which get sent home and usually lead to a flurry of 'likes' on social media (see Fig. 5). For **self-actualisation**, we provide students with the skills to succeed (information skills, digital skills and other academic skills) plus the opportunity to use their creativity: the walls of the PG Hub are adorned with students' photographic endeavours.

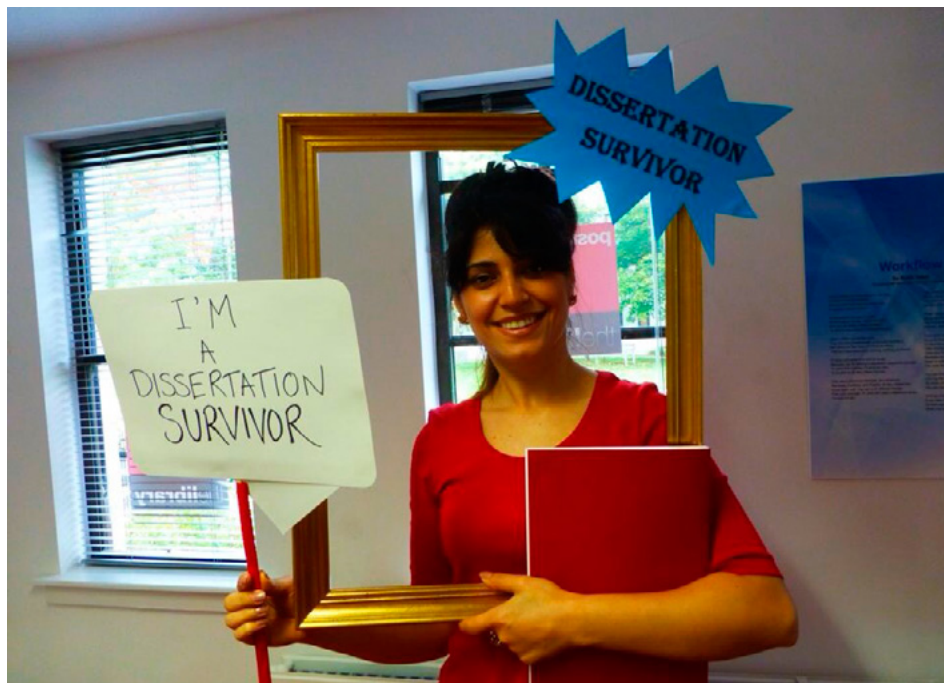


Figure 5: Celebrating dissertation submission

Underlying all this is 'wellbeing'. As we all know, the wellbeing agenda is massive for those of us involved in education. The number of young people in Britain seeking counselling over exam stress has increased by 200% in recent years according to the NSPCC.<sup>10</sup> Schools are responding by providing strategies to help, including mindfulness sessions.<sup>11</sup> Matters only become more acute when students reach university. The Universities UK report *Student mental wellbeing in higher education* highlights just how big and complex the issues are and shows how stress points around transitions (coming to university, entering exam periods, moving up to postgraduate study, etc.) need to be carefully managed.<sup>12</sup>

This is where our Study Happy programme comes in.

### Who?

But why is the library so closely involved in all this? Fitting nicely into the library's mission statement is only part of the answer. There are wider reasons why more and more libraries are becoming a key part of their university's wellbeing package of support.

Students go to the library all the time. There is a 'stickiness' they have with libraries and they keep coming back to us. They feel at home. They know the staff. They know we are looking out for them. If we notice they are stressed and talk to them about looking after themselves, this feels natural. They spend long hours in the library, some of them at times when they are feeling most stressed about essays and exams. They tell us things they wouldn't tell their tutors. They don't feel they have to put on a 'front' with us. We are not going to be writing their references.

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



## Study Happy Library wellbeing initiatives from the University of Warwick

We also know everyone on campus. We know all the other support agencies. We know how to spot problems and refer. Librarians are also hugely strategic thinkers, are focused on users and their needs and are willing to try out new services.

In short, libraries have the staff, relationships, skills, spaces and pedigree to get involved and provide front-line information and referral as well as primary help. We are not saying we should be taking on all aspects of wellbeing – other colleagues have skills and cover aspects we would never hope or want to cover – but we are a valuable first port of call and can hopefully help tackle problems before they go too far.



Figure 6: Promoting 'Study Happy'

### What?

So what do we do to help our students 'study happy'?

The first iteration of Study Happy ran over four weeks of the peak exam period in the summer term of 2014 and offered students a range of activities to take a break and connect with others to help them cope with exam stress. Subsequently, we have extended the programme to run throughout the year to encourage students to think about their wellbeing from the outset, to develop

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



## Study Happy Library wellbeing initiatives from the University of Warwick

good practice and build resilience to cope with any stress point on the student journey. We offer a diverse range of activities that will hopefully provide something to appeal to everybody. Much of what we do is developed with different partners around the university, including Student Support, Counselling and Wellbeing staff, and our Sports Centre colleagues. We encourage students to follow the five steps to wellbeing:<sup>13</sup>

- connect
- be active
- take notice
- keep learning
- give

Creativity – tapping into Maslow’s self-actualisation – is an important part of our offer. Our craft, origami and adult colouring sessions appeal to those wanting to take a short break from study to do something creative and in many cases learn a new skill (or pick up a skill from childhood again, something students have commented on favourably). We find the best way is to just leave the materials out for students to help themselves and then display their work for everyone to enjoy. This has proved popular in the library and on social media. It has even led to us being interviewed on local radio: good PR for a caring university!



Figure 7: Ukulele session in the Learning Grid

Students can also learn to play the ukulele. This is a fun lunch-time session in one of our learning spaces, a collaboration with Warwick’s Music Centre, in which students can pick up a ukulele for the first time and be able to play a simple tune by the end. If your head is buzzing with revision, focusing on how to fashion a chord can really take your mind off your studies for half an hour, leaving you fresh when you return. Again, all of this helps to support self-actualisation and creates a sense of achievement (learning something new). Creative thinking in one area also encourages creative thinking around finding solutions to issues in your studies as well.

But we also support other forms of relaxation and taking time out from studying. We encourage students to be more active to aid relaxation with yoga and body balance sessions, collaborating with our partners in Warwick Sport. These go particularly well when the weather allows us to offer them out of doors in the sunshine. The weekly Wellbeing Walk around our beautiful campus

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Study Happy Library wellbeing initiatives from the University of Warwick

lakes is also a good way for students to get some fresh air, 'take notice' and 'be active'. And there is always the massage chair for those who want a more laid-back approach to physical relaxation.

Most of our activities also give students the opportunity to 'connect', to develop a sense of belonging. 'Alice in libraryland' was held last March to celebrate World Book Day and University Mental Health Day. Along with crafts, games, puzzles and a Mad Hatter's tea party, there were student development workshops, poetry and meditation. Some students came for a short while for the food, others stayed over an hour enjoying the company and atmosphere. Meditation continues throughout the year and encourages students to further 'take notice'.

Students always love a freebie. We give away a penguin stress toy, Kirby (named after Kirby Corner, a road on campus), who has become the mascot of our campaign (see Fig. 8). He appears on the library bags and is a star of Twitter: appearing in the halls, labs and the pub (wherever the students take their new buddy) and also on #KirbysTravels (with our little friend exploring the world). He even struck 24 poses for last year's Kirby advent calendar from @warwicklibrary.

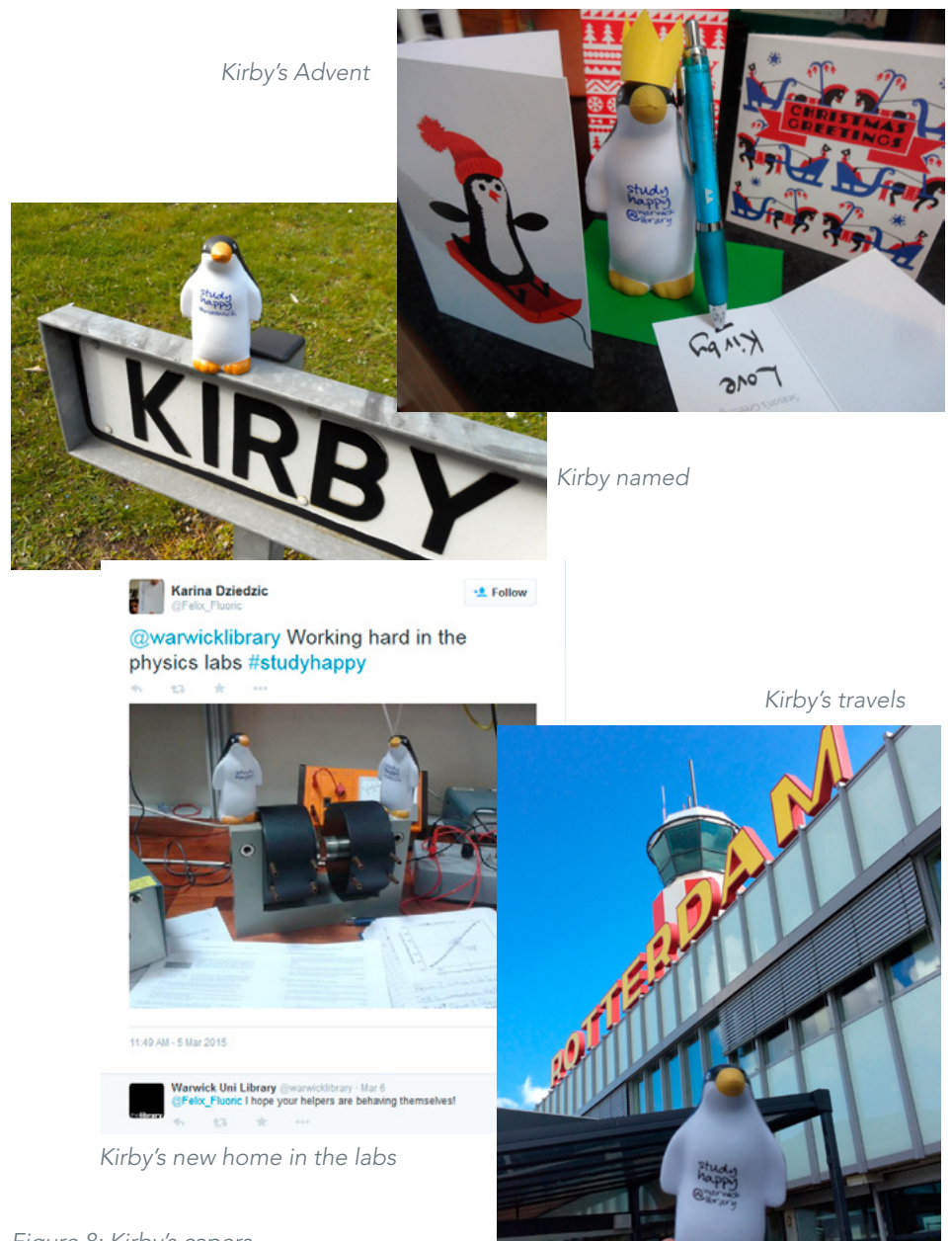


Figure 8: Kirby's capers

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



## Study Happy Library wellbeing initiatives from the University of Warwick

Not surprisingly we find students engage well when we give out food too: bananas, fruit and cake. While this is a good way to encourage students to take a break we also take the opportunity to ask them for their tips on a post-it note on different exam-related topics such as revision tips or simply sharing the best music to listen to when revising. We have had an abundance of useful tips from: 'forget your phone – much more productive' and 'cup of tea breaks' to 'don't panic!' The value of these tips is that they are peer-to-peer – not from their mum or a 50-something librarian – essential when suggesting 'Listen to Beyoncé' (see Figs 9 and 10). Interestingly, while we had some fantastic feedback when we gave out cakes, our students, when given the choice between cake and fruit, mostly choose the healthy option, which suggests the messages about wellbeing are getting through. Due to the success of the giveaways, we now host weekly get-togethers – called 'Kirby Corner' – to meet with students, give out free coffee and biscuits or fruit and a penguin with light-touch information from ourselves or another service, such as Warwick Sport (helping the students to 'be active') or Warwick Volunteers (helping them to 'give').



Figure 9: Ever-popular banana giveaways

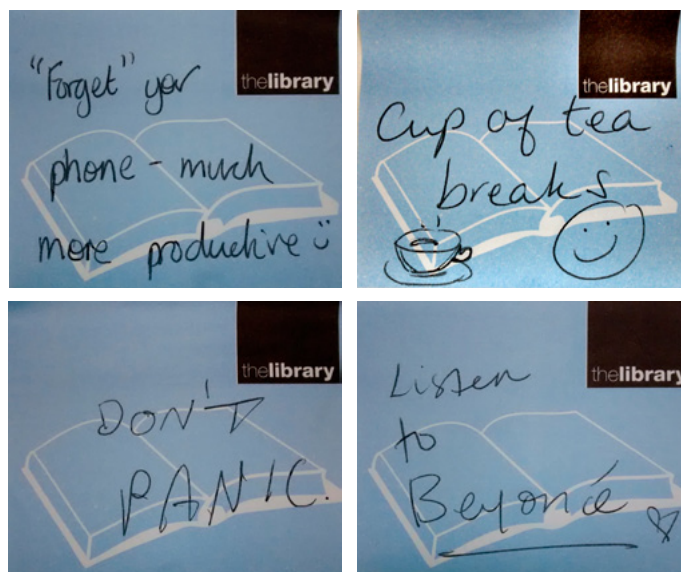


Figure 10: Top revision tips

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



## Study Happy Library wellbeing initiatives from the University of Warwick

By far the most popular Study Happy events, though, are when we invite the PAT dogs in to the library (see Fig. 11). Between four and six volunteers from the charity Pets as Therapy bring their dogs for small groups of students to pat for fifteen minutes. The first time we offered this we did not know what to expect. We were inundated and the queues of students wanting to meet the dogs stretched the whole floor of the library. We have since implemented a booking system to manage the queues and are mindful not to tire out the dogs, some of whom flip onto their back for a tummy tickle the instant the students enter the room and stay there the whole time. With typical hyperbole, the students rate these sessions highly: 'You've made my day'; 'Cutest dogs ever', 'Perfect start to term! Need it all the time, it is so calming. I miss my dog so much!' Missing their own dog is a common theme, but we think they also miss socialising with a different generation – parents, grandparents – and these events provide this too as they chat about their life to the volunteers (Fig. 12). 'Gorgeous dogs, gorgeous owners' is a frequent piece of feedback (Fig. 13).



The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Study Happy Library wellbeing initiatives from the University of Warwick

Figure 11: Typical reactions to the PAT Dogs

Having attended our events students often share the experience on social media, continuing to connect with others and reinforcing the sense of belonging. For us, this is also a great way of raising awareness of what we now offer. The first time we had the PAT dogs in they became instant stars of Instagram, Twitter and Facebook. We have received some brilliant feedback...

*Thank you @warwicklibrary... for puppies during exam time #studyhappy HEAVENNN<sup>14</sup>*

*I attend a uni that brings therapy dogs to the library so students can pet them to de-stress!! [dog emoji] [smiley with hearts] gotta love @warwickuni [thumbs up]<sup>15</sup>*

...including from parents:

*Daughter revising for uni exams in library and they bring in "therapy dogs" and cake. How times have changed!<sup>16</sup>*

It is great to watch students go from stressful to successful with the help of our furry friends.

Archie, Ben-G, Bree and Lola will be back with us soon.

Please form an orderly queue.



Figure 12: Talking with the PAT Dog owners in the Teaching Grid

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.





# Study Happy Library wellbeing initiatives from the University of Warwick

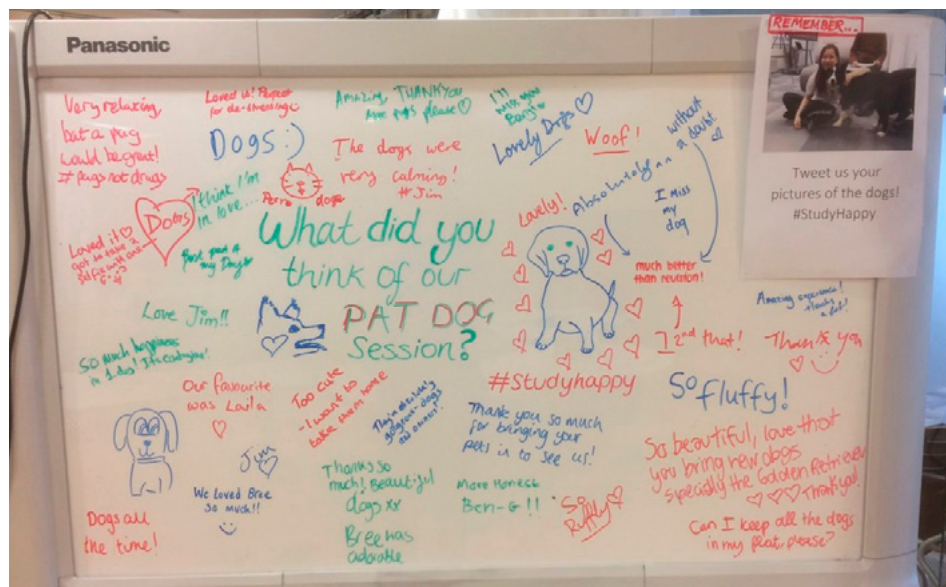


Figure 13: Typically understated student feedback

## Notes

All websites accessed August 2016

1. See <https://www2.warwick.ac.uk/services/library/students/study-happy> or on Twitter, #StudyHappy
2. See <https://www2.warwick.ac.uk/services/library/mrc/> or on Twitter, @MRCWarwick
3. See <https://www2.warwick.ac.uk/services/library/using/libspaces/>
4. Brian Cowan, *The Social life of the coffee: the emergence of the British coffee house*, New Haven & London: Yale University Press, 2005, p.79
5. See [https://www2.warwick.ac.uk/services/library/pghub/social/research\\_refresh/](https://www2.warwick.ac.uk/services/library/pghub/social/research_refresh/) or on Twitter, #ResearchRefresh
6. See <https://www2.warwick.ac.uk/services/library/about-us/library-strategic-framework.pdf>
7. See <https://www2.warwick.ac.uk/about/strategy/>
8. Abraham Maslow, A theory of human motivation, *Psychological review*, 1943, 50(4), p.370-96; image from [https://commons.wikimedia.org/wiki/File:Maslow%27s\\_hierarchy\\_of\\_needs.svg](https://commons.wikimedia.org/wiki/File:Maslow%27s_hierarchy_of_needs.svg)
9. See [https://www2.warwick.ac.uk/students/warwick\\_one\\_world](https://www2.warwick.ac.uk/students/warwick_one_world) or on Twitter, #WarwickOneWorld
10. Richard Adams, Surge in young people seeking help for exam stress, *The Guardian*, 14 May 2015, <http://www.theguardian.com/education/2015/may/14/calls-to-childline-over-exam-stress-break-records>
11. See, for example, Mindfulness classes 'helps lower stress' in schools, <http://www.bbc.co.uk/news/education-33235584>
12. Universities UK, *Student mental wellbeing in higher education: good practice guide*. London: Universities UK, 2015, <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/student-mental-wellbeing-in-higher-education.aspx>
13. See <http://www.neweconomics.org/projects/entry/five-ways-to-well-being>
14. Tweet from @pandamoyee
15. Tweet from @lindanagy93
16. Tweet from @MrsJoyGlenister

The copyright in items published in SCONUL Focus remains the property of the author(s) or their employers as the case may be.



# Meeting the needs of parents and carers within library services

## Responding to student voices at the University of East London



**David Clover**  
Associate Director  
Library and Learning Services  
University of East London  
[d.clover@uel.ac.uk](mailto:d.clover@uel.ac.uk)

### Challenges and barriers for student parents and carers

Alongside increased participation in higher education we have seen increased diversity within the student body. Despite this, it has been suggested that British universities are still organised to cater for students who are young and without caring responsibilities (Marandet & Wainwright, 2009), and university policies do not address the needs of students with children (Lyonette et al., 2015).

Research in the UK suggests that student parents (and student mothers in particular) face challenges in the higher education environment. The National Union of Students (2009) has described student parents as an at-risk group in terms of retention. Lyonette et al. (2015) note that the 'demands of juggling childcare and domestic work with studying, and in many cases with paid work, are particularly difficult for student mothers' (p. 5). Marandet & Wainwright (2010) found that a perceived lack of students in a similar situation can lead to students feeling isolated and not belonging, and Moreau & Kerner (2012) highlight that policies often restrict the presence of children on campus and create barriers to the use of the library by these students.

Little research has been found around student-parents' experience of library services. The National Union of Students has reported (2009) that 16% of student parents surveyed had received a library fine because of problems with childcare and that 39% had felt unable to access learning resources at their institution as much as they needed to, because of a lack of childcare or because of the high costs of travelling to their institution. Not being able to take children into libraries and computer rooms was a problem for 39% of respondents and this problem was exacerbated in school holidays, when many parents don't have childcare funding.

At the University of East London more than a third of our students have dependents and a quarter of students are parents. Over the 2015–16 academic year we decided to investigate the views and experiences in relation to library services of students who were parents and/or carers of children. This investigation was linked to three key strategic aims:

- to enhance the student experience by
  - continuing to get to know our users better
  - accessing the student voice through a variety of approaches, reflective of the diversity of our students and their different modes of study
  - reviewing services for particular groups of students
- to develop an inclusive service with a commitment to equality and diversity
- to improve our physical spaces, including refurbishment of our Docklands Library, to better support independent student learning, skills development and group study.

We were conscious that initiatives such as 24x7 opening, automatic renewal of borrowed books, and allowing parents and carers to bring children into the library (under supervision) are beneficial to students, but wanted to explore in more depth how we could improve the experience of these students.

### Capturing student voices

Initial plans to consult students through focus groups were abandoned because the students we aimed to reach were time-poor and tended not to spend longer than necessary on campus. We decided to use a short paper-based survey from November 2015 to March 2016; this was distributed to students

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Meeting the needs of parents and carers within library services

## Responding to student voices at the University of East London

using the library and bringing in children. Response rates increased when it was attached to the declaration form parents and carers are required to complete when bringing in children. Over 130 responses were received and analysed. The survey was deliberately kept short, with a few brief fixed-choice questions and three open-ended questions that aimed at exploring richer feedback. We asked the reason(s) for their visit what they were doing in the library. Respondents said they had come to the library to:

- choose books 50.0%
- talk to a member of staff 15.4%
- use the PCs, printer or photocopiers 53.8%
- revise for exams 25.4%
- research 46.9%
- other 13.1%

We were also interested in the duration of their visit. Our guidelines made reference to 'brief visits, e.g. when collecting or returning items or printing a document'. Responses to the question 'How long do you usually spend in the library?' were

- less than one hour 25.2%
- between 1 and 2 hours 40.7%
- more than 2 hours 34.1%

Our open ended questions focused on what students liked about visiting the library with their child; what they didn't like; and how we could improve our service for them.

There is a sense that the parents and carers are grateful that they can bring their children into the library so their studies are not interrupted because of childcare problems:

*I have the opportunity of making the best use of my time which does not depend on childcare.*

*If there is school inset day or bank holiday when schools are closed, I have no choice but bring my kids in if I have to revise for exams or if I have important things to do in the library. I like the idea that you can take your kids in.*

They mention that it is safe, convenient, accessible and quiet:

*I don't worry about her safety as she is always with me.*

*It's safe and quiet.*

Respondents also noted that it is beneficial for their children to be introduced to the library environment, not only to see their parents in an academic setting, but also to study together as a family.

*My child gets to see and be in an adult learning environment hopefully familiarising and inspiring desire for their own university education.*

*They can see and observe students studying and the vast array of books and generally see what university life is like.*

*He can see what Mummy does.*

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Meeting the needs of parents and carers within library services

## Responding to student voices at the University of East London

Some parents and carers noted barriers to using the library, and a feeling that the libraries were not child-friendly.

*There is no designated area where it is safe to let children that are young out of the pram.*

*There seems to be no notice or signage that children are allowed (even when non-disruptive).*

Some mentioned the long signing-in process, and lack of computer access or other facilities or activities for children. Parents also noted concerns about their own children's behaviour, and expressed discomfort because their children may disturb other students, one parent noting the 'glares from onlookers if the child makes the slightest noise'.

We welcomed suggestions and ideas for improving our service for respondents visiting the library with their child. Overwhelmingly, parents requested a separate area, preferably with activities for children.

*Have a dedicated kids' area or study area for students with their children, which can help keep them occupied in a safe and conducive environment.*

Students expressed a desire for children to be able to log onto computers. They also requested child-sized chairs, a changing room and books and games.

### Improving the student experience

---

We were interested to discover that students with children spent longer in the library than we had thought. We were pleased to note the perceived benefits for children arising from using the library with their parent or carer. The National Union of Students (2009) also found that when parents could take children into the library with them this was regarded as positively facilitating their study, and as having a positive effect on their children. Overall we thought the feedback was both rich and useful.

Our customer services team assessed the feedback and suggestions. While we are aware that some university libraries in the United States have created specific spaces for students and their children (Petit 2014 and McCoy 2013), this was not seen as practicable in the library spaces we manage, though we have noted that groups of parents do on occasion use group study spaces for this purpose. We agreed to adapt the signing-in form and guidance and remove time limits for those using the library with children, and to include our willingness, during staffed hours and when possible, to fetch books for parents and carers. We also encourage parents to use certain (non-quiet) areas of the library when with their children. We have provided baby-changing facilities on each site (available for both male and female parents/carers). With the support of our Equality and Diversity office we have created small collections of children's books on each site, housed in child-friendly storage prominently displayed near service desks.

We are exploring options for offering half-term activities, potentially in partnership with PGCE or early childhood studies students. While we are unable to provide login access to networked computers, we are considering the feasibility of offering a short-term loan activity pack, which may include a tablet and headphones preloaded with educational programmes and games, as well as colouring-in or other activity sheets.

In an institution with a relatively high number of mature students and student parents, we hope these initiatives will help parents to feel more welcome in our library spaces and more able to make effective use of them, while

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Meeting the needs of parents and carers within library services

## Responding to student voices at the University of East London

balancing their access with the desire to avoid disruption to other students. The use of a targeted survey with open questions provided sufficient feedback to make small but significant changes to the service to improve the student experience of a specific group of users. As part of our continued desire to make improvements to our services, we shall explore the needs of different segments of our student population, seeking out opportunities to develop new approaches that best meet their diverse needs.

### References

---

- LYONETTE, C., ATFIELD, G., BEHL, H. & GAMBIN, L. 2015. Tracking student mothers' higher education participation and early career outcomes over time: initial choices and aspirations, HE experiences and career destinations. Final report. Institute for Employment Research, University of Warwick, Coventry. Available from: [http://www.nuffieldfoundation.org/sites/default/files/files/lyonette\\_et\\_al\\_2015\\_nuffield\\_final.pdf](http://www.nuffieldfoundation.org/sites/default/files/files/lyonette_et_al_2015_nuffield_final.pdf) [accessed 22 July 2016]
- MARANDET, E. & WAINWRIGHT, E. 2009. Discourses of Integration and exclusion: equal opportunities for university students with dependent children? *Space and Polity*, 13(2) pp. 109–125
- MARANDET, E. & WAINWRIGHT, E. 2010. Invisible experiences: understanding the choices and needs of university students with dependent children. *British Educational Research Journal* 36(5), pp. 787–805
- McCOY, R. 2013. Georgia library spotlight: The family room, Collins-Callaway Library & Learning Resources Center, Paine College. *Georgia Library Quarterly*, 50(4)
- MOREAU, M. & KERNER, C. 2012. Supporting student parents in higher education: A policy analysis. Executive summary. University of Bedfordshire. Available from: <http://www.nuffieldfoundation.org/sites/default/files/files/Moreau%20Student%20Parent%20report%20-%20Exec%20Summary%20October%202012.pdf> [accessed 22 July 2016]
- NATIONAL UNION OF STUDENTS. 2009. Meet the parents. The experience of students with children in further and higher education. Available from: [http://www.nus.org.uk/Global/NUS\\_SP\\_report\\_web.pdf](http://www.nus.org.uk/Global/NUS_SP_report_web.pdf) [accessed 22 July 2016]
- PETIT, J. 2014. A family-friendly study room for student-parents and their children at Portland State University Library. *OLA Quarterly*, 20(1), pp. 36–39

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Developing a teaching and learning programme for librarians at UAL Library Services

**Leo Appleton**

Associate Director of Library Services  
University of the Arts, London  
[l.m.appleton@arts.ac.uk](mailto:l.m.appleton@arts.ac.uk)

**Elizabeth Staddon**

Head of Arts Education  
Teaching and Learning Exchange  
University of the Arts, London  
[e.staddon@arts.ac.uk](mailto:e.staddon@arts.ac.uk)

University of the Arts London (UAL) is a specialist provider of art, design, fashion, communication and performance education and comprises six colleges: Camberwell College of Arts; Central Saint Martins; Chelsea College of Arts; London College of Communication; London College of Fashion; and Wimbledon College of Arts. Library Services is part of a broader Library and Academic Support service in the university that also includes a cross-college academic support team and Language Centre. The service shares an overall vision for academic support that embraces study skills, information and digital literacy, and English language, and aims to ensure parity of provision for all students (Christie, 2015).

## Librarian involvement in delivering academic support

---

Academic support at UAL is framed in terms of an enhancement, rather than a curriculum-embedded model, which leads to a demand for academic support staff – including librarians – to provide ‘value added’ support to individual students and groups of students, and to whole curriculum areas where appropriate.

Each college has a team of academic support librarians, who have both a functional focus in their library team (e.g. collections, lending services, information services) and a subject specialism focus aligned with programmes and courses they support (reading-list management, stock selection and academic support). Academic support given by these librarians might include library induction, information skills and referencing sessions, and, on occasion, bespoke study skills sessions developed and delivered with academic support tutors. The onus is on individual academic support librarians to liaise with curriculum areas and develop the desired provision, and it is sometimes mistakenly assumed that they are either natural teachers or already equipped to fulfil this aspect of their role.

## Formation of a teaching and learning programme

---

As the profile of the enhancement model of academic support has increased, so too has the demand for classes and sessions run by academic support librarians. In response, several colleagues requested customised professional development to equip them with teaching skills. Whilst participation in the university’s Postgraduate Certificate in Academic Practice is an option for librarians at UAL, this route is not for everybody, and some wanted something more tailored to their roles. A strategic partnership between Library Services and the Teaching and Learning Exchange (the department responsible for education studies and educational development at UAL) was established, and a bespoke teaching and learning programme was created.

## The programme

---

The overall aim of the programme was to introduce librarians involved in teaching to some of the main features of art and design pedagogy in a context of providing library-based academic support. Specific objectives included:

- introduction to learning theories; contextualising theory into practice
- raising awareness of art and design curriculum design
- exposure to design techniques and teaching styles
- increasing confidence in teaching and presenting
- dissemination of technology-enhanced learning methods and strategies
- developing ways of evaluating teaching.

The programme included five stand-alone sessions, each offered twice to give flexibility around attendance. The design and delivery team included educational developers from the Teaching and Learning Exchange, learning

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Developing a teaching and learning programme for librarians at UAL Library Services

technologists, the Head of Widening Participation (London College of Communication), Associate Director of Library Services, academic support librarians, academic support co-ordinators and guest speakers from other universities.

Academic support librarians were encouraged to attend all sessions, though some were only able to attend two or three. The final session included participant presentations designed to consolidate learning and develop evaluation and reflection techniques by evaluating the course itself.

## Session 1 – Introduction to teaching and learning in the arts (3 hours)

*Overview of approaches to teaching and learning in an arts context, and theoretical frameworks that can be used to inform these approaches*

### Aims

- to familiarise participants with the range of teaching and learning formats at UAL
- to explore theoretical positions to support understanding of teaching and learning in arts disciplines, incorporating inclusivity
- to relate these formats and theoretical positions to own practice

### Content

- review of teaching and learning formats and spaces
- perceived and actual differences between written and practical work
- introduction to learning theories
- teaching for inclusivity
- cultural sensitivity

## Session 2 – Approaches to teaching and learning (full day)

*Approaches to curriculum liaison, and design of library-related teaching and learning support activities. To include review of curriculum planning aligned with Quality Assurance Agency and UAL regulations, and exploration and evaluation of alternative and complementary approaches to session design*

### Aims

- to understand key approaches to curriculum design that can be applied at course, unit and session level
- to introduce a range of alternative approaches to teaching design
- to identify ways of preparing learning and teaching support sessions
- to develop sound approaches to curriculum liaison, session design, and teaching and supporting learning in specific contexts

### Content:

- contribution to programme, course and unit design and delivery (i.e. validation, early involvement in assignment briefs, librarian attendance and experience in lessons and lectures)
- learning outcomes-based curriculum design
- illustration and review of different approaches to teaching design from UAL librarians and guest presenters
- supporting those writing dissertations, including early engagement in discussions about preparing for dissertation and understanding dissertation format

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Developing a teaching and learning programme for librarians at UAL Library Services

## Session 3 – Presentation skills (3 hours)

*Styles and techniques for presenting and public speaking*

### Aims

- to build confidence in presenting
- to identify the learning objectives of presentations
- to explore techniques for giving effective presentations

### Content

- overview of public speaking
- confidence building
- skills (vocal, body language, etc.)
- reflective exercise

At the end of this session, participants are asked to prepare a short presentation or micro-lesson to be trialled with colleagues at the final session.

## Session 4 – Educational technology (3 hours)

*A round-table seminar at which participants and invited colleagues demonstrate or outline technologies they have designed, used or plan to use to support teaching and learning activity*

### Aims

- to enhance awareness of current trends in educational technology
- to disseminate ways of using technology in academic support contexts
- to learn from practical experience of using learning technology
- to evaluate advantages and disadvantages of particular technologies

## Session five – evaluating teaching (4 hours)

*Giving prepared peer presentations or micro-lessons, approaches to teaching evaluation, and individual reflection for professional development*

### Aims

- to provide a rationale for taking a reflective approach to professional practice
- to identify a range of reflective techniques, including peer observation of teaching
- to encourage reflective approaches to practice
- to identify individual and collective next steps for professional development

### Content

- peer presentations or micro-lessons
- approaches to evaluation, and evaluation of programme
- models of reflective practice and how to use them
- professional recognition with the Higher Education Academy

## Evaluation of the programme

---

UAL Library Services has forty academic support librarians across the six colleges (including weekend and evening teams). The programme targeted this group of staff in particular. Of these, 28 attended four or five sessions

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.





# Developing a teaching and learning programme for librarians at UAL Library Services

and were in a strong position to evaluate the whole-programme experience. The remainder attended individual sessions, depending on their availability. Evaluation was completed by means of a collective reflective exercise and individual feedback via email. Whether the librarians attended all sessions or just a selection, feedback was very positive:

*I thoroughly enjoyed the training, and I'm glad you encouraged me to attend although I'll be studying on the PG Cert this coming year. I found that the sessions in the CDP programme gave me a really good idea of what to expect from the actual PG course. (Academic Support Librarian, London College of Fashion)*

*It was excellent to have the opportunity to talk to librarians across the department, sharing good practice, challenges and anxieties. There are a number of practical things I hope to explore further: using games, screen recording, using learning outcomes more formally, using observations, increasing interactivity and fun especially in lecture based sessions. (Assistant Academic Support Librarian, Chelsea College of Arts)*

*Sharing the sessions with so many colleagues from CSM [Central St Martins] and other sites has given me the confidence and reassurance that I can now approach other academic support librarians to discuss the planning and delivery of information skills sessions. Sharing ideas and discussing our role in teaching and learning was the most valuable part for me. (Academic Support Librarian, Central Saint Martins)*

Evaluation also revealed some of the personal realisations resulting from engagement in the programme. These included 'epiphany moments' when librarians realised, for example, that they 'really are teachers' and that they can experiment with and 'own' teaching design.

## Impact

---

The programme has enabled Library Services to move forward with some of its student experience and transformative education strategic objectives. A year after programme delivery, academic support librarians are taking a more creative approach to teaching and learning support, which is manifested in a number of ways:

- increased variety in information skills sessions, incorporating different and creative approaches to session planning and design
- collaboration across colleges and departments, with more co-development and co-delivery with other librarians, tutors and / or academics
- integration of games and gamification into sessions
- increased use of object-based learning

A further impact has been an increase in confidence among academic support librarians, who feel more empowered and responsible for development and delivery of training and more valued as teachers within their academic teams.

## Conclusion

---

The teaching and learning programme for Academic Support Librarians at UAL has been very well received by both those responsible for its design and delivery and those who participated. It has had the desired impact on the teaching practice of the librarians, and Library Services is in a better position to deliver some of its strategic objectives as a result.

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Developing a teaching and learning programme for librarians at UAL Library Services

Next steps will be to offer the programme again to a wider range of Library Services staff, after taking into account evaluation of the first iteration and current operational and strategic demands. Colleagues from the Teaching and Learning Exchange are particularly keen to tailor the programme so that it fully reflects the kinds of teaching and learning support provided with Library Services and to enable its staff to gain more formal professional recognition for their professional practice through qualified routes or by gaining Fellowship of the Higher Education Academy.

## Reference

---

Christie, P. (2015). Revisioning academic support as an innovative and inclusive offer for creative arts students. [online] *SCONUL Focus* 64. Available at [http://www.sconul.ac.uk/sites/default/files/documents/14\\_17.pdf](http://www.sconul.ac.uk/sites/default/files/documents/14_17.pdf) [accessed 30 September 2016]

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Personal learning networks

## Collective intelligence and knowledge communities in the digital age



Donald Maclean  
Librarian  
Perth College  
University of the Highlands and Islands  
[donald.maclean.perth@uhi.l.ac.uk](mailto:donald.maclean.perth@uhi.l.ac.uk)  
[@dmaclean2015](#)

In early 2015 I read an article by Nicole Cooke, which advocated the use of online personal learning networks (PLN) for librarians and information workers (Cooke, 2012). The article highlighted the benefits of the PLN as a tool to help the information practitioner to remain in touch with the changing nature of libraries, learning, technology and data management in the age of social media. For some years, an idea was hovering in the ether about developing instructional materials for creating a PLN. When the Scottish Library and Information Council's Innovation and Development Fund call was issued in late 2014, this seemed an ideal time to turn the idea into reality for information and library workers.

After a successful bid for funding, a team was convened to consider content, target audience and format. This included professionals from JISC, SLIC, Perth College UHI, colleagues from the University of the Highlands and Islands, NHS Scotland, and the Chartered Institute of Information Professionals.

PLNs are personal because the individual builds connections and personal relationships either in person or online. This can be done at any time, as convenient to the practitioner. The nature of the activity usually involves the sharing of ideas, resources and best practice. Access to the opinions and activities of experts, combined with the sharing element, means that the practitioner will be learning, both personally and professionally. The network is a global one, is available 24x7, and is free for those with access to the internet. It takes time and effort to create a PLN, but the initial outlay is rewarded in time with access to new professional acquaintances, ideas and knowledge.

The project team discussed the nature of PLNs and what the various strands of the information profession might expect from such a network and how they might use it in the workplace. The diverse background of the team members was a tremendous help in scoping parameters, activities, and how practitioners would reflect on their PLN activities. In the initial framework for the PLN materials, the activities were completed with the creation of a reflective piece for the practitioner's personal benefit. The team agreed that this would be more useful for the practitioner if the reflective piece was a formal writing-up of CPD activity, and indeed could be used as CPD activity for professional revalidation, for those taking that route.

For some time it has been asserted that libraries should strive to create 'activities that are communication based rather than simply information based' (Dervin, quoted in Cooke, 2012). This is pertinent in most types of library services, and particularly in public and academic libraries. Users are no longer looking for an 'information bank' which is updated sporadically by library staff; they need to know about technology, services, access to data and how the library service itself is changing in response to the needs of the organisation. Professionals also need to be aware of the way the end user chooses to work; whether on a phone, a tablet or a PC. Users are becoming more demanding in this sphere, and they take for granted that not only will materials open and function correctly on their devices, but also that they will be able to print from those devices, and access the network.

In this world of 'bring your own device' and 'big data', it is essential that the information professional keeps abreast of developments in their own field while also being aware of developments in technology, social media, tools, and resources. The Horizon Report: 2016 Higher Education (New Media Consortium 2016) lists 'bring your own device' and 'learning analytics' as developments that are imminent (or, in many cases, already with us). In the mid-term (2–3 years), the report lists augmented and virtual reality and makerspaces as likely developments in higher education. Again, the more savvy universities and libraries are already using such technologies and ideas. In the longer term, the report predicts that use of affective computing and robotics will become more mainstream. It might be difficult to envisage how these last two might be used

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Personal learning networks

## Collective intelligence and knowledge communities in the digital age

in libraries, but if they become mainstream and affordable, library professionals will doubtless have ideas about how to do so. The idea of a catalogue PC that gently asks the user why they're getting so frustrated, or of a robot merrily labelling multiple items, is not really that far-fetched.

In terms of horizon-scanning, and the 'savvy' professionals mentioned above, my bet is that most of them will have a well-developed and active PLN. For an investment of 4–6 hours of activity, a practitioner will have the acorn of a PLN, ready to be nurtured and developed at their own pace. As a bonus, 4–6 hours of CPD activity will be logged, with the potential for many more hours as the network grows. The materials do come with a health warning, as the very nature of social media and the web will mean that tools will be sold, merged, upgraded or simply disappear. In the last few days, Twitter announced the demise of Vine, which was a well-established and popular media-sharing tool. However, I believe that information professionals have the necessary skills and creativity to not only choose their own tools and channels, but to adapt their practices and networks as new ones appear. This will enable them to tap into the collective intelligence and knowledge communities mentioned in the title of this article (Jenkins, quoted in Cooke, 2012).

*Once you stop learning, you start dying.* Albert Einstein

*It does not matter how slowly you go, as long as you do not stop.* Confucius.

These two quotations sum up why a professional practitioner in any sphere would want to develop and nurture their network to broaden their mind and their knowledge: to keep learning, and not to stop.

The PLN materials are available here:

<http://www.perthltc.com/pln/story.html>

### References

---

- Cooke, Nicole A. (2012). Professional development 2.0 for librarians: developing an online personal learning network (PLN). *Library hi tech news*, 29(33), 1–9
- Dervin, B. (1977), Useful theory for librarianship: communication, not information. *Drexel Library quarterly*, 13, pp. 16–32
- Jenkins, H. (2006), *Convergence culture*, NYU Press, New York
- New Media Consortium, Educause. (2016). Horizon Report: 2016 Higher Education. Available at <https://www.nmc.org/nmc-horizon/> [accessed 28/10/16]

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Embedding information literacy through critical skills, collaboration and a new curriculum



**Lorna Dodd**  
Senior Librarian  
Learning, Research & Information Services  
Maynooth University  
Co. Kildare  
Ireland  
[Lorna.dodd@nuim.ie](mailto:Lorna.dodd@nuim.ie)  
[@LornaDodd](https://www.instagram.com/LornaDodd)

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



## Introduction

---

Part of the National University of Ireland (NUI), Maynooth University (MU) was formally established as an autonomous university in 1997. However, MU traces its origins to the foundation of the Royal College of St Patrick in 1795. Located 25 kilometres west of Dublin, MU is Ireland's smallest, yet fastest growing university. With just over 10,000 students, humanities, social sciences and natural sciences form the academic core of the university, complemented by strong departments in teacher education, computer science, electronic engineering, business and law.

In November 2015, MU library and centre for teaching and learning (CTL) were jointly awarded a teaching and learning fellowship. This award included funding for the development of a suite of tutorials, videos and guides that support the development and assessment of key information literacy (IL) skills and the MU graduate attributes (Maynooth University, 2015a). The rationale behind the project was that IL is not developed in isolation from the other skills that students require in order to navigate their academic career and working life successfully. Because of this, the project was designed to support the development and assessment of critical skills for students in accordance with the new MU undergraduate curriculum (Maynooth University, 2015a).

This was the first time the MU library had been awarded a teaching and learning fellowship, as fellowships are still very much viewed as academic staff territory. To be considered in the same field as academic colleagues therefore represented a significant breakthrough for the library. This important success was achieved, in part, because of a strategic collaboration between the library and CTL as part of an important university initiative.

## Conditions for collaboration

---

Collaboration between the library and the centre for teaching learning was made possible by four key factors. First, in 2012 MU launched an ambitious strategic plan for the university, which included the future growth of student numbers and fundamental changes to the undergraduate curriculum (National University of Ireland Maynooth, 2012). This seismic change was the first key element in creating an environment suitable for strategic collaboration. It was something that impacted upon all departments across the university, and the initial planning stages involved representatives from all academic and support units, including the library. In his 2002 article, Kempcke discusses the opportunities that curriculum reform can provide for academic librarians. He argues that librarians must be viewed as equals by faculty in order to take full advantage of curriculum reform and that the implementation of a 'successful... comprehensive IL program in the university curriculum relies almost entirely on the library faculty's stature on campus and their positive working relationships with academic colleagues across all disciplines' (Kempcke, 2002, p. 531). Although written fourteen years ago, the argument remains relevant and resonated strongly with us in MU library as we set about developing key relationships throughout the planning process that would enable us to take full advantage of a new undergraduate curriculum. Having a seat at the 'top table' for this process presented a real opportunity for the library to illustrate the importance of our role and the benefit it can provide to both students and faculty.

The second factor in creating the right conditions for collaboration was the strong focus placed on interdisciplinary learning by the current MU strategic plan. This multi-disciplinary approach to curriculum reform created an environment where collaboration between departments was actively encouraged and those involved in directing the new curriculum were receptive to potential new partners.

# Embedding information literacy through critical skills, collaboration and a new curriculum

Thirdly, despite the undertaking of a large and wide-ranging project such as curriculum reform, as with all publicly funded third level institutions in Ireland, Maynooth University was experiencing severe resource scarcity in both financial and staffing terms. Difficult economic times often require those with responsibility for these kinds of projects to become more creative with solutions and strategies. Thus the library was a welcome part of the planning process. As argued by Kempcke, if we could prove that we are equal to faculty, this was an opportunity for us to be involved in the design, delivery and assessment of the new undergraduate curriculum, embedding IL from the outset.

Finally, and arguably most significantly, the 2012–17 strategic plan demonstrates a real commitment to information literacy. Described below, this is seen throughout the new curriculum and is included in the Maynooth University graduate attributes.

## A Maynooth education

In September 2015, MU began to pilot the new undergraduate curriculum, entitled 'A Maynooth education'. Alongside this, the university also produced a new set of graduate attributes, which outline the skills, knowledge and abilities expected of MU graduates. These state that '...students are encouraged to utilise opportunities for self-development within a challenging programme of study, and graduates are expected to be... capable of gathering and critiquing information from a variety of sources' (Maynooth University, 2015a).

The central elements of 'A Maynooth education', as illustrated below, are the development of deep knowledge and critical intellectual skills; the creation of autonomous and responsible learners; the development of skills for life and work; and enabling students to have a breadth of perspective.

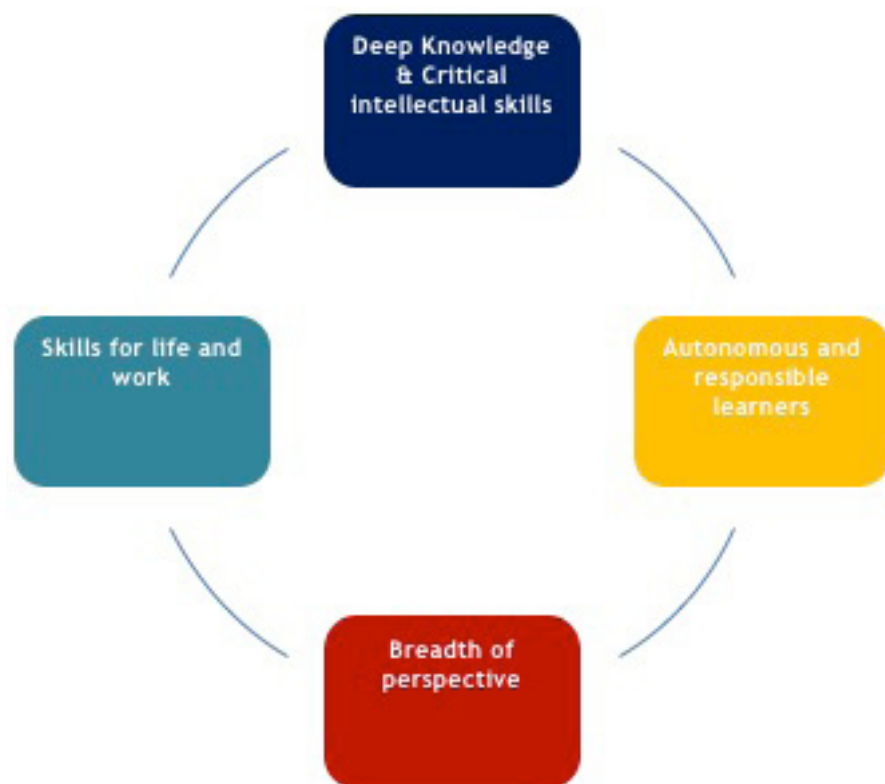


Fig. 1 A Maynooth education

Through these elements, the new undergraduate curriculum places a fundamental emphasis on the development of critical skills such as

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Embedding information literacy through critical skills, collaboration and a new curriculum

problem solving, critical thinking, analysis, reflection, communication skills, understanding academic standards and ethical responsibility (Maynooth University, 2015a).

In the academic year 2015–16, the university chose to pilot three new first-year modules to facilitate the critical skills element of the new curriculum. These modules used content as a vehicle for the delivery of critical skills, but students were assessed on skills rather than knowledge of content.

When we in the library reviewed the list of critical skills, it became immediately apparent that there was a clear connection with information literacy and that in order to develop the critical skills described above, students would need to become information literate. For example, searching for information effectively requires problem-solving skills; critical thinking and analytical skills are needed to evaluate information and its sources; and students need to have a clear understanding of plagiarism in order to understand academic standards fully and be ethically responsible.

We seized this opportunity and argued that the library should play a key role in the critical skills initiative, designing the curriculum, supporting its delivery and contributing to its assessment. For the reasons described above, our proposed collaboration was welcomed.

Prior to proposing this collaboration, we conducted our own preparations to ensure that we had structures in place to support and inform our work in the critical skills initiative. Thus we developed a new information literacy framework for Maynooth University (Maynooth University Library, 2016). The new framework is based on elements from 'A new curriculum for information literacy' (ANCIL) and the Association of College and Research Libraries (ACRL) new Framework for Information Literacy in higher education (Secker & Coonan, 2011; Association of College and Research Libraries, 2014).

The new framework identifies five key competencies for students:

- managing the transition and becoming an independent learner
- mapping and evaluating the information landscape
- researching within the disciplines
- managing and presenting information
- understanding the ethical and social dimensions of information.

The framework does not suggest that these should be taught or developed in a linear way, rather that they are the identifiable competencies of an information-literate student. Their development in each student will depend on a broad range of factors including discipline, current skills level and educational and professional experience. We linked these competencies to the central elements of 'A Maynooth education' (Fig. 2). In this way, key senior university personnel responsible for the delivery of the critical skills modules were immediately able to understand the role the library could play in the delivery of critical skills, and the importance of having the delivery of information literacy integrated with other critical skills and in the context of academic subjects.

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Embedding information literacy through critical skills, collaboration and a new curriculum

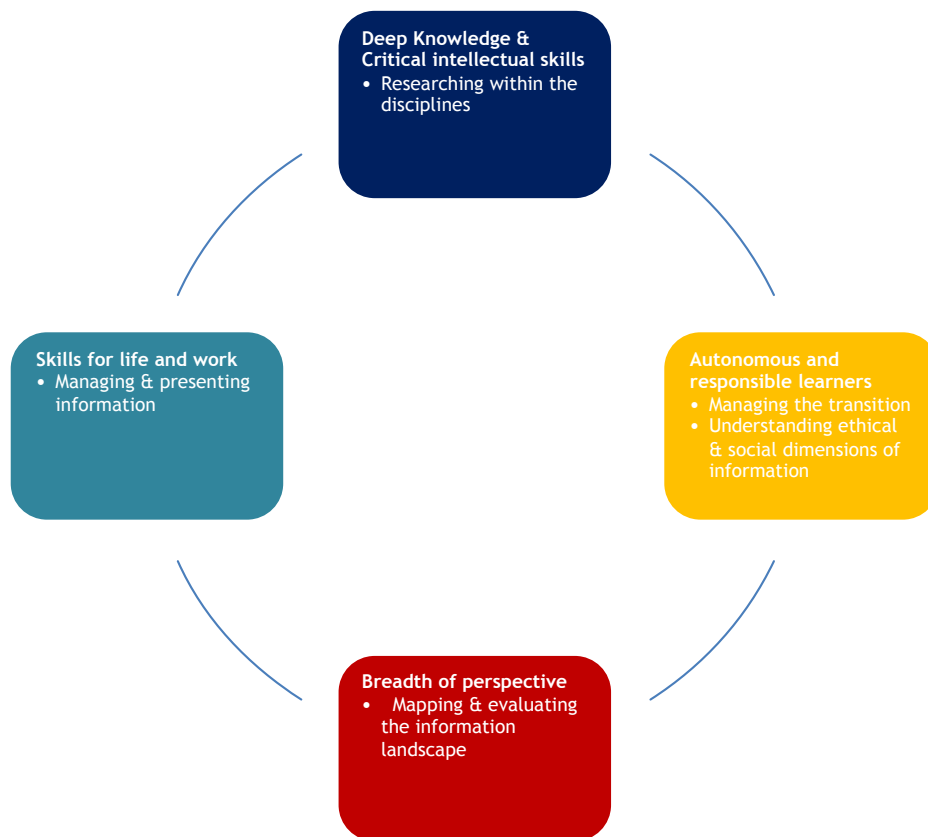


Fig. 2 A Maynooth education & the Five IL competencies

The library now collaborates closely with the centre for teaching and learning in the design, delivery and assessment of the critical skills modules. These modules were piloted in the 2015–16 academic year and will be mainstreamed to all incoming first years in 2016–17. Information literacy is a key component of the critical skills modules, and its development is scaffolded onto other key skills such as critical thinking and problem solving, giving students the opportunity to become information literate in a real-world context. Although we are heavily involved in the curriculum design, we are not involved in content delivery. Critical skills tutors are trained by library staff and given ongoing support and guidance from relevant librarians. The ongoing growth of student numbers at MU means that it would not be possible for us to deliver IL classes to all students. Our role in the critical skills modules enables us to ensure that all first years are given the opportunity to develop IL in the context of their curriculum, rather than in a stand-alone, one-shot session, and in a way that is sustainable for the library. Rather than support staff, librarians are now viewed as the ‘experts’ in the area of information literacy, acting in an advisory and consultative role.

## Reflections <subhdg A>

One of the most tangible benefits of our new role in the critical skills modules is that we have found a sustainable approach to the delivery of IL across the curriculum. It has never been possible for us to reach all students in a classroom setting and, now that the university population is growing at a rapid rate, it became imperative that a solution for this be found. Our collaboration with CTL also means that we are reaching a much broader range of students, beyond those who happen to have a lecturer who is engaged with the library and invites the librarian to participate in a class.

Shortly after the first critical skills pilot modules began in 2015, there was a call for applications for a university teaching and learning fellowship. Through our close working relationship with CTL we identified the potential to develop a

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.





# Embedding information literacy through critical skills, collaboration and a new curriculum

range of resources that support the development and assessment of IL skills and the MU graduate attributes (as described above). Our success in securing this award illustrates the benefits of developing strategic partnerships across campus and in June 2016 we collaborated further with CTL to present a conference paper on our work together.

While our experience working at a strategic level in the university and collaborating on the critical skills initiative has been a positive one in the main, we are aware of potential challenges ahead. As critical skills become more mainstreamed throughout the curriculum, individual academic departments will assume greater responsibility for the delivery of critical skills. In order for us to maintain our role in the design and delivery of IL across the curriculum, we will need to continue to develop our role as campus 'experts' in IL and demonstrate our professional and educational expertise. As Kempcke notes, 'we must make IL skills unquestionably as important as writing, speaking, math and science skills. To do less would be a disservice to students and the institution we serve' (2002, p. 547).

## References <subhdg A>

---

ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES, (2014). ACRL Framework for Information Literacy in Higher Education, [online] [accessed 5 June 2015]. Available from: <http://www.ala.org/acrl/standards/ilframework>

DODD, L. & MCKENZIE, B. (2016). The story of GAeL (Graduate Attributes eLearning): embedding information literacy through critical skills, collaboration and a new curriculum. Consortium of National and University Libraries (CONUL) Conference, 1-2 June, Athlone, Ireland

KEMPCKE, K. (2002). The art of war for librarians: academic culture, curriculum reform and wisdom from Sun Tzu. *Libraries and the academy*, 4 (2), pp. 529–51

MAYNOOTH UNIVERSITY, (2015a). A Maynooth education. [online] [accessed 24 May 2016] Available from: [https://www.maynoothuniversity.ie/sites/default/files/assets/document/Maynooth%20Education%20Brochure\\_0.pdf](https://www.maynoothuniversity.ie/sites/default/files/assets/document/Maynooth%20Education%20Brochure_0.pdf)

MAYNOOTH UNIVERSITY, (2015b). Maynooth University Graduate Attributes [online] [accessed 24 May 2016]. Available from: [https://www.maynoothuniversity.ie/sites/default/files/assets/document/Graduate%20Attributes%20Final%20version\\_0.pdf](https://www.maynoothuniversity.ie/sites/default/files/assets/document/Graduate%20Attributes%20Final%20version_0.pdf)

MAYNOOTH UNIVERSITY LIBRARY, (2016). Maynooth University Library: Information Literacy Strategy Framework Education. [online] [accessed 6 July 2016] Available from: [https://www.maynoothuniversity.ie/sites/default/files/assets/document//MUIL\\_strategy.pdf](https://www.maynoothuniversity.ie/sites/default/files/assets/document//MUIL_strategy.pdf)

NATIONAL UNIVERSITY OF IRELAND MAYNOOTH, (2012). Strategic plan 2012–2017. [online] Available from: <https://www.maynoothuniversity.ie/sites/default/files/assets/document/strategicplan20122017.pdf> [accessed 6 July 2016]

SECKER, J. & CONNAN, E. (2011). A new curriculum for information literacy, ARCADIA, University of Cambridge [http://ccfil.pbworks.com/f/ANCIL\\_final.pdf](http://ccfil.pbworks.com/f/ANCIL_final.pdf) [accessed 5 June 2015]

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Developing a new co-ordinated approach to information literacy at the University of Chester



**Charlotte Gleeson**  
Senior Librarian  
Learning and Information Services  
University of Chester  
[c.gleeson@chester.ac.uk](mailto:c.gleeson@chester.ac.uk)



**Paul Verlander**  
Senior Librarian  
Learning and Information Services  
University of Chester  
[p.verlander@chester.ac.uk](mailto:p.verlander@chester.ac.uk)



**Jon Hardisty**  
Site Librarian and Subject Librarian for Science & Engineering  
Learning and Information Services  
University of Chester  
[j.hardisty@chester.ac.uk](mailto:j.hardisty@chester.ac.uk)

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



## Introduction

To enhance the quality of our information literacy provision and engagement with the taught curriculum at the University of Chester, our subject librarians completed a year-long project during 2015–16 to review our contribution to teaching and learning in the faculties. This article describes the different elements of the project, which has culminated in developing a new framework for information literacy at Chester.

## Background to information literacy teaching at the University of Chester

Academic liaison at Chester is provided by seven subject teams supporting our eight academic faculties. However, provision is dispersed across our nine campuses in the north west of England, with subject teams operating out of nine different libraries. Library staff have a long tradition of contributing to the taught curriculum at Chester. During the academic year 2014–15, over five hundred taught sessions were delivered by library subject teams. Taught content ranged from basic inductions to new undergraduates through to workshops on complex literature searching and reference management. The majority of sessions delivered were integrated into the timetabled curriculum. Despite the wealth of good examples of engagement with teaching and learning by our subject teams, the fact that these teams are so geographically dispersed has, over time, made it difficult to take a co-ordinated approach. As the university has expanded and the department has become more dispersed, the risk of inconsistencies developing in terms of our offering has increased. In order to improve the standing of information literacy teaching in the institution, it is important to develop an institution-wide understanding of what skills all students, irrespective of discipline, require at each level in relation to their effective use of information.

The need for a co-ordinated, embedded approach to information literacy will be more pertinent in light of the requirements of the Teaching Excellence Framework (TEF), which provides a unique opportunity to demonstrate how engaging students with library resources can make a positive contribution to the institution's teaching and learning. Equally, it is incumbent on the library to demonstrate how our learning resources contribute to the wider learning environment.<sup>1</sup> The effectiveness of learning resources is dependent on student engagement with those resources, not just whether or not they are provided, hence the need for a more co-ordinated approach to information literacy.

## Information literacy projects 2016

Commencing in November 2015, all thirty staff from our library subject teams were assigned to one of three project teams. These were self-managing teams in terms of appointing their own team leader and team secretary and drew their members from different subject teams. Each team was tasked with looking at our information literacy provision for different academic levels:

- first-year undergraduate students new to university
- progression in skills required from second-year undergraduate through to degree completion
- support for postgraduate and research students

An overall project manager was appointed from the subject teams and was tasked with ensuring that the three teams took a consistent approach and delivered outputs on time. Each team was tasked with delivering three work packages over an eight-month period:

- a review of best practice
- a collection of shared, standardised learning objects

# Developing a new co-ordinated approach to information literacy at the University of Chester

- a series of agreed specific learning outcomes for information literacy at that level

The project documentation was administered through a new team site on our departmental intranet to which all project teams could contribute.

## Review of best practice

This work package consisted of reviewing best practice in terms of information literacy in our own institution and developments in the wider sector. The first step towards developing a more co-ordinated approach to our teaching was to audit what input to the curriculum was currently taking place across the faculties. Therefore each team audited the sessions delivered across the different faculties at their assigned academic level. This enabled them to identify both good practice currently employed and gaps in provision. Each team was also tasked with developing case studies of innovative practice at other institutions.

## Shared learning objects

A key tangible, practical output of the projects was the development of a repository of learning objects, which was hosted on the information literacy intranet site. In total, the teams compiled fifty learning objects across eight topic areas that could be reused or repurposed for information literacy teaching in any discipline. Learning objects came in a variety of form and media and included a wide variety of content such as YouTube clips, interactive games, worksheets and quizzes, diagnostics and lesson plans. This repository is continually being added to and is a tangible and practical legacy of the project that can assist our staff with their teaching.

Andy Mitchell, Fruit stall at Barcelona market, 3 Oct 2008, (CC BY-SA 2.0) <https://commons.wikimedia.org>

### Metadata proforma for learning resources.

Name		Fruit slide
Level		Suitable for all levels
Theme	Highlight as appropriate	Distinguishing between sources Evaluating information on the free web Searching the web <b>Selecting keywords</b> Database searching tips Copyright Peer review/journal publishing Reference management
Duration	In minutes	Less than 5
Preparation time/ equipment		Already prepared, just needs to be added to a presentation
Group size		Any
Instructions for use		Can be used with or without the slide showing alternative keywords. It is intended as a questioning resource. Ask the students what they see. This then allows you to expand on this and talk about synonyms.
Object type	Highlight as appropriate	Game <b>Interactive group exercise</b> Worksheet Quiz Video
Learning outcome mapping	Paste full text of appropriate learning outcomes	Strand 5 Understand importance of keyword selection in producing effective search results.
Originator's initials	Person to contact in case of queries about the learning resource	.....

An example of a learning object and metadata

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



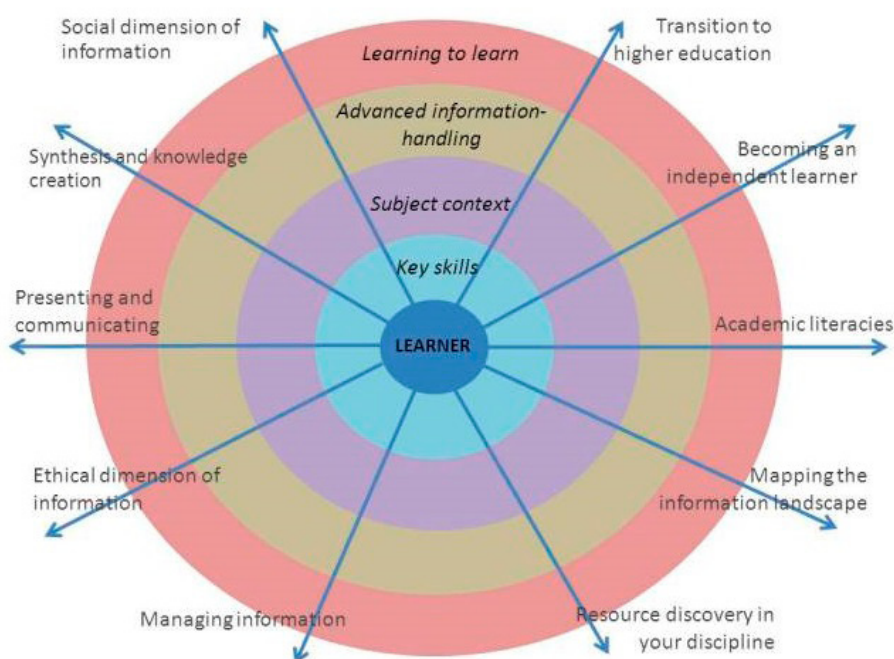
# Developing a new co-ordinated approach to information literacy at the University of Chester

## Learning outcomes

The aim of developing a framework of cross-disciplinary information literacy learning outcomes was not only to provide better co-ordination and consistency in our own teaching practice, but also to present the wider university with a joined-up departmental approach that aligned our offering more closely with the learning and teaching requirements of the TEF.

## Developing a new framework

Learning outcomes were developed for academic levels 4 – 7 (first-year undergraduate to postgraduate taught). For reasons of academic credibility, it was important that what was developed was transparently mapped to best practice in the wider sector, in the form of national frameworks for information literacy. Both the SCONUL Seven Pillars<sup>2</sup> and A New Curriculum for Information Literacy (ANCIL)<sup>3</sup> were considered. In the end it was decided to develop learning outcomes explicitly mapped to ANCIL. However, the framework can also be mapped to the Seven Pillars model if required.



ANCIL Framework. Secker & Coonan (2011)

Ideas for learning outcomes were generated by teams for each of the academic levels. This work was then consolidated in a workshop of project team leaders where the learning outcomes generated by teams were fitted together and mapped appropriately to the ANCIL framework. The framework is designed to build students' skills incrementally throughout the academic levels. At level 4 (1st year undergraduate) this starts with developing an understanding of credible sources for degree-level academic work. As students progress they will understand more complex concepts such as searching for a literature review. By level 7 (taught postgraduate), it is expected that they will be highly information literate and able to manage complex information effectively and understand concepts such as information ethics and intellectual property.

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



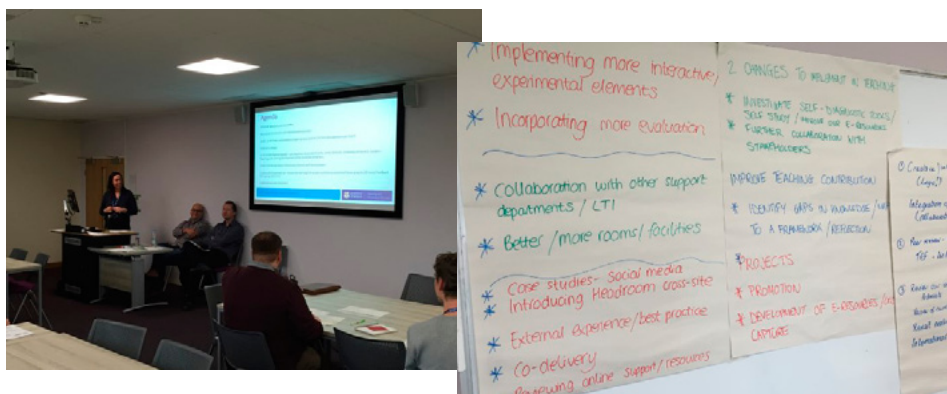
# Developing a new co-ordinated approach to information literacy at the University of Chester

ANCIL		Our learning outcome			
Strand	Strand content	Level 4	Level 5	Level 6	Level 7
5	Finding and using specialist forms of information	Understand importance of keyword selection in producing effective search results.	Analyse your topic and be able to identify an appropriate range of keywords to inform your search strategy.  Construct advanced search strategies to deliver appropriate sets of results.	R	R
5	Going beyond the key finding aids	n/a	Identify the most appropriate subject specific resources.	R	R
6	Storing information effectively	Develop basic strategies for managing the information sources you collect for your work.	Decide on and implement appropriate information management techniques suitable for your discipline.	R	R
6	Develop appropriate strategies for current awareness in your field	n/a	n/a	n/a	Develop a range of strategies to keep up-to-date with the current literature in your discipline.

Information literacy learning outcomes framework (extract)

## Chester Information Literacy Conference 2016

The culmination of the information literacy projects was a one-day internal conference in September 2016. All subject teams attended and presented the findings of their case studies, the new learning outcomes were presented to the teams and an external speaker delivered a workshop. We used this time and space to plan how we would integrate the learning outcomes into our practice and generate ideas for our second series of information literacy projects, which are running this academic year.



Chester Information Literacy Conference 2016

## Next steps and implementation of the framework

During the academic year 2016–17, all subject teams have been tasked with auditing their existing taught sessions to ascertain the extent to which they are aligned to the learning outcomes in the new framework. It is anticipated that by September 2017 any taught sessions that library staff deliver as part of the curriculum will be explicitly mapped to the central framework. Having started to establish better patterns of collaborative working across our dispersed subject teams, it is important that this new more co-ordinated approach does not lose impetus. As of winter 2016 we are in the process of launching a new series of information literacy projects for the current academic year. These will be directly based on the aspirational areas that our subject teams identified at our own internal staff conference.

We hope that both the framework developed and our continued information literacy projects will make tangible improvements to the quality of our teaching. We are also keen that the central framework will provide an opportunity to boost the importance of information literacy teaching at institution level and prepare us to support learning and teaching in the post-

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Developing a new co-ordinated approach to information literacy at the University of Chester

TEF environment. To this end, the new framework was presented at the university-wide staff conference in September 2016 at a session very well attended by academic staff. Using this as an impetus, we are now working with the university's careers and employability department to map our information literacy framework explicitly to the employability skills framework. The learning outcomes framework is being developed into a refreshed information literacy strategy for the department. We seek to integrate it formally into the curriculum baseline in the future.

## References

---

- 1 SCONUL (2016). SCONUL response to TEF technical consultation for year two [online]. Available from: [http://www.sconul.ac.uk/sites/default/files/documents/SCONUL\\_Response\\_TEF\\_technical\\_consultation\\_June2016.pdf](http://www.sconul.ac.uk/sites/default/files/documents/SCONUL_Response_TEF_technical_consultation_June2016.pdf) [accessed 28 November 2016]
- 2 SCONUL Working Group on Information Literacy (2011). The SCONUL Seven Pillars of Information Literacy: core model for higher education [online] Available from: <http://www.sconul.ac.uk/sites/default/files/documents/coremodel.pdf> [accessed 28 November 2016]
- 3 Secker, J. & Coonan, E. (2011). A new curriculum for information literacy [online]. Available from: [http://ccfil.pbworks.com/f/ANCLIL\\_final.pdf](http://ccfil.pbworks.com/f/ANCLIL_final.pdf) [accessed 28 November 2016]

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Evolving pedagogical practice at Middlesex University

## The state of our art

J. Adam Edwards  
Library Liaison Manager  
Library and Student Support  
Middlesex University  
a.edwards@mdx.ac.uk

This paper describes the current pedagogical practice within the team of librarians at Middlesex University and some of the innovations we have introduced to our information literacy (IL) teaching in recent years. In particular it will look at the use of games and activities to encourage engagement and learning.

### The Middlesex context

---

Middlesex University can trace its history back to 1878, but is probably more familiar to SCONUL members as a multi-campus polytechnic with sites across north London. A policy of campus closures to deliver economies in the UK combined with expansion overseas means the Middlesex University of 2016 is located on four very different campuses: Hendon in north-west London, Dubai, Mauritius and most recently Malta. Student numbers are now approximately 38,000 across the campuses, including distance learners.

The team of subject liaison librarians are part of the university's Library and Student Support (LSS) service, which brings together several student support services such as academic writing, numeracy, wellbeing, IT, and progression and achievement, with a one-stop, front-of-house student helpdesk called UniHelp.

Students at Middlesex come from a broad range of backgrounds, and, in the best former polytechnic tradition, Middlesex earns more in the UK from widening participation than it does from research. One consequence for IL teaching is that our students come to us with vastly different experiences, if any, of libraries. This recent email to one of our librarians is a good example:

*I wanted to check out some of the books that have been assigned to us to read for required reading and I wasn't sure if I had to make a specific appointment to borrow/read them/take notes from them in the library or if I could simply come in and take my notes?*

So, alongside students who are very well informed, we find ourselves supporting some students with very poor expectations of the library and limited perceptions of our offer.

On the positive side, the ubiquitous nature of the internet means that our students are now exposed to vast oceans of information and need our help navigating them. The assumption that they are all digital natives is questionable (Boukacem-Zeghmouri 2014; Prensky 2001). Indeed, we are all too aware of students whose assumption that they 'already know that' leads them to make poor information-seeking choices (Prensky 2009; White & Le Cornu, 2011). As Johnston and Webber put it, 'The scale and connectedness of the global information society demands an educational response that focuses on information use as distinct from use of information technology' (2003, p. 335).

As a result librarians are needed more than ever.

### Our approach

---

A key change to our collective approach to teaching over the past few years has been a shift from didactic training to activity- and games-based learning (Edwards, Hill & Walsh, 2013). We use this approach to engage students and to activate their prior learning. The games and activities are designed to prompt collaboration, interaction, debate, discussion and decision-making. This enables students to construct new meaning, something that ties in with our pedagogy or the academic context (Burgun 2013; Walsh 2014; Zagal, Rick & His 2006 p. 25). We also make use of what Walsh calls 'engaging images' to prompt and even sometimes to provoke (2014, p. 42). What makes each session unique is the academic context of the session in which they are used.

The copyright in items published in SCONUL Focus remains the property of the author(s) or their employers as the case may be.



With the images, games and activities designed around debate and discussion, they can then be adapted and reused in different sessions.

The use of games in our IL teaching works because we have taken the positive aspects of games to create engaging learning experiences, whilst avoiding the negative aspects such as complex rules, 'aggressive competitiveness and, thus, demotivated losers'. (I'm sure we all can remember being the first to be bankrupted in Monopoly!) This is gamification, the use of 'the motivational power of games for purposes not solely related to the entertaining purposes of the game itself' (Sailer et al. 2013, p. 28), or, as we librarians might more pragmatically see this, games that 'make not-so-fun work into something less painful and even enjoyable' (Kim 2012, p. 468). Games help alleviate the fear of the new, what Walsh describes as 'library anxiety', as students are able to experiment with new ideas and concepts in a safe environment (2014, p. 41), and they work by linking 'cognition, emotion and motivation' (Howard-Jones 2011, p. 33).

### How has this happened?

---

Since I started working at Middlesex University in 2010, three campuses have closed and staff have relocated to Hendon. At the same time, structural organisation has changed as the university moved from having four schools to six and then to the present three faculties. These changes have brought together new teams, with new approaches. As part of the process, the subject liaison librarian role has also changed, and the job description now puts teaching as the primary function of the role.

Librarians are encouraged to attend conferences and workshops and to be professionally active, which enables us to develop our skills and gain fresh insights. One workshop, attended by two members of the team, led to some fundamental rethinking about what we teach (Markless 2010). This workshop was timely in that it also resonated with these colleagues, who were unhappy with the way our information literacy teaching was delivered and raised issues that they were concerned about. The key principles they brought back to us are that:

- Librarians teach three to five times more than can be remembered.
- We should not try to clone our own expertise.
- Discussion is powerful.
- Learning by doing is empowering.
- Students should be learners and not the taught (Hill & King 2011).

What we needed in order to complement these ideas was a new means of delivering our training.

The vehicle for delivering these changes was developed after I attended a workshop on the use of games in teaching at LILAC 2011 (Boyle 2011), where I learnt that games are a very effective way to engage students as long as they are quick and simple to play, easy and cheap to create and reproduce and have a focus and an objective. Returning to work filled with enthusiasm, I invited others to discuss the ideas in more depth. Picking up on the use of games – the Markless approach to learning by doing and the use of engaging images – we came up with an initial set of games and activities.

The first game we devised was a card-sorting activity to prompt thinking and discussion about basic library resources, their value in academic work and what they are good and not so good for as sources of quality information (Edwards, Healy & Hill 2011). The original version compares five types of resources: books, web pages, newspapers, academic and non-academic journals. This enables us to explore a number of issues such as what is meant by a peer-



# Evolving pedagogical practice at Middlesex University

The state of our art

reviewed journal, how such journals compare to magazines, and the dangers of using certain resources on the Internet. A template and full instructions can be found on the Merlot repository (Edwards & Hill 2016a).



Fig. 1 First-year thinking about resources game

A number of variations has been produced by different team members – for example, adding business reports or music encyclopaedias as a sixth resource type.



Fig. 2: Constructing keywords image (Parker, 2006)

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.

The use of images was initially trialled with a picture of a market stall, which we use as a metaphor for constructing keyword searches. For example, can we make a more refined search than 'fruit'? Yes – bananas and apples. Who

can we see in the picture, and how can we describe them, using alternative search terms – e.g. customers, clients, buyers, shoppers, etc.? Do the names of some of the fruit have a double meaning in a technical sense? This leads to a discussion about possible false positives, such as apple, orange, blackberry, etc. One colleague has taken this idea further, using striking images from the Notting Hill Carnival to encourage discussion amongst our criminology and sociology students about perception and bias as a precursor to searching for resources to evidence their thinking.

## Cultural and professional change

---

Much of this change in practice has been gradual and bottom-up as different people have tried different ideas or adapted and reused ideas in different contexts. All this has contributed to a culture of change and innovation. Crucial to the cultural shift has been the support of our Deputy Director, who understands that experimentation and innovation can flourish only if they are supported and encouraged, and failure is not frowned upon.

Recruiting librarians who are also innovative and creative teachers has helped to bring about this cultural change. Our interview process now requires all candidates to teach us something in ten minutes. We often find that the successful candidates are those who have used non-library topics, for example plant splicing or basic yoga. This approach has proven very effective in finding candidates with the right professional and creative approach, not necessarily people with previous higher education experience.

There is also a clear understanding that all academic liaison librarians should obtain a teaching qualification. Most of the team have done so, but there is some variation: for example, some have previously qualified in further education or through teaching English as a foreign language. However, the majority have taken advantage of the Postgraduate Certificate in Higher Education (PGCertHE) at Middlesex, which was purposely rewritten in 2011 to enable it to be taken by librarians and other support staff. A distance education version enables staff at our overseas campuses to do the same qualification. The programme is also open to people at other universities. Two of the team have undertaken practitioner research exploring how UK university librarianship has changed over the past twenty years, how their teaching practice has changed and how future librarians can move on professionally (Edwards & Hill 2016a).

For those who have taken the PGCertHE, the theoretical understanding of pedagogy and constructivism has been very useful. It was also beneficial on a practical level, as the compulsory teaching observations by the university's teaching fellows (mostly experienced academic staff) means that the pedagogical practice of our librarians can be appreciated by staff outside our service. In some cases this has led to further collaborative development of teaching, for example in sport science.

Having set the context for our practice, we shall now explore some specific examples of our practice in more detail.

## Resources for courses: creative arts

---

For creative arts subjects there has always been more emphasis on the use of images and objects in teaching, where good use is made of the variety of tangible resources in our Materials Room, such as our collections of architectural samples, fashion items and the publication *Visionaire*, a 'journal' where each issue is a unique artefact. For example, students are given a selection of objects to explore, from which they may develop research questions they need to answer or approaches to design tasks.

For product design we have an image-based activity (Hill 2013) in which students are given a picture and have to discover what it is by coming up with suitable keywords to find information using Google. For example, there is a picture of a concrete ear that was used in pre-radar days to amplify sound and hear enemy aeroplanes approaching the English coast. Students have to use anything they see in the picture such as the materials used, shapes and location to generate search terms in order to find information. The aim is to teach lateral thinking when searching for information, learning by exploration and, by presenting back, sharing, so the rest of the group learns alternative approaches. This is very different from a normal library search and is about the librarian sharing searching expertise in the context of the students' programme. It engages with more 'orthodox' resources only in the final year.

### Resources for courses: pre-sessional programmes

---

Our pre-sessional programmes present their librarian with particular challenges. The vast majority of the intake are Chinese students with varying levels of English. They come with their own expectations of higher education and they can find western educational norms difficult to adjust to. To assist, Middlesex employs a Mandarin speaker as a Chinese Student Liaison Officer; she has developed a two-hour workshop to raise staff awareness of the cultural adjustments Chinese students need to make. She highlights the reluctance of the students to speak up in class with this traditional saying: 'If you are the leading bird you will be shot down first.'

A very simple but effective way to get such students to ask questions is to use post-it notes and ask them to write down at the end of the class one thing they learned, one thing they particularly enjoyed and one question they wanted to ask but did not. The students will not ask a question about something they do not understand in class lest they be seen as wasting everyone else's time. The teacher can then answer these anonymous questions.

Two more advanced approaches adopted by the pre-sessional librarian stand out: the use of quizzes to enable students to answer confidently and therefore more openly and the use of badges as means of rewarding progress and achievement.

The quizzes were developed jointly with the then psychology subject librarian (who had her own parallel project) to create 'filling the gap' exercises, so students could understand the elements required in accurate referencing. The iSpring software used is very similar to PowerPoint and easy to use; it enables colour coding, which is so much more visually interesting than the quiz application in Moodle, our virtual learning environment. Feedback on answers is given instantly and includes pointers on how to improve. Teachers can see the questions students have struggled with, which enables them to concentrate on those issues in the class or plan them in for later sessions. Students are protected from loss of face by the anonymity of the quiz system. A full account of the use of iSpring is in ALISS quarterly (Eades & Rizvi 2016). An alternative quiz system is Socrative, which also enables the teacher to see responses anonymously. Socrative has a race feature that enables teams to compete to answer questions correctly, in real time. The teamwork and discussion this produces act in a similar way to the original card game discussed above.

Badges are used to promote engagement, give a sense of progression and achievement, and encourage self-study and collaboration. There is a Pokemon-type appeal for the Chinese students, who are used to a very competitive system. Badges are awarded for achievements: for example, the completion of Moodle quizzes that demonstrate understanding, following the programme area blog, using <https://mdxenglish.com>, or contributing keywords to Padlet, which are then used in group assignments. These activities are part of an online programme that leads to a Middlesex University Certificate in Library Skills

and is presented at the Pre-sessional Graduation. On Moodle the badges are generated automatically. See Fig. 3 for an example.


 <p>Unit 1 Subject Guide mdx.ac.uk</p>	<p>Unit 1 Subject Guide 2016-17</p>	<p>I have completed and passed the Library Subject Guide Quiz</p>	<p>Users are awarded this badge when they complete the following requirement:</p> <ul style="list-style-type: none"> <li>• ANY of the following activities are completed: <ul style="list-style-type: none"> <li>• "Quiz - Library Subject Guide Quiz (London)"</li> <li>• "Quiz - Library Subject Guide Quiz (China)"</li> </ul> </li> </ul>
---	---	---	---

Fig. 3: Library badge on Moodle

Badges encourage the students to be actively rather than passively involved in their education. So far they are electronic only, but there are discussions about a real badge being offered to students who achieve overall success in the programme. For a detailed account of the use of digital badges at Middlesex university, see SCOUNL Focus 67 (Rizvi 2016).

Success with pre-sessional programmes has led to the adoption of badges for the whole Foundation Year (855 students), with the initial scheme focusing on rewarding good attendance. The aim is to use automatic badges triggered in Moodle by polls and quizzes, but students will only know about the required polls and quizzes and have access to them if they attend the lectures where the information is given out.

### Certification

Badges are one way to certify student's work. Another approach is to build on the certification programmes offered by vendors, in our case Bloomberg. The Sheppard Library contains a Financial Markets Lab, a small suite of double-screen PCs with special keyboards.



Fig. 4: Financial Markets Lab

The copyright in items published in SCOUNL Focus remains the property of the author(s) or their employers as the case may be.

# Evolving pedagogical practice at Middlesex University

The state of our art

The accountancy and finance librarian has run a summer programme of certification courses using Socrative to create mock tests as training for the certification exam. Gaining the certification called Bloomberg Market Concepts permits the student to create a profile and CV on the Bloomberg employment databases, which are used by the industry to source interns and graduates. For example, a recent graduate is now a junior broker via this route.

In November 2015, this librarian ran the Middlesex University Internal Training Competition, which is open to all undergraduate and postgraduate students. Each team member was given Bloomberg training plus sessions on creating portfolios, stress testing stocks and running trade simulations – excellent skills for future job applications and interviews. The individual winner of the competition went on to gain an internship with a hedge fund, even though he was only a first year student. The winning team then became the Middlesex team at the national Bloomberg Training Competition.

So far this article has looked at various developments in specific areas. The next section focuses on examples of how the games and activities can be reused and repurposed, as librarians have adopted the good practice to meet differing needs.

## Reuse and repurposing

The card games described above are used with variations, as we have seen, for different subjects and also, occasionally, at different levels. For example, 'Thinking about resources' has been used for overseas postgraduate students who were coming to us with basic IL skills.

Ideas from other libraries have been repurposed – for example, a semester-long USA IL programme which takes students on a journey from the familiar world of tweets and Facebook to academic library resources (Clossen 2014) inspired the creation of an evaluation card game.

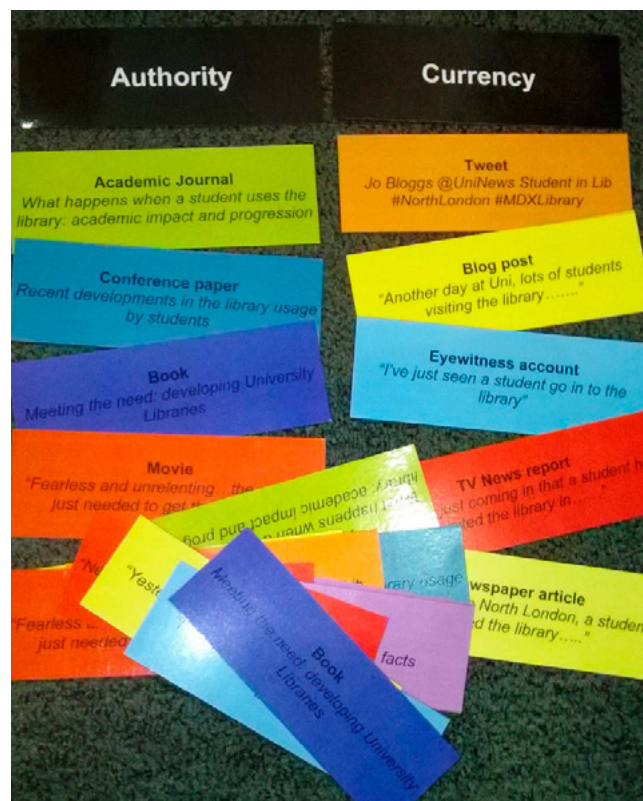


Fig. 5: Second-year evaluation game

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.





Our most recent developments have been inspired by a training event three librarians attended last year on the use of Lego in training. It is early days yet, but one idea adapted from the event is to teach the importance of referencing. Students have to build something in groups, using pieces from six different boxes of Lego. They then have to dismantle their creation and place the pieces back into the correct box, which is of course impossible, as they cannot remember the sources of the bricks. This salutary experience is then used to push referencing as an essential. Another referencing task is to build references in the correct order using bricks labelled with the component parts of a reference. Team Lego are also working on a scheme to use it with dissertation students to inspire creativity and problem-solving. The aim is that 'thinking with your hands' – i.e. thinking whilst doing – reinforces learning.

Another librarian does the same reference-building exercise with students holding cards with component parts of a reference; they moved up and down the line to get elements in the correct order. This activity was a repurposing of one designed to teach the order of Dewey numbers. It all goes to show that once one idea works, it can often be creatively developed into something else for use in a very different context.

### Assessment

---

So far we have looked at our art in the context of learning and teaching. A few of the team have been involved in assessment of the students' work – for example, judging and grading student presentations, giving marks for the information content and referencing. However, two recent examples show librarians going more deeply into the assessment process.

One member of the business team has been working with the MBA distance learners to improve referencing. Students are given the option of submitting three weeks early via Turnitin. The librarian then used the Turnitin feedback system to suggest improvements to the referencing. Whilst this was very valuable to the students concerned, a problem is the workload generated. At thirty to forty minutes' work per assignment, this is not something that is easily scaled up.

Another approach to assessment has seen the librarians adopt a methodology pioneered by academic staff in Computer Science, using what they call Student Observable Behaviours (SOBs) to assess progress. In the Computer Science degree, students are assessed against a long list of milestones or thresholds, which they pass when they demonstrate the required knowledge and understanding to their tutors. The business librarians and academic writing lecturers have experimented with this approach to assessing students' IL in a postgraduate management module. This has enabled them to track progress across the year. The outcome appears to have been greater engagement and better attendance. The results were presented to the Business Librarians Association conference in early 2016 (Neilson & Halstead 2016).

### Final thoughts

---

This paper has summarised the innovative and creative work being developed by Middlesex University's team of librarians. Looking back to 2010 when I joined the university, I can see a profound shift in teaching practice that is, we believe, making our teaching more engaging and meaningful for our students. As we have seen, this is not a one-size-fits-all approach. Ideas have been creatively developed in a number of specific contexts, and then taken up in different areas and repurposed and reused to great effect. We are of course very happy to share our ideas and experiences, should anyone be interested. If you are, please contact the author and we shall match you up with the expert librarian.

The author would like to acknowledge contributions to this paper from the whole team, but in particular from Vanessa Hill, Ruth Houghton, Alan Wheeler, Jo Wilson, Laura Newman, Michelle Newman, Sarah Hudson, Monna Rizvi and Jamie Halstead.

## References

- BOUKACEM-ZEGHMOURI, C. (2014). When information literacy meets a scholarly borderless world. *Information literacy satellite meeting of the IFLA World Library and Information Congress*, Limerick Institute of Technology, Ireland, 14–15 August 2014
- BOYLE, S. (2011). Using games creatively to enhance information literacy sessions. LILAC 2011. London School of Economics. 18–20 April 2011. [online] Available at: [http://www.slideshare.net/infolit\\_group/boyle-using-games-to-enhance-information-literacy](http://www.slideshare.net/infolit_group/boyle-using-games-to-enhance-information-literacy) [accessed 18 October 2016]
- BURGUN, K. (2013). *Game design theory: a new philosophy for understanding games*. London, CRC Press
- CLOSSEN, A. (2014). Crossing the threshold: the information cycle as a metacognitive cultural tool, *Information literacy satellite meeting of the IFLA World Library and Information Congress*, Limerick Institute of Technology, Ireland, 14–15 August 2014
- EADES, V. & RIZVI, M. (2016). Reflections on using iSpring quizzes for information literacy training at Middlesex University. *ALISS quarterly*, 11:2, pp. 6–8
- EDWARDS, J.A., HEALY, K. & HILL, V. (2011). Thinking about resources. [online] Available at: [https://contentbuilder.merlot.org/toolkit/html/getUpload.php?ud=60379&fn=types\\_of\\_resources\\_all\\_years\\_copy.docx](https://contentbuilder.merlot.org/toolkit/html/getUpload.php?ud=60379&fn=types_of_resources_all_years_copy.docx) [accessed 8 November 2016]
- EDWARDS, J.A. & HILL, V. (2014). The winner takes it all: enhancing the quality and impact of library workshops. *M25/CILIP Information Literacy Group mini conference: From the road less travelled to the information super highway: information literacy in the 21st century*. The British Library. 31 January 2014. [online] Available at: <http://www.slideshare.net/EISLibrarian/british-library-29114> [accessed 18 October 2016]
- EDWARDS, J. A. & HILL, V. (2016a). *Games used in teaching information literacy skills*. [online] Available at: [https://contentbuilder.merlot.org/toolkit/html/getUpload.php?ud=60379&fn=v9\\_using\\_our\\_games\\_jorum\\_updated\\_april\\_2016\\_.docx](https://contentbuilder.merlot.org/toolkit/html/getUpload.php?ud=60379&fn=v9_using_our_games_jorum_updated_april_2016_.docx) [accessed 8 November 2016]
- EDWARDS, J.A. & HILL, V. E. (2016b). *Demythologising librarianship: future librarians in a changing literacy landscape*. Submitted to Middlesex University in fulfilment of the requirements for the degree of Doctor of Professional Studies by Public Works
- EDWARDS, J. A., HILL, V. & WALSH, A. (2013). Games and gamification for information literacy. Presented at LILAC 2013. University of Manchester. 25–27 March 2013. [online] Available at <http://eprints.mdx.ac.uk/11230/> [accessed 4 May 2015]
- HILL, V. & KING, S. (2011). Notes from *Teaching information literacy in HE: What? Where? How?* Workshop at: Chartered Institute of Library and Information Professionals, London. 9 December 2010
- HILL, V. (2013). Product design first year worksheets. [online] Available at: [https://contentbuilder.merlot.org/toolkit/html/getUpload.php?ud=60379&fn=1st\\_year\\_product\\_design\\_session\\_2\\_worksheets.docx](https://contentbuilder.merlot.org/toolkit/html/getUpload.php?ud=60379&fn=1st_year_product_design_session_2_worksheets.docx) [Accessed 8 November 2016]
- HOWARD-JONES, P. (2011). Toward a science of learning games. *Minds, brain and learning games*, 5:1, pp.33–38
- JOHNSTON, B. and WEBBER, S. (2003). Information literacy in higher education: a review and case study. *Studies in higher education*, 28:3, pp. 335–52
- KIM, B. (2012). Harnessing the power of game dynamics: why, how to, and how not to gamify the library experience. *College & research libraries News*, 71:8, pp.465–69





# Evolving pedagogical practice at Middlesex University

The state of our art

- NEILSON, S. and HALSTEAD, J. (2016). *Student observable Behaviours (SOBs)* [online] Available at <http://www.slideshare.net/SinNeilson/bla-final-56648851> [accessed 18 October 2016]
- MARKLESS, S. (2010). *Teaching information literacy in HE: What? Where? How?* Workshop at Chartered Institute of Library and Information Professionals, London. 9 December 2010
- PARKER, R. J. (2006). Fruit market. [online] Available at <https://www.flickr.com/photos/rossjamesparker/89414788> [accessed 24 October 2016]
- PRENSKY, M. (2001). Digital natives, digital immigrants. *On the horizon*, 9:5, pp. 1–6
- PRENSKY, M. (2009). *H.sapiens digital: from digital immigrants and digital natives to digital wisdom*. The Wisdom Page. [online] Available at <http://www.wisdompage.com/Prensky01.html> [accessed 18 October 2016]
- RIZVI, M. (2016). Been there, done it, badge it! Information literacy and the use of digital badges at Middlesex University. *SCONUL Focus*, 67, pp. 89–93. Available at [http://www.sconul.ac.uk/sites/default/files/documents/19\\_12.pdf](http://www.sconul.ac.uk/sites/default/files/documents/19_12.pdf) [accessed 16 November 2016]
- SAILER, M., HENSE, J., MANDL, H. and KLEVERS, M. (2013). Psychological perspectives on motivation through gamification. *Interaction design and architecture(s) journal*, 19, pp. 28–37
- WALSH, A. (2014). The potential for using gamification in academic libraries in order to increase student engagement and achievement. *Nordic journal of information literacy in higher education*, 6:1, pp. 39–51
- WARD, J. WILSON, J. and BROWN, K. (2015). APPartunity or APPain? Using mobile apps in teaching. *University science and technology librarians group*, Imperial College London, 27 November 2015. [online] Available at: <http://www.ustlg.org/wp-content/uploads/2015/12/Wilson.pdf> [accessed 18 October 2015]
- WHITE, D. and LE CORNU, A. (2011). Visitors and residents: a new typology for online engagement. *First Monday: peer-reviewed journal on the internet*, 16:9. [online] Available at <http://firstmonday.org/article/view/3171/3049> [accessed 18 October 2016]
- ZAGAL, J., RICK, J. and HIS, I. (2006). Collaborative games: lessons learned from board games. *Simulation & gaming*, 37:1, pp. 24–40

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Is it possible to teach and learn collaborative skills while still having fun?

## Using an on-campus scavenger hunt to answer the question



**Jane Burns**

Royal College of Surgeons in Ireland & University College Dublin  
janeaburns@gmail.com  
@JMBurns99

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



### Background

---

I am a library information professional with over twenty years' experience of working in a variety of library and information environments, and am a part-time lecturer in the School of Information and Communication Studies at University College Dublin. In 2012 I began teaching a course to Masters degree students in Library and Information Studies (MLIS), and in Computer Science students (MSc). The course is entitled Management for Information Professionals and it covers a range of management theories. A significant component of the coursework for the MLIS and MSc involves working in collaborative teams on group projects. Sorenson (1981), after interviewing over 200 students who had been involved in group work, found a high level of dissatisfaction with this assessment approach for several reasons, such as grades, interpersonal considerations, poor outcomes of group work and group organisation factors. I decided to take a new approach to teaching collaboration skills and addressed these areas of concern. My approach involved group-based and individual assessment. I have used the scavenger hunt exercise, with some modifications, for three semesters. UCD campus is quite large so I needed the help of the previous year's Management Studies students as volunteers. They were strategically placed throughout the campus to help current students with clues and to ensure there was no cheating. This is a great way for former students to re-connect with classmates and with UCD, and current students responded well to instructions from their peer groups.

### University College Dublin campus as setting

---

University College Dublin (<http://www.ucd.ie/>) in south County Dublin has a beautiful, extensive campus. The UCD sculpture trail is a walking trail lined with many beautiful art works by well-known artists such as John Burke, Jason Ellis, Thomas Glendon, James Hogan, Kevin O'Dwyer, Bob Quinn and Giorgio Zennaro (<http://www.ucd.ie/campusdevelopment/announcements/ucdsculpturetrail/>). It runs along the core of the Belfield campus and is linked to pedestrian routes. The sculptures are as much a part of the landscape of the campus as are the flora and fauna. The decision to use the sculpture trail as the path of the scavenger hunt was made for several reasons. Primarily, it has a defined route, so for safety reasons students are confined to the campus; secondly, many students, and possibly staff, at UCD do not know about the sculpture trail; and thirdly, it was hoped that making students aware of and engaged with it would encourage them to return for their own enjoyment and relaxation.

### Assessment construction

---

The assessment of the scavenger hunt was divided into three parts: participation in and preparation for the hunt carried most points; teams were also awarded points for their success in finding objects and clues as well as for the creation of short video captured on the hunt; and students wrote a personal 1,500-word reflective paper highlighting prime theories of collaboration relating to their experience. These components comprised 30% of the overall course grade.

### Key objectives

---

The exercise provided an opportunity for students from the two masters programs to mix with each other. This was a key objective for all students, and especially for the international students. At the first session of the semester students are put into random groups of no more than ten, each of which is assigned a colour. On the day of the hunt, they are issued with a bandana of the same colour. This helps them to perceive themselves as members of cohesive groups.

Prior to the hunt there are lectures about the many aspects of collaboration. Being put into a random team can reflect what happens in the work place.

# Is it possible to teach and learn collaborative skills while still having fun?

Using an on-campus scavenger hunt to answer the question

From their reading of case studies, students can appreciate parallels with the workplace, where staff are often put into groups or onto committees with people they don't know, who come from different backgrounds and who have different objectives. These experiences have the same elements of pressure, time limits and resources that must be balanced against achievable results.

Teams meet to decide how they will communicate, and everyone writes down what they think their role will be on the day. Many students reported that they had not been aware of the existence of UCD sculpture trail, so this addressed another learning objective, which was to develop awareness of one's environment and any clues it may hold, and to use this when making decisions.

## Tools and techniques

---

Scavenger hunts have many applications. For example, Massimi et al. (2007) identify the scavenger hunt model as a suitable prototype by reason of its game format, which uses the elements of timed task, teamwork and mobility to create a prototyping method for mobile collaborative problem-solving systems. These elements of the scavenger hunt mimic several field challenges in the lab and can be applied to program and systems design. The tools and techniques used for this assessment were very low tech. Each team was issued with a campus map and a list of clues. Many of them set up WhatsApp groups or used text messaging. Some students have suggested that an alternative project for this course could be to create an app for orientation purposes for other students and visitors to explore the UCD sculpture trail.

Renner (2016) examines the use of a low-tech scavenger hunt with mobile phones for student engagement with library staff and for student use of the library facilities at the University of North Carolina at Chapel Hill. This was a joint library and faculty initiative in the Allied Health Sciences programs to encourage students not to use library services exclusively by remote means. It involved the design of questions by library staff. Students were given clues to solve around the library, and when they thought they had the right answers these were sent to the librarian for validation. This could be done on a group or individual basis.

A scavenger hunt can use apps or QR codes hidden on the trail, and it is possible to make them very complicated and technical if that is an objective. Lu, Chao & Parker (2015) describe the use of scavenger hunt activities involving augmented reality. Whilst these seem very interesting and engaging, it would take a high level of skill and design to create them. The objectives of this exercise focused on identifying and developing skills and then reflecting on how the theory related to the learned experience. Low-tech tools and techniques were deemed suitable for attaining these objectives.

## Learning outcomes

---

Students appreciated that different people have different strengths and that working together helped them to be successful. The scavenger hunt approach is a safe, fun way for students to see how collaboration works. They can reflect on their own experiences and perceptions of their roles in groups, in the light of their performance with regard to theoretical understandings of collaboration concepts. In this exercise they developed a new appreciation of their campus and it is hoped that they will engage more fully with the aesthetic opportunities it has to offer them. Their awareness and appreciation of the UCD sculpture trail is one such opportunity. Clues are also hidden in other places on campus that I wanted to bring to student's attention. For example, in the foyer of UCD James Joyce Main library there is a swop bookshelf set up by Carmel O'Sullivan, Associate Librarian, where the last clues are hidden in the books on the shelves. This simple act of hiding the clues in plain sight has drawn students' attention to the swop bookshelf, which many had reported they had not noticed before.

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Is it possible to teach and learn collaborative skills while still having fun?

## Using an on-campus scavenger hunt to answer the question

### Challenges

---

If you are thinking of using a scavenger hunt for collaboration or discovery in your teaching or your library there are few things to be aware of. It takes a great deal of effort and time to write clues and to map out the various routes, and then to ensure that it can be accomplished in the time allotted. Volunteers can be helpful. Students must be made aware of health and safety issues and reminded not to take any unnecessary risks. It is also important to be aware that some students will not like this experience for a variety of reasons.

### References

---

- Lu, Y., Chao, J. T. & Parker, K. (2015). HUNT: Scavenger hunt with augmented reality. *Interdisciplinary Journal of Information, Knowledge, and Management*, 10, pp. 21–35. Retrieved from <http://www.ijikm.org/Volume10/IJIKMv10p021-035Lu1580.pdf> [accessed 4 December 2016]
- Massimi, M., Ganoë, C. H. and Carroll. (2007). J. 'Scavenger hunt: an empirical method for mobile collaborative problem solving', *IEEE Computer Society*. 1536-1268/07 pp. 81–87
- Renner Rochen, B., Cahoon, E. & Allegri, F. (2016). Low-tech scavenger hunt model for student orientation, *Medical Reference Services Quarterly*, 35:4, pp. 372–87. DOI: 10.1080/02763869.2016.1220754
- Sorensen, S. M. (1981). *Group-hate: a negative reaction to group work*. Paper presented at the Annual Meeting of the International Communication Association (Minneapolis, MN, 21–25 May 1981) <http://eric.ed.gov/?id=ED204821> [accessed 4 December 2016]
- UCD Sculpture Trail <http://www.ucd.ie/campusdevelopment/announcements/ucdsculpturetrail/> [accessed 4 December 2016]

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Gateway to higher education

## A supportive induction for mature students returning to study



**Carina Buckley**  
Instructional Design Manager  
Southampton Solent University  
[carina.buckley@solent.ac.uk](mailto:carina.buckley@solent.ac.uk)

Southampton Solent University (SSU) prides itself on its commitment to social justice and widening participation, and with good reason. In the academic year 2013–14 (the last for which full data were available), SSU's student population comprised 18% BME students, 12% disclosed a disability, and just under 29% were aged over 21 years.

When I began at Southampton Solent University in September 2010, I inherited the Gateway course from my predecessor. Specifically focused on introducing mature students to the demands and expectations of academic practice, the course was originally configured, some 15 years ago, as an exhaustive two-week induction programme covering an array of learning skills, including numeracy, in depth.

By the time I encountered it, Gateway, under the auspices of Steve Rose as Head of Library and Learning Services, had evolved into an intensive two-day course, repeated twice during the week before the freshers' welcome week, and timed to coincide with the opening of the halls of residence. Its stated aims were to provide students with an introduction to SSU and the campus facilities; to enable mature students to get to know each other; to provide experience of working in groups; to meet mature students who are currently studying at SSU; and to introduce mature students to some of the core skills that will be required whilst studying at SSU, including giving presentations. Generally the feedback at the end of the course was positive and participants found it valuable.

It has since changed again, as will be outlined further below, but the principles behind it remain the same. Our policy is to invite everyone who is eligible, and allow for self-selection. Originally the invitation to participate was extended to all those who had received an unconditional offer from SSU and who were 25 years old on entry. This was later modified to those aged 21 years and over and who had been out of full-time education for at least three years, to give more people the opportunity to attend. Prospective participants were asked to complete an application form including a short personal statement, since we needed to limit the course to 25 participants per session. Where possible, we tried to group together any attendees preparing to study on the same course.

Research indicates (Buckley 2010) that becoming part of a social group associated with higher education is the first step in adopting the practices, outlook and identity of a learner within higher education, and can be a crucial process in overcoming the anxieties inherent in such a change. Thus, the whole of the Gateway programme was geared towards feeling a part of the university and getting to know the other participants.

The course began with a fun and informal icebreaker activity to stimulate interaction and discussion, followed by a welcome address from one of the two deputy vice-chancellors, to signal the important and valued contribution that mature students make to SSU. All the participants were then taken on a campus tour, guided by student ambassadors. As Gateway was timed to take place before the start of term, the campus at this time is relatively quiet so the participants could see it without being overwhelmed by the 18-year-olds who form the majority of the student population.

The first morning had previously closed with an activity based around imagining the ideal university, the university of the future, but following feedback from students we took the opportunity to more explicitly address some of the concerns mature students may have. We developed a reflective activity, to be completed in groups, whereby each group in turn added to four flipchart sheets headed 'Hopes', 'Ambitions', 'Questions' and 'Concerns'.

This activity was useful in that it let everyone see that there were common concerns as well as individual motivations, without it feeling confrontational

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Gateway to higher education

## A supportive induction for mature students returning to study

or too exposing. Aside from the perennial question about car parking, many participants were worried about balancing work and family with study, making friends, coping with the assignments, and generally leaving their comfort zones. In the ensuing discussion the participants were able to reassure each other around their concerns by realising that these feelings were just part and parcel of the return to education. Sharing hopes and ambitions helped to open up the possibilities that higher education can afford and was another means by which the course participants could find common ground.

Although we could address many of the questions raised immediately, we invited colleagues from student services and the library to join us over lunch as an informal drop-in clinic-type format to answer questions that were beyond our expertise. Lunch – which we provided – also involved the opportunity to chat to current mature students who had attended the Gateway programme the previous year, and hear directly from them about their experiences of their first year's study.

The afternoon continued with an introduction to Succeed@Solent (Solent Online Learning 2016), our online and open access learning skills guide housed in the VLE, followed by an introduction to the task to be completed the following day. We split the cohort up into four equal groups with each given a question concerned with an aspect of learning skills, such as 'What are the most important things to consider when writing a good essay?' Their goal was, by 15:00 the following day, to produce a ten-minute presentation answering their question, which they would then deliver to the other participants. They were encouraged to use Succeed as a resource, or anything else as they saw fit.

While every year there are some participants who are experienced in delivering presentations in their workplaces, there are as many who have never done anything like it before and who are terrified at the prospect. Group work and presentations are features of the majority of courses taught at SSU, so to be able to face what is a big challenge for some in a relatively safe environment is extremely valuable. To help this process, the last two activities of the day were problem-based tasks around communication and critical thinking, which were carried out in their new presentation groups so they could begin to work together. It was not unusual for the day to end with the swapping of phone numbers.

After an introduction to giving effective presentations, the majority of day two was dedicated to researching, compiling and practising the presentations. I circulated amongst the four groups, offering advice or encouragement as required, calling them for lunch and making sure they took a break, but otherwise letting them work independently. The presentations, to complete the course, were always moments of intense nerves followed by a sense of triumph and satisfaction, and even if they weren't always the best pieces of academic work ever, going through the process demystified academia and made the process seem much more manageable. Moreover, in a number of cases the friends made on Gateway lasted throughout the whole degree.

So why change it, if it is running so well? The overriding reason was one of resourcing. With only one person remaining to run the course, it is an intensive four days with a long administrative run-up. Pragmatics aside, there was also a danger of setting up unrealistic expectations for the students, of a way of teaching or being supported that would not necessarily be carried through once they were on their course. SSU as a whole is moving towards the principle of 'Blended learning by default' and so it seemed timely that the Gateway programme should also move in this direction.

During the summer before the start of the 2015–16 academic year, the university successfully piloted an online interactive course called 'Get Ready for Solent', targeted specifically at international students due to arrive. This

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Gateway to higher education

## A supportive induction for mature students returning to study

was structured around getting to know the town, the university and what study in the UK involved, and paced over four weeks. Interspersed through the information and activities were live chats with staff from different areas of the university, so prospective students could ask questions. An actively moderated discussion board also ensured that the students could get to know each other prior to arrival too.

This is the model that has been adopted and adapted for the Gateway course, for summer 2017 onwards. We shall provide information on the town and the university, as for the international students, but place much more emphasis on all the learning skills materials that mature students value, in an active, problem-based format. We shall give them a virtual tour of the campus and encourage them, in a structured, moderated way, to share their concerns and ambitions as before, so they can start to develop the shared sense of purpose that is a feature of an effective learning community. We shall also, and possibly most crucially, invite them onto campus for a special lunch where they can meet each other in person, before the start of term, thereby retaining most of the principles of Gateway that have proved so popular.

This solution is not by any means perfect. The opportunity to work together on a brief and face the challenge of delivering an academic-based presentation will not be easy to replicate in an online environment, if at all. However, it does open up the course to many more people than we could see in person, so more will potentially benefit from an online Gateway than a face-to-face one. We can still run live sessions where expert members of staff can answer questions, and we can pre-empt many of those questions too, from previous experience. And having a separate induction course for mature students still sends the message that they are valued and that we understand the issues they may have with returning to study.

Overall, moving Gateway onto the VLE is another step towards embracing the diversity and inclusivity that makes SSU a dynamic place to learn, and if this proves as successful as the Get Ready course for international students, it may prove to be just the next of several possible future iterations targeted at supporting and valuing our student community.

### References

---

Buckley, C. 2010. What role can PDP play in identity development and confidence building in non-traditional students? *Journal of Learning Development in Higher Education* no.2

Solent Online Learning, 2016. *Succeed@Solent: Your online guide to becoming a better learner*. Available from: <http://learn.solent.ac.uk/succeed> [accessed 27 October 2016]

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Transforming student learning through ResourceLists@Bham



**Polly Harper**  
Subject Advisor  
Library Services  
University of Birmingham  
[p.harper@bham.ac.uk](mailto:p.harper@bham.ac.uk)



**Ann-Marie James**  
Academic Support Team  
Manager  
Library Services  
University of Birmingham  
[a.m.james@bham.ac.uk](mailto:a.m.james@bham.ac.uk)

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



Accessing and engaging with the right resources is one of the fundamental bridges between teaching and learning, whilst facilitating this is the central role of a library service. Here at the University of Birmingham we realised that reading lists lie at the very core of making such access successful. By investing our efforts into developing a genuinely effective, interactive and responsive reading list system, we hoped we could transform the teaching and learning experience for our students and academics.

Prior to 2015, the University of Birmingham used an open source system to collate reading lists. Its main function was to identify resources that needed to be purchased. Whilst this remains an important feature for any reading list system, if it is used only in this way, its value is limited. At Birmingham, we found that lists would often remain static throughout the academic year (or even years!), allowed for very little engagement with academics or students and, as a result, remained marginal to supporting teaching and learning.

The university therefore sought to reinvent its system through the implementation of the interactive reading list software, Talis Aspire Reading Lists (TARL). To move away from the idea of 'reading' being the sole method of engagement with materials, we chose to name our interface version 'ResourceLists@Bham.' This also highlighted our new system and its functionalities as a valuable resource in itself. As 'reading lists need to be easily accessible to students if they are to be of any benefit' (Brewerton, 2014, p. 84), the most important thing was to find a tool that integrated seamlessly with Canvas, our online virtual learning environment. This is widely used by students and academics for their communications and course information, and so is the most important point of access. We could thus ensure that ResourceLists@Bham was physically embedded in the university's teaching and learning sphere, creating a seamless pathway through to resources.

## Making learning easier

If we are to take accessing and engaging with resources as an integral part of learning, then ResourceLists@Bham is already making learning easier. The system allows direct, one-click access to online resources and the library catalogue, meaning students spend less time looking for resources and more time actually engaging with and learning from them. As one student commented, ResourceLists@Bham 'inspired me to actually do the reading!'

Through Talis Aspire Digitised Content – a tool allowing digitised copies of chapters and articles to be uploaded and automatically copyright-checked – academics are saved a lot of administration time and can focus their energies instead on choosing the right resources for their list. Most importantly, though, items that would have ordinarily been restricted to print-only access can be made available. For distance learners especially, this is transformational; and it is notable that much of the earlier interest has been from distance-learning courses such as the university's online MBA course (University of Birmingham, 2016a). ResourceLists@Bham, at its most basic level, is opening up access to learning where it was not possible before.

Using Talis Aspire, academics can easily bookmark and add a whole range of resources to their list. These can vary from links to a hard-copy book on the library catalogue or an online journal article, to a website, video or documentary. Different learning styles can therefore be catered for and a variety of resources may be far less daunting for students than a seemingly endless list of lengthy textbooks. Furthermore, by including different kinds of information sources, students may be encouraged to make a judgement with regard to a resource's value and reliability. This is a more realistic experience of the variety of resources they would encounter in real-life research situations, and equips them with vital evaluation skills.



# Transforming student learning through ResourceLists@Bham

Good (2001, p. 169) argued that 'technology will only bring true benefit to the learning experience when... seamlessly interwoven with pedagogy', and ResourceLists@Bham does exactly that. One of our most accessed lists is 'The US South: from plantations to NASCAR', primarily because the tutor has made concerted efforts to find and add electronic and digitised items, which analytics illustrate are the most used items. We also know that lists need to be 'mobile friendly for the mobile student' (Brewerton, 2014). Google Analytics data highlight that over 10% of traffic for ResourceLists@Bham comes from mobile devices, whilst some of that is from around the globe. Significantly, academics have observed mobile use during lectures:

*I saw a group of three students in my lecture today looking on their phones in a discussion session... to my surprise, they were all using the mobile app version of ResourceLists... scrolling down the reading list looking for references. (Hadfield-Hill, 2016)*

## Communicating with students

We know that 'students can find long reading lists very daunting' (Brewerton, 2014, p. 86) and so the ability within ResourceLists@Bham to format each list into clearly structured sections (e.g. 'week one' or 'week two') allows learning to be much more scaffolded. Tutors can even choose to show only parts of a list each week within Canvas, allowing for greater flexibility in their course design. Students are thus faced with a more manageable set of resources at the appropriate time, which results in more targeted and focused teaching and learning.

Beyond simply accessing resources, however, ResourceLists@Bham goes a step further in communicating how to use a resource. Tutors may add clear guidance to individual items and sections within their lists, such as:

- Reading suggested in regard to this lecture
- Please undertake the reading listed here prior to the lecture on 3 November 2016.
- This article rapidly becomes quite technical, but is an interesting introduction as to how the work of Kosterlitz and Thouless came about. (University of Birmingham, 2016b)

There is the possibility of providing more personal touches:

- Emeritus Prof. Lote taught renal physiology and pharmacology to medical students in Birmingham for about 35 years... You may well see Prof. Lote lurking the ground floor corridor in the medical school. (University of Birmingham, 2016b)

Through the categorisation of each item (e.g. 'recommended' or 'background reading'), students can more clearly understand the significance of their reading in the context of their course. Moreover, each list provides a module view of the resources students need to access, and students are able to make their own private notes and mark up their reading intentions ('have read' or 'will read') for each item. This works in a consistent way across all lists on ResourceLists@Bham, providing a standardised method for students to organise and prioritise their time and study.

Reading lists have always served as a kind of 'medium or interface between tutor and student' (Stokes, 2008, p. 120), but through ResourceLists@Bham, communications are easier than ever. Students have increased access to their resources, but also can better understand the relevance of a resource through their tutor's input. Tutors can add or change items on their lists at any time and invite other tutors to contribute, making for a far more organic and 'flexible reading list' (Davis, 2012, p. 1). Whilst some academics update their lists every

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Transforming student learning through ResourceLists@Bham

summer, others more regularly provide currency and interest for students: 'I see it as an evolving list and I tell that to students' (University of Birmingham, 2016c). If 'education is a collaborative exploration of ideas,' (Davis, 2012, p. 1), then interaction through the medium of ResourceLists@Bham truly enhances both sides of teaching and learning.

## Engaging with academics

---

Rolling out an entirely new reading list system to a large university relies heavily on academics engaging with it and willingly adopting it as part of their teaching. Making this happen has, unsurprisingly, brought its challenges. Yet engaging with academics as part of this process has equally sharpened our understanding of how reading lists are, and could be, used.

Whilst some responded immediately and enthusiastically to the potential benefits of ResourceLists@Bham, others have been less sure. The notion of providing one-click access to key resources has been regarded by some as spoon-feeding, as they feel that 'we de-skill our students and... pander to the notion that everything should be... provided to them' (University of Birmingham, 2016c). The flexibility of ResourceLists@Bham, however, answers this point. Lists can be structured and used exactly as an academic wishes, acting as a starting point or 'indication for the student learner' (Stokes, 2008, p. 115) from which students can explore further resources. They could, for example, be link to key journal databases in the expectation that students would then search these resources themselves. Whilst Stokes (2008, p. 115) argues that too much dictation via a reading list could limit 'student development towards the condition of "autonomous learner"', we feel that the system's interactive functionalities give students more autonomy to better manage and understand their engagement with course resources.

With ever increasing responsibilities and time pressures, academics of course also question what appears to be yet 'another admin exercise' (University of Birmingham, 2016c). This is where we underline the numerous benefits of ResourceLists@Bham to the student learning experience, alongside its ease of use and longevity in that it can be readily updated each year. As 'any reading list will lose its effectiveness if not kept up to date' (Brewerton, 2014, p. 85), a new system provides fresh impetus and encourages academics to update lists that may not have been reviewed for some years.

While we have been liaising with academics as they develop their lists, discussions have also arisen around how much students are expected to read. With some lists containing up to a thousand items, we questioned whether these functioned more as a bibliography from which students can pick and choose particular items of interest. For lists of a hundred resources or more, we asked academics how students could prioritise their reading and whether the list should be condensed or merely better structured with clear guidance. Whilst informing our understanding of the variety of existing reading lists in use across the university, we hope we are also challenging academics' use and understanding of their own lists.

## The future

---

For us, our ResourceLists@Bham venture is still very much in its early stages. With over seven hundred lists now actively owned by academics, and an average of a thousand sessions a day, this is encouraging progress. We recognise, nonetheless, that overall this is a relatively small proportion, and our ultimate aim remains that the entire institution will use this system. As both our own aspirations and ongoing developments of the Talis Aspire software reveal, there is still plenty more to be explored.

In terms of monitoring list usage, the 'dashboard' function (showing the 'number of clicks' for an item) and Google analytics provide useful metrics.

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Transforming student learning through ResourceLists@Bham

Through their Lighthouse Project (Talis, 2016), however, Talis are exploring how the reading list system can provide more meaningful insights to better support teaching and learning. The Talis Player, for example, will collate more granular data around engagement, whilst additional functionality will allow academics to upload their own content (such as PowerPoint presentations) alongside existing resources. Commenting and tagging features will also be built in. Such possibilities are likely to change the future landscape of reading lists, or rather to blur entirely the lines between tutor-created and library resources, thus bringing together everything students need in one place. This will create a far more sophisticated understanding of how resources are really used, potentially transforming our provision of them.

ResourceLists@Bham is dramatically changing not only the way our students and our academics access resources, but also how they interact with them. Teaching and learning can be far richer and more organic when supported by a flexible, interactive and responsive reading list system. If ready access to the right kinds of information spans the gap between teaching and learning, then with the help of ResourceLists@Bham, we hope we are building the bridge.

## References

---

- Brewerton, G. (2014). 'Implications of student and lecturer qualitative views on reading lists: a case study at Loughborough University', *New review of academic librarianship*, 20:1, pp. 78–90
- Davis, L.J. (2012). 'Against reading lists', *The chronicle of higher education*
- Good, M. (2001). 'On the way to online pedagogy', in Stephenson, J. (ed.) *Teaching and learning online*. London: Kogan Page
- Hadfield-Hill, S. (2016). ResourceLists@Bham student survey. Unpublished dataset, cited with permission
- Richie, L. (2016). From sceptic to champion Talis Insight 2016. Available from: <http://go.talis.com/talis-insight-europe-20.16-laura-ritchie> [accessed 31 October 2016]
- Siddall, G. (2016). 'University academics' perceptions of reading labels', *New library world*, 117:7/8, pp. 440–48
- Stokes, P. & Martin L. (2008). 'Reading lists: a study of tutor and student perceptions, expectations and realities', *Studies in higher education*, 1 April 2008, 33:2, pp. 113–25
- Talis (2015). Student Voices – Lauren from Nottingham Trent University. Available from: [https://www.youtube.com/watch?v=nkUJI5z\\_734](https://www.youtube.com/watch?v=nkUJI5z_734) [accessed 04 November 2016]
- Talis (2016). Lighthouse Project. Available from: <https://talis.com/lighthouse/> [accessed 3 November 2016]
- University of Birmingham (2016a). Online MBA. Available from: <http://www.birmingham.ac.uk/postgraduate/courses/taught/business/online-mba.aspx> [accessed 4 November 2016]
- University of Birmingham (2016b). ResourceLists@Bham. Available from: <http://www.resourcelists.bham.ac.uk> [accessed 8 November 2016]
- University of Birmingham (2016c). Academic ResourceLists@Bham Survey. Unpublished dataset, cited with permission

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.

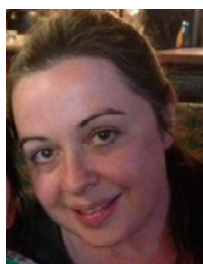


# Development of an Academic Integrity LibGuide

## Experiences at University College Dublin



**Jenny Collery**  
College Liaison Librarian  
Client Services Team  
University College Dublin Library  
[jenny.collery@ucd.ie](mailto:jenny.collery@ucd.ie)  
[@JennMColl](#)



**Nessa Collinge**  
Library Assistant  
Client Services Team  
University College Dublin Library  
[nessa.collinge@ucd.ie](mailto:nessa.collinge@ucd.ie)



**Maolsheachlann O'Ceallaigh**  
Library Assistant  
Client Services Team  
University College Dublin Library  
[maolsheachlann.oceallaigh@ucd.ie](mailto:maolsheachlann.oceallaigh@ucd.ie)

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



### Introduction

---

University College Dublin (UCD) has approximately 33,500 students (23,300 undergraduates, 10,200 graduate and PhD students). There are 1,520 academic staff (or faculty) and 1,700 support staff. The 132 hectare main campus is located four kilometres from Dublin City Centre. This campus has four libraries, the largest being the James Joyce Library. The fifth library is situated in the UCD Michael Smurfit Business School.

In spring 2013 UCD Library implemented LibGuides. These are a content management system provided on a subscription basis by Springshare. In UCD Library we use LibGuides for the creation and management of content. Staff have various levels of control and access to the guides. They provide an easily accessible format for librarians to create and edit content with a basic level of ongoing training. Materials offered on our LibGuides are generally teaching support information such as subject guides, eLearning tutorials, research support, bibliometric support, theses information, to name a few.

This article describes the creation of our Academic Integrity LibGuide, which provides teaching support materials on correct citation, referencing and avoiding plagiarism for students in UCD.

### Decision to create a LibGuide on referencing, citation and avoiding plagiarism

Our initial set of LibGuides proved to be popular with the student cohort. There were 14,230 page views in the first semester of the academic year 2013–14 for the suite of LibGuides available at that time.

This popularity prompted us to review the teaching supports for referencing, citation and avoiding plagiarism in other libraries that use LibGuides, with a view to implementation in UCD Library. We found a substantial number of libraries had used the LibGuides for this information to good effect (see references below). Our referencing and citation pages were among the most popular on the library website. The Harvard guide was consistently one of the most used pages on the site. Similarly, our desk and liaison librarian teams received regular queries from students on how to reference and cite correctly for a multitude of styles.

Based on the review and the popularity of the information already available on these topics, the decision was made to migrate all our referencing, citation, and avoiding plagiarism materials to one all-encompassing LibGuide. A team of three library staff members worked on the content (Jenny Collery, Dr Nessa Collinge and Maolsheachlann O'Ceallaigh).

### What we included in our citing and referencing guide

---

We decided to create a LibGuide that would include each of the five main reference styles used at UCD library – the American Psychological Association, Chicago, Harvard, Modern Languages Association and Vancouver styles. We also decided to include a tutorial on each of the five styles, a printable version of each style guide, our Articulate tutorial on avoiding plagiarism in both the English and Irish languages, a range of pages giving tips and advice on academic writing, the University Plagiarism Policy and the preferred citation style for each school in the university. A key concern was to include as many reference types as possible, particularly the newer ones such as Tweets, Facebook posts, Blogs and student group work.

In an attempt to make the concepts as accessible as possible, we felt it was important to state clearly what both concepts (reference and citation) mean and to give an example of how to quote in each citation style.

# Development of an Academic Integrity LibGuide

## Experiences at University College Dublin

### Choosing a title and logo for the LibGuide

---

We named the guide the 'Academic integrity guide'. This was seen as more positive than titles that have traditionally emphasised the negative connotations of plagiarism. In 2016 the UCD Academic Writing centre requested that we help students find the guide more easily by putting a direct link to it from the library's main website. This was done, with the plain language title 'Referencing guide' on the link.

We chose an umbrella logo for the landing page of our guide. This aims to show that academic integrity is achieved through the combination of acknowledging others' ideas, clear writing and correct referencing.



*Umbrella logo*

### Structure of the LibGuide

---

We took time planning the structure of the guide, particularly the pages dedicated to each of the citation styles. We created one tabbed page for each citation style, with drop-down subpages dedicated to each reference type. Each of the five referencing style guides can be printed individually. The guide's format may be reviewed in the future, depending on feedback from students and staff.

### Creation of the LibGuide

---

Once the structure of the LibGuide was decided, our next task was to begin creating content. It was agreed that we would attempt to use one source for each style as the ultimate guide. If no official handbook existed for that style we would pick either a book on the style or a heavily cited online source. The guide creation process involved each person taking one or two styles and creating the content. A different member of the team then edited the content. This approach worked well. To ensure consistent quality throughout, we met every few weeks to monitor progress and to discuss any edits that were not clear-cut. We began in the spring of 2015 and the guides were launched in August 2015, in time for the start of term.

### Promotion and use of the LibGuide

---

After the launch, we promoted the guide via the library website, Twitter, Facebook, library orientation and information skills sessions. Statistics for the guide indicate a high level of usage, with it consistently being one of the first, second or third most used Library Guides on our website. The table shows the number of views per month since the launch.

The guide has had a total of 114,057 views from August 2015 to November 2016. The library's second most popular guide, the maps guide, has had 84,592 views over the same period.

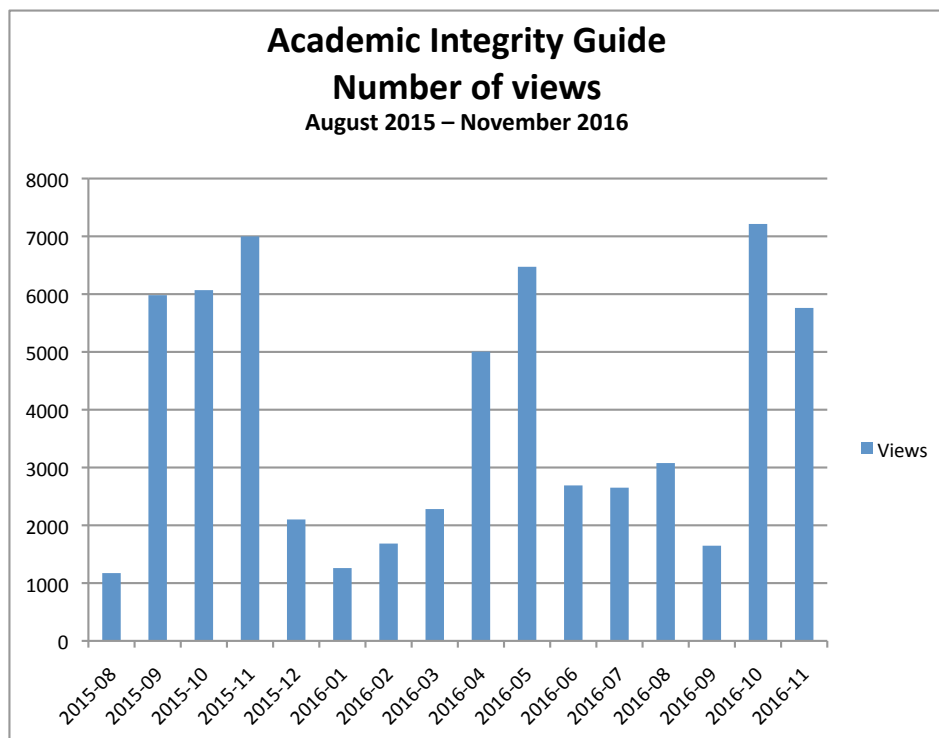
Predictably, October, November, April and May are very busy months for the guide, when students are working on submitting their academic assignments.

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Development of an Academic Integrity LibGuide

## Experiences at University College Dublin



*Academic Integrity Guide, monthly number of views. August 2015 – November 2016*

The Harvard Style continues to be the most consulted citation style guide. Some of the feedback from students include comments such as I wish we had this in website in first year.

Finally, somewhere I can go to get a proper answer on using Harvard. LibGuides can be embedded into Blackboard, the university's virtual learning environment. To date, the library has run three training sessions on how to do this. There has been a moderate level of attendance from academic staff. Staff who attended seemed keen to include the guide in their teaching modules. This could be promoted further within the academic community.

The LibGuides platform makes guides easily editable and adaptable. We are still adding item types as requested by students or staff. Recently we have added a page on 'Taking lecture notes', and are currently updating the Modern Languages Association Style to the eighth edition.

### Conclusion

Overall, we have found the creation of the guide to be a beneficial exercise. It has increased the impact of our referencing, citation and avoiding plagiarism teaching supports and allowed us to keep up to date with the needs of students for this information. We took the opportunity to review and increase the teaching supports we make available to students in the area of citing and referencing. The guide also demonstrated how much students needed guidance on each reference type, for each style. We shall continue to develop and promote the guide to both our students and academic staff and monitor usage statistics.

Our guide can be viewed at <http://libguides.ucd.ie/academicintegrity>

### References

Fulton H. (2016) Citing and referencing. Monash University [Online]. Available at: <http://guides.lib.monash.edu/citing-referencing/home> [accessed 28 November 2016]

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Development of an Academic Integrity LibGuide

Experiences at  
University College  
Dublin

Manchester Metropolitan University (2016) Referencing. Manchester: Manchester Metropolitan University [Online]. Available at: <http://libguides.mmu.ac.uk/refguide> [accessed 28 November 2016]

University of Western Australia (2016) APA Citation style. Australia: University of Western Australia, [Online]. Available at: <http://guides.is.uwa.edu.au/apa> [accessed 28 November 2016]

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# The university archive as teaching resource

## From Corporate Service to Curriculum Support



**Anna McNally**  
Assistant Archivist  
Archive Services  
University of Westminster  
[a.mcnally@westminster.ac.uk](mailto:a.mcnally@westminster.ac.uk)

Over the last seven years, staff at the University of Westminster Archive have sought to increase awareness of the collection as a teaching resource alongside the support we offer for colleagues in corporate services. We started with a two-hour class with history undergraduates, but in 2016–17 we shall be teaching over thirty hours across three faculties, including one dedicated MA module. This article will look at why we have decided to focus on teaching, and which strategies have – and haven't – succeeded.

### Introduction

---

The University of Westminster Archive collects, preserves and provides access to records created by staff and students of the university and its predecessors. With a history dating back to 1838 – encompassing a Victorian gallery of science, a cinema, a travel company and the UK's first Jimi Hendrix gig – the institution's records cover a broad spectrum of life in central London over the last two centuries. The archive also holds the papers of town planners, including Max Lock and Gordon Cullen. While they are an invaluable resource for historians, the collections were predominantly used by external researchers. Archive staff were based in the university's Corporate Services team, providing historical information and archive images for colleagues, but with limited student contact.

An increase in staffing in 2009, ahead of the university's 175th anniversary celebrations, provided an opportunity to raise the archive's profile across the institution. As the new project archivist, I arrived with a great deal of enthusiasm and ideas that I hoped to implement during the four-year project. I looked at the modules being taught across the university and identified several where I thought that the archive collections could potentially be of interest, and I cold-emailed the course leaders. Unsurprisingly this met with no response. However, a carefully targeted meeting at a university social event led to an annual slot on the 'Knowledge, Cultural Memory, Archives and Research' module for MA Visual Culture students. Instead of being a traditional show-and-tell archives session, the class focused on demystifying the role of the archivist, and I realised that I myself was as much of a resource as the collection.<sup>1</sup>

### Information literacy with archives

---

I had joined Twitter at the same time as I started working at the University of Westminster and, keen to learn more about the higher education landscape, I began following a number of academic liaison librarians. It became apparent to me that the ideas and concepts around information literacy teaching could be applied to teaching with archival materials. This was a departure from the object-centred approach I had previously, instinctively, adopted.

Although archival appraisal and cataloguing focuses on the informational value of the document, outreach activities have typically promoted the archival objects themselves with their perceived aura and allure. People like to look at 'old stuff', and archivists are only too happy to oblige. However, the 'stuff' itself inevitably constrains your activities. As archivists, we are always trying to balance our desire to have the collection used with our commitment to its long-term preservation. Showing off your 'best' documents and objects involves a complex array of foam supports and weights that is not easily compatible with teaching across a multi-site central London university.

Alongside this, while ours is a rich and varied collection, it is very much a history of the university. Unlike a library, we do not acquire materials specifically to support the current curriculum. While there are some modules that we can explicitly support (e.g. history teaching related to WW1), these are always going to be in the minority.

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.





# The university archive as teaching resource

## From Corporate Service to Curriculum Support

With these constraints in mind, we have learnt from the approach of our librarian colleagues and changed the focus of our teaching from our collection to the research skills needed to find and use archives in general. This shift has moved the spotlight from the archive to the archivist and has led to a number of important benefits.

First, and perhaps most importantly, it has dramatically increased the number and variety of departments with which we are working. In the last five years, archives staff have taught classes for architecture, creative writing, fashion, journalism, law, museum studies and photography, despite not holding collections that obviously relate to these areas. The classes use objects from our own archive collections, but by being skills- rather than subject-based, we are able to make a few examples go a long way.

Secondly, and a related point, this approach has enabled us to leave the confines of the reading room and take the archive to the students. This is particularly important in a university where some faculties are a Tube journey away from each other. In the past we have held archive classes either in our small reading room, or at least in the same building, in order to facilitate using large numbers of documents for the session. This often meant that archive sessions fell outside students' normal timetable and so were perceived as optional. Taking inspiration from the embedded librarianship approach, we are now able to offer many more sessions that form part of students' standard timetable. These include thirty-minute introductory slots (with no document handling) as part of a longer research skills class. These are particularly popular with tutors with large undergraduate classes. While hands-on experience for all students continues to be the gold standard we aspire to, we would rather all students had thirty minutes with an archivist than no introduction to archives at all.

### Object-based learning

---

Where we do teach hands-on sessions with documents, we have adopted a philosophy of less is more. Rather than showcasing the jewels of the collection, documents are chosen with specific teaching objectives in mind. This enables us to make use of many of the day-to-day documents in the archive and to spread the handling across the collection – for example, where a session calls for an example of nineteenth-century handwriting, a different example can be used each time the class is run.

Any object-based learning session has to be – most importantly – a student-centred learning opportunity. A typical classroom exercise will involve students working in small groups on one or two documents, and then reporting back on those documents to the rest of the group. While it means students will often leave the session having handled the only one document, they will have been able to look at it in depth, draw their own conclusions and learn from their peers. These types of exercises work best in groups of around 12–35 students and would therefore usually require no more than twenty documents. With careful selection, this is usually a number that can be comfortably carried to another site, and is also a small enough number to be counted in and out by the archivist running the session.

### Collaborating with colleagues

---

Alongside our skills-based teaching, we have also advertised the willingness of the archive team to advise students on archival research beyond the scope of our own collections. Acknowledging that the archive landscape is tricky for even experienced researchers to navigate, we help students to find the collections they need, use online catalogues and advise them on access procedures at the archives they require. Enquiries over the last two years have included subjects ranging from the Ideal Home exhibitions, the Yorkshire Ripper and cockfighting in Haiti. Many of the students are referred

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# The university archive as teaching resource

## From Corporate Service to Curriculum Support

to us by their tutors or the academic liaison librarians, and this forms a steadily increasing proportion of our work.

Academic liaison librarians have also been crucial in promoting the archive's teaching offering to faculty and alerting us to potentially relevant modules. Other opportunities have come about as a result of more typical corporate activities (for example, supplying images for websites to promote courses) and through staff who have used the collections for their own research.

Our most fruitful partnership has been with Dr Sara Dominici, a Research Fellow in Visual Culture Studies here at the university, whose forthcoming book *Reading the travel image* draws extensively on our collections. In collaboration with the archive team, she has designed a new postgraduate module, *Engaging the Archive*, as part of the MA in Art & Visual Culture, which ran for the first time this year (2016–17). The module explores themes such as context, authorships, intentionality and audience as well as the conservation restrictions necessary for the display of archival materials and how to navigate an archive catalogue successfully. Most weeks the students use original material that has been carefully selected in order to lead towards critical discussion. For example, controversial material in 1960s student magazines and oral history interviews were used to explore issues of privacy in, and access to, archives. Because the class is taught by both an archivist and a researcher, students appreciate the different perspectives and critical narratives that exist in this area, with readings drawn from both theorists and practitioners.



Fig. 1 Student magazines from the 1960s are a popular resource in the classroom

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# The university archive as teaching resource

## From Corporate Service to Curriculum Support



Photo courtesy of Dr Sara Dominici

Fig. 2 Students from the Engaging the Archive module visiting the strongrooms.

### From Corporate Service to Curriculum Support

My original project post was made permanent in 2013 and this enabled me to focus more on this aspect of my work and to plan further ahead than my original fixed-term role would allow. A reorganisation of the university structure at the beginning of the 2016–17 academic year has now seen the Archive Services team move from the Corporate Services division to a new department of Curriculum Support, where we work alongside our colleagues not only in Library Services but also in Student Affairs (encompassing disability support, employability and learning advice). This move recognises our increasingly student-facing role, but is also a moment for reflection.

Archival metrics have traditionally measured use of the collections by the number of enquiries received and the number of research visits to our searchroom. These will need to be supplemented with student-focused metrics; quantitative measurements like the number of students we have spent time with and for how long, but also attempts to measure the value of those interactions. We are regularly gathering feedback from students and staff on the immediate usefulness of the sessions we have designed, but we have not attempted to gather data on the long-term impact of our teaching. Do the students go on to use archive collections elsewhere – and, if so, do they feel adequately prepared?

In the move from Corporate Services to Curriculum Support, the Archive Services team have developed new skills and built new relationships across

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# The university archive as teaching resource

## From Corporate Service to Curriculum Support

the university. We continue to learn from our library and academic colleagues, while seeking to demonstrate the particular contribution that we can make as professionals in the modern university.

### Reference

---

- 1 The development of this class was explored in my chapter, 'The archive as theory & reality: engaging with students in cultural and critical studies, in Theimer, K., ed. (2015). Educational programs: innovative practices for archives and special collections, Rowman & Littlefield

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Embedding unique and distinctive collections into the curriculum

## Experiences at Maynooth University Library



**Barbara McCormack**  
Special Collections Librarian  
Maynooth University Library  
[barbara.mccormack@nuim.ie](mailto:barbara.mccormack@nuim.ie)

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



### Introduction

---

Unique and distinctive collections (UDCs) provide library and information professionals with new and exciting opportunities to engage with library users through dynamic hands-on information literacy (IL) sessions using materials such as manuscripts, early printed books, archives and artefacts. This approach to IL instruction is particularly useful in an academic library environment as it enables library practitioners to integrate this material fully into the wider academic curriculum, thereby contributing to the strategic aims of the institution and furthering the development of information-literate graduates. At Maynooth University Library we are actively involved in the integration of UDCs into the curriculum through a multidisciplinary approach that involves the delivery of IL sessions in controlled reading rooms in the library coupled with sessions in classrooms and lecture halls around the university. This approach aims to exploit this material and embed it in the curriculum while also facilitating various learning styles, particularly in terms of active learning. This article will provide an overview of IL activities using UDCs at Maynooth University Library. It will outline the practicalities involved as well as the benefits of this approach to IL in order to assist practitioners working in this area.

### Benefits

---

Librarians, archivists and museum professionals are increasingly aware of the benefits of integrating UDCs into the wider academic curriculum and harnessing the unique aspects of this material. Hubbard and Lotts (2013) suggest that information literacy practitioners can use this material to engage with students through 'hands-on experience, and the act of leaving the classroom to visit a new space'.<sup>1</sup> Fuhler, Farris and Nelson (2006) advocate the use of artefacts as teaching tools in order to provide an 'invitation to learning that will not easily be forgotten'.<sup>2</sup> Integrating special collections material into library workshops can also encourage active learning. According to Roberts and Taormina (2013): 'When the goal of a course-specific library workshop is to bring the research process alive, the instruction cannot be a simple lecture.'<sup>3</sup> Bahde (2014) notes that primary source instruction enables the development of transferable skills which include critical thinking skills, teamwork and communication.<sup>4</sup>

### Special Collections at Maynooth University Library

---

Special Collections & Archives (SC&A) at Maynooth University Library consists of two reading rooms – one in the historic Russell Library, which was designed by British architect and designer Augustus Welby Northmore Pugin and completed in 1861, and the other in the recently extended John Paul II Library, which features a state-of-the-art environmentally controlled storage area. Together they house over 37,000 pre-1850 printed works, 55 items of incunabula (early printing), approximately 300 Gaelic manuscripts, and over 50,000 archival documents, dating from approximately 3,500 BC to the present day. IL instruction in SC&A is characterised by hands-on sessions that facilitate the development of research skills relating to handling, preservation, consultation and citation.

### Information literacy instruction

---

Krause (2010) suggests that librarians and archivists working in the area of special collections are typically involved in facilitating access to information, delivering course-based instruction, developing lesson plans and providing orientation.<sup>5</sup> Sessions at MU Library typically consist of a general introduction to SC&A, along with information on locating and consulting primary and secondary sources, and an outline of proper handling techniques. Sessions are tailored for each group and suitable material is identified prior to each visit.

This approach has been used in the delivery of IL sessions to undergraduate and postgraduate students across various disciplines such as education,

# Embedding unique and distinctive collections into the curriculum

## Experiences at Maynooth University Library

mathematics, history and modern languages. IL using UDCs can take various forms including:

- targeted 'one-off' sessions delivered to students enrolled on a particular module
- multiple sessions delivered during a particular module, usually through engagement and collaboration with key academics
- accredited modules delivered by the library in collaboration with academic departments
- one-to-one sessions with staff and students

### Practicalities

---

Instruction is typically delivered in a library setting, which affords a controlled environment for the protection and preservation of UDCs. However, at MU Library we have developed a transportable teaching kit featuring various examples and tools relevant to historic and rare collections. This includes the following objects:

#### Woodblocks

Woodblocks were important tools for illustration and decoration during the hand-press printing period during which an image or design was carved into a block of wood (typically 5 x 7 inches) and used for printmaking purposes. The teaching kit includes several examples of finished and unfinished woodblocks, including several that were used to print illustrations in an early twentieth-century book. Students are given an opportunity to handle these woodblocks and to look at printed examples of woodcuts in books from the handpress printing period.

#### Copper engravings

The introduction of copper engravings enabled printers to include detailed illustrations in printed works. The engravings were made through a process of incising an image or design into a copper plate and covering the plate with ink, resulting in an accumulation of ink in the recessed areas; this was then transferred to the paper during printing. The kit includes a copper engraving mounted on a wooden block that was used for a book printed in the year 1912. Students are given an opportunity to handle the engraving and to compare it with woodblocks and steel engravings.

#### Steel engravings

Steel engravings were much more robust than copper engravings and allowed for finer detail. The teaching kit contains one example of a steel engraving.

#### Metal type

The technology of printing remained virtually unchanged from the invention of Gutenberg's printing press in the 1450s until the mechanization of printing in the nineteenth century. A sheet of solid metal type is included in the kit, which enables students to handle and inspect the raised type.

#### Handmade paper

Paper produced during the hand-press printing period was predominantly handmade and produced using chopped linen rags. A wire mould was dipped into this solution of pulped rags, which resulted in an impression of wire lines and chain lines on the finished paper. These lines can typically be seen when handmade paper is held up to the light. A single sheet of handmade paper printed in the year 1683 is included in the teaching kit.

#### Machine-made paper

The advent of machine-made paper in the nineteenth century greatly revolutionised the paper-making industry. Paper produced during this period

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Embedding unique and distinctive collections into the curriculum Experiences at Maynooth University Library

was typically made from wood pulp (as opposed to linen rags), which makes it highly acidic and more prone to deterioration. A printed pamphlet from 1861 is included in the kit and students are asked to identify the differences between handmade and machine-made paper.

## Vellum

Vellum (calf-skin) was used both as a writing surface and as a binding material in the production of the codex. Several fragments are included in the kit and students are asked to identify the different characteristics of paper and vellum.

## Teaching with UDCs – Examples

---

At MU Library we work with a number of academics in various departments across the university in order to deliver engaging and dynamic sessions using UDCs. Modules that we work with include:

### HY330: Maps in history

Students on this third-year module are given a session in the Russell Library, which traces cartographic history using early printed materials from the collection, including Peter Apian's *Cosmographia* (1584), Herman Moll's *The compleat geographer* (1723) and Daniel Beaufort's *Memoir of a map of Ireland* (1792). This session contributes to the development of critical thinking skills, particularly those associated with the identification, evaluation and analysis of sources. It is delivered in a dynamic environment that takes students out of the classroom and gives them an opportunity to engage with historical materials. It also contributes to a broader understanding of cartographic history by focusing on the variety of sources and formats available for consultation.

### MT382A: History of mathematics

Undergraduate students enrolled on this module learn about the history of mathematics from the Babylonian period to the early nineteenth century using material from historical collections including: Diophantus's *Arithmetica* (1670), Copernicus's *On the revolutions of the celestial spheres* (1566) and Sturmy's *Mariners magazine* (1669). Students learn how to navigate resources in various formats in order to meet their information needs. This session successfully embeds primary and secondary historical materials into the curriculum and facilitates active learning through a practical, dynamic approach to teaching delivery.

### ID004: Cultural Heritage and the Irish Literary Tradition

This five-credit module is delivered by the Centre for Irish Cultural Heritage in collaboration with the library. It is aimed at international students and involves integrated and interdisciplinary lectures, a hands-on manuscript writing workshop, supervised access to Gaelic manuscripts and a questionnaire-based assignment. The class provides an opportunity for students to cement their learning through dynamic hands-on experience. It facilitates the development of transferable skills through a multi-disciplined approach to teaching delivery. The practical manuscript-writing demonstration encourages active learning through dynamic engagement, and the questionnaire-based assignment provides opportunities for reflective learning. Questions featured in the assignment include the following:

- What were your general impressions of the Russell Library?
- What kind of collections are housed there?
- What manuscript did you look at?
- What kind of access did you have to it?
- Did you find any evidence of conservation repairs?
- Was the text written on paper or parchment?

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Embedding unique and distinctive collections into the curriculum Experiences at Maynooth University Library

## SG618: Introduction to Palaeography

This session is delivered to postgraduate students and focuses on the Gaelic manuscript tradition using examples of manuscripts from the fifteenth to the nineteenth centuries. It looks at sourcing manuscripts using print and electronic catalogues and outlines appropriate handling techniques.

### Conclusion

---

At MU Library we have seen a marked increase in requests for IL sessions with UDCs over the last five years. This is perhaps due to a growing awareness of the value of primary sources as tools to enhance research skills, and an appreciation of the dynamic hands-on teaching sessions facilitated by these collections. A key feature of this approach is an increase in undergraduate instruction, which equips students with the necessary skills to identify and access primary sources before they undertake a major research project in their academic careers. By working with academics to deliver classes (and in some instances entire modules), we now offer a dynamic learning experience which is in keeping with the overall strategic aims of the university.

### References

---

- 1 Hubbard, M. and Lotts, M. (2013). Special Collections, Primary Resources, and Information Literacy Pedagogy. *Communications in Information Literacy*, 7:1, p. 34. [online]. Available from OmniFile Full Text Mega (H.W. Wilson) [accessed 3 December 2016]
- 2 Fuhler, C. Farris, P. and Nelson, A. (2006). Building literacy skills across the curriculum: forging connections with the past through artifacts. *The reading teacher*, 59:7, p. 656. [online]. Available at <http://www.jstor.org/stable/20204401> [accessed 3 December 2016]
- 3 Lee Roberts, R. and Taormina, M. (2013). Collaborative co-design for library workshops. *Behavioral & social sciences librarian*, 32:1, p. 46. [online]. Available at <http://www.tandfonline.com/loi/wbss20> [accessed 3 December 2016]
- 4 Bahde, A. (2014). The history labs: integrating primary source literacy skills into a history survey course. *Journal of archival organization*, 11:3-4, pp. 175–204. [online]. Available at <http://www.tandfonline.com/loi/wjao20> [accessed 3 December 2016]
- 5 Krause, M.G. (2010). 'It makes history alive for them': the role of archivists and special collections librarians in instructing undergraduates. *Journal of academic librarianship*, 36:5, p. 401. [online]. Available at <http://www.sciencedirect.com/science/article/pii/S0099133310001229> [accessed 3 December 2016]

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.





# Understanding and managing rare books

A module on rare books librarianship taught through the Centre for Archive and Information Studies (CAIS) at Dundee University



**Anette Hagan**  
Rare Books Curator  
National Library of Scotland  
Edinburgh  
[a.hagan@nls.uk](mailto:a.hagan@nls.uk)

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



## Introduction

In the early 2000s, no Scottish library school offered any training aimed at rare books librarians or on historical bibliography. This lack was felt keenly by many, and the Rare Books in Scotland forum (RBiS) (<http://www.nls.uk/about-us/working-with-others/rare-books-in-scotland>), formally established in 2004, continued to voice this concern at its regular meetings. There is a large number of collections of early and rare printed books housed in Scottish libraries, but librarians working with these collections and those setting out on a related career had no opportunity to receive formal training about how to deal with them. Instruction in practical skills concerning acquisition, cataloguing and promotion of rare books, and in the strategic knowledge required to take responsibility for rare book collections in Scottish libraries, was called for.

In 2008, the Scottish Confederation of University and Research Libraries (SCURL) awarded RBiS a generous grant to carry out a research project to develop a framework for a rare books training module.

## Developing a teaching framework

In the meantime, discussions had taken place with Dr Patricia Whatley (Dundee University Archivist and Head of Archive, Records Management and Museum Services) and Caroline Brown (Dundee Deputy Archivist and Programme Leader MLitt in Archives and Records Management) about the possibility of integrating a rare books module into Dundee University's distance learning programme. They decided that such a module could be offered as part of the distance-learning MLitt in Archives and Records Management. That meant it could be taught in 13-week terms up to three times a year. The question now was: what content should the module teach?

To ascertain the specific training needs of the rare books community, I conducted telephone interviews with RBiS members and investigated similar modules offered at other universities both in the UK and abroad, as well as librarianship courses offered in Scotland. These enquiries resulted in a wish list, which formed the basis of the SCURL-sponsored project to develop a teaching framework. The large number of topics to be taught that emerged was arranged around four topics and encompassed:

### Access

- analytical bibliography
- cataloguing, standards and authority control
- surrogates and remote access
- knowledge management

### Interpretation

- copy-specific and non-print information
- resources and finding aids
- history of the book
- the rare book

### Acquisition and promotion

- collection development and the book trade
- awareness and exploitation of the collections
- exhibitions and displays
- the web
- customer services

# Understanding and managing rare books

A module on rare books librarianship taught through the Centre for Archive and Information Studies (CAIS) at Dundee University

## Preservation and conservation

- handling
- environmental conditions and standards
- threats to the collections
- repairs

## The training module: context and content

---

From this list, which had a lot of sub-bullet points, we developed four teaching units for the planned distance-learning module at CAIS.<sup>1</sup> The module would provide 20 SCQF2 credits and could be done either as part of an MSc or in its own right.

The questions leading to the formulation of the four module units revolved around the definition, description, housing and accessibility of rare books:

- What is a rare book?
- cataloguing and provenance
- collection management
- access and promotion

Dr Brian Hillyard, then Head of Rare Books at the National Library of Scotland, was designated as general subject editor, and Patricia Whatley and Caroline Brown functioned as CAIS editors. Four rare book librarians then set out to each draft the text of one unit. These drafts not only had to cover the actual content to be taught and provide reading lists and learning objectives and outcomes, but they also had to address issues about online delivery and to ensure that students understood and engaged with the content. Since this was going to be a module of a postgraduate degree, student performance would need to be assessed too. That meant devising questions which students could discuss among themselves on an online discussion board with little tutor intervention as well as self-study tasks, introducing assessed tasks at strategic points that could be marked, and developing two written assessments, an essay and a report, of the whole module.

Helen Vincent, then Rare Books Curator at the National Library of Scotland, tackled unit 1 and the specific issues of rare, early and special collections of books and the varying definitions applied by librarians, booksellers and readers. The history and spread of printing in Europe and early printing in the British Isles with some emphasis on Scotland formed a second part of the unit. Another sub-section was the history of the book trade and book collecting in Britain and Ireland. Unit 1 concluded with a discussion of the history of the book as object, taking account of the concepts of bibliography, textual criticism and material culture.

Keith O'Sullivan, Senior Rare Books Librarian at the University of Aberdeen, developed unit 2 about describing specific physical features of rare books and the parts they are made of. This unit first deals with bibliographical descriptions of books including paper, ink and type as well as gatherings and formats before moving to the area of copy-specific features such as provenance marks and how to record them. A discussion of bookplates, heraldry and palaeographical issues leads to the question of how to record ownership marks and other copy-specific features such as annotations and imperfections. Book-bindings and illustrations are covered in detail; this section benefits in particular from the many images used for exemplification. The final section is devoted to the cataloguing of rare books and introduces MARC fields and different levels of cataloguing.

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Understanding and managing rare books

A module on rare books librarianship taught through the Centre for Archive and Information Studies (CAIS) at Dundee University

Unit 3 deals with aspects of collection management. Elizabeth Henderson, Rare Books Librarian at St Andrews University Library, produced an early outline, and the final version was delivered by Robert Betteridge, Rare Books Curator at the National Library of Scotland. An introduction to ethical considerations about the collection management responsibilities of acquisition and disposal, access and preservation gets the ball rolling. Developing rare books collections is the topic of the next section. It looks at different means of collection development such as purchase, donation or deposit and the practical implications of acquiring or increasing rare book collections. The following sections focus on onsite and remote customer services, knowledge management and transfer, preservation and conservation, and issues relating to the security of rare book collections.

The last unit, which deals with access to and promotion of rare book collections, was written by me. It looks at access to the physical items in both a reading room environment and remotely to digital surrogates, which in turn may have licence restrictions imposed on their use. The unit then explores different kinds of surrogates such as photostats and microforms before moving to the topic of digitisation and issues of mass vs boutique digitisation. The next part is concerned with how to raise awareness of rare book collections. It includes a section on exhibition and display themes and label writing. Web page design considerations and techniques for writing for the web form the topic of the last part of unit 4.

The module comes with a study pack containing photocopies of relevant texts the students may find difficult to obtain in a distance-learning environment. There is also a core reading list and a task timetable.

By June 2011, CAIS agreed the draft of all unit texts, and Brian Hillyard taught the first group of students from September 2011 to January 2012; the module has been offered at least once, and often twice a year, since then. Helen Vincent and I took over from Brian Hillyard, and since 2014, Dr Melanie Wood, Special Collections and Archives Librarian at Newcastle University Library, has been teaching the module. She has introduced some additional material on RDA and digital preservation, and updated the reading list with recent publications. In fact, Melanie Wood was a student herself in one of the first groups of the module!

## Conclusion

---

The lowest uptake was three students, and the present course has ten. They have hailed from Great Britain, Ireland and the Continent of Europe, North America and Hong Kong. There have been Scottish students, but the vast majority in each course have been from further afield. The module clearly provides an opportunity to get some thorough training, much of it personalised, on rare books librarianship for people wherever they live without having to make travel and accommodation arrangements; more than that, as a module of the MSc programme of CAIS, it gives valuable credits as part of a recognised distance-learning postgraduate degree for professionals in archive and records management studies.

As one of the initial persons involved, I would venture my mild surprise at the comparatively low uptake by students based in Scotland, seeing as they were the original target audience. At the same time I am delighted that in its 6th year the module now has the highest uptake ever. The present cohort has two students based in the Republic of Ireland, one in Hong Kong, one in the USA and six based in England. It is certainly popular!

## Notes

---

- 1 Centre for Archives and Information Studies at the University of Dundee
- 2 Scottish Credit and Qualification Framework

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Supporting teaching in the Henry Grunfeld Library

Gerry Power

Librarian

Henry Grunfeld Library  
The London Institute of  
Banking & Finance  
gpower@libf.ac.uk

This article considers the planning and the operation of the Henry Grunfeld Library in The London Institute of Banking & Finance, with a focus on how it supports teaching. In some ways, the opening of a new campus library in London in 2016 goes against the trend in higher education institutions of increasing digitisation and electronic mediation, but the new library has come about to cater for the needs of students and to support an organisation-wide drive to enhance the student experience. At almost one year old, the library has evidence of good engagement with undergraduate students. We are committed also to keeping engaged with our academic staff through the new library and our well-established e-library, KnowledgeBank.

## The London Institute of Banking & Finance

---

The London Institute of Banking & Finance was launched in September 2016 as a planned rebranding of ifs University College. The institute can trace its origins back to 1879, when the Institute of Bankers was founded in London. Educating bankers and supporting them at key points of their careers have always been priorities, as has keeping up with commercial changes and evolving legislation and regulation. The following key dates give a snapshot of some of the milestones since 1879:

- 1879 foundation of the Institute of Bankers in London
- 1987 The Institute of Bankers gained its Royal Charter
- 1996 first link between the qualifications offered by the institute and a university degree
- 1997 name changed to the Institute of Financial Services (ifs)
- 2013 granted university college title, and it became ifs University College
- 2016 rebranded and relaunched in September as The London Institute of Banking & Finance

Further details of qualifications currently offered by the institute, its role and its background can be found on its website <http://www.libf.ac.uk>

The framework of professional qualifications includes programmes leading to awards in banking, mortgage advice, financial advice and trade finance. It is aimed at people working in the financial services industry who would like to enhance their skills and further their careers, based anywhere, and available via distance learning. This framework has been completely overhauled since 2015 and will be relaunched in January 2017.

Full-time undergraduate degrees are offered in the institute's London campus. They include the BSc (Hons) in Banking Practice and Management and the BSc (Hons) in Finance, Investment and Risk. A distance-learning MSc in Banking Practice and Management is available to students who aspire to a senior role in the banking industry. Financial capability qualifications are available to young people in the 14–19 year-old age group who would like to pursue financial education in school.

## The Henry Grunfeld Library

---

The Henry Grunfeld Library was planned during 2015 and opened its doors to students for the first time in mid-January 2016, with its official opening in March. It is situated on the fourth floor of the campus of The London Institute of Banking & Finance in Lovat Lane, near the Monument in the City of London, and forms part of the student centre there. It is dedicated to the memory of Henry Grunfeld, a distinguished banker who was active in the City of London in the twentieth century. The library receives support from the foundation that bears his name.

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Supporting teaching in the Henry Grunfeld Library



From its beginnings, the library has aimed to be a flexible and collaborative learning space for undergraduate students and their teachers, and it can also welcome any other students pursuing programmes of study of the institute. Alumni are also welcome to use the library, and staff and students of other universities can be admitted by appointment if they wish to consult the library's historical collection.



In her speech at the official opening of the library, the Head of Learning Resources and Libraries, Nicola Scull (2016), outlined the decision in 2004 to close the former library in order to make way for an electronic library, KnowledgeBank. This was born in 2004 with a mission to be accessible to all students and alumni wherever they were and whenever they wanted it. It has gone from strength to strength, and now includes dedicated collections of e-books, e-journals, newspapers, soft skills resources and electronic insights. This e-library is available to all staff, students and alumni. The core subject matter of the e-library comprises banking, financial services, economics, management and organisational change, and leadership.

Fast forward from 2004 to 2015, and the Head of Learning Resources and Libraries was asked to make proposals for a new flexible learning and library space on campus, to cater mainly for undergraduate cohorts. The proposals were supported by the new CEO, Alex Fraser, and by senior staff with responsibilities for enhancing the student experience. Scull also summarised feedback from students prior to 2016 about their felt need for a dedicated learning and library space. She pointed out that they needed more support in using their e-library, more help with referencing and more opportunities to develop digital and information skills.

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Supporting teaching in the Henry Grunfeld Library

The Henry Grunfeld Library strapline is *learn, study, collaborate*, and to this end the space is very flexible, offering:

- qualified librarians available to students and staff during opening hours
- spaces for quiet study and for group study / group work and seminars
- twelve PCs linked to the internet and KnowledgeBank, our electronic library
- a collection in print of core undergraduate texts, daily newspapers and financial and news magazines
- an historical collection showcasing the *Journal of the Institute of Bankers* (now known as *Financial world*) (1879–)
- a dedicated Bloomberg terminal, available to students and staff, and bookable
- a bookable PC space that can be used for digital skills workshops, or for other classes, as required by teachers

## Support for teachers

---

Keeping academics engaged with the library and with KnowledgeBank is a key priority for us at The London Institute of Banking & Finance. We encourage all teaching staff to keep up to date with database developments and new resources. As librarians, we regularly monitor and copy edit references in the VLE and for assignments. We also welcome opportunities from our academic colleagues to join them in class or workshops to demonstrate resources and searching techniques.

Keeping up to date with new developments and resources is an essential element of a teacher's continuous professional development. As far as we can, we offer induction sessions to new academic staff members. We invite teachers to sign up to test out new resources on trial, as their feedback is very important. We organise refreshers and demonstrations of key items such as the *FT*, Statista and the EIU (Economist Intelligence Unit). We send a monthly digest of library and database news to the academic forum, which they receive on the VLE and by email. We offer one-to-one help at any stage for teachers, if they would like it. Teachers can also book the computer space in the library for a class or workshop. Library manager, Ian Simpson, is keen to use every available means to keep our academic colleagues engaged with libraries and updated with resources.

Like many libraries, we are fortunate to have a few very enthusiastic academic staff members who fully appreciate the value of libraries and information and digital literacy skills. These 'champions' can help to reinforce our key messages. Their advocacy and good will are a major help at difficult times and when we have to make decisions about new or existing resources.

As librarians, we form part of the wider team of Learning Resources and Libraries, under the leadership of Nicola Scull. We enjoy very good working relationships with our colleagues in the VLE team and the publications team. On the VLE, librarians are asked regularly to copy-check references for accuracy and Harvard compliance (our own version of Harvard). In this way, we help to improve the integrity and presentation of the content written by academics and other authors. We monitor some of the VLE forums to advise on resources and search techniques, as appropriate. As well as liaising regularly with our VLE colleagues, we are in weekly, if not daily, contact with course directors and student support staff, and with the careers and student engagement managers.

Perhaps the most enlightening exchange that we have with academics, both for librarians and academics, is when we are asked to demonstrate resources

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Supporting teaching in the Henry Grunfeld Library

and searches to students during workshops leading up to assignments. The request is usually made by a teacher to a librarian to illustrate searching and browsing on an assignment topic, for instance. The demonstration can last anything between thirty and sixty minutes. It often raises interesting comments and questions from students and teachers, and can lead to good resource discovery all round!

## Reference

---

Scull, N. (2016). *Speech at the official opening of the Henry Grunfeld Library*, 10 March

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Innovation in libraries

## Report from the Business Librarian Association annual conference

Robert Elves

Information Specialist  
(Business and Law)  
Kingston University  
And BLA Marketing and Communications Officer  
[r.elves@kingston.ac.uk](mailto:r.elves@kingston.ac.uk)

### Introduction

---

Librarianship is a profession that is not afraid to reinvent itself, and business librarians are no exception. In an age when information is readily available online, how should the role of the business librarian evolve to continue to be relevant? This question was posed as the subject of the 2016 Business Librarians Association (BLA) annual conference, hosted by Imperial College London. Full membership of the BLA is for institutions that teach business or management courses to at least master's level; however, associate membership is available to other institutions such as the British Library. Most of the talks and keynote speeches were aimed at the higher education sector, but there were also talks from librarians at the City Business Library and the Chartered Institute of Insurers. As always, there were several short papers from members.

### Marketing library services

---

The first talk was from David White at the University of the Arts London. He talked about creating relevance and presence. Librarians need to evolve in order to enable their users to collaborate and to learn from each other. There are physical spaces and there are digital spaces; the library should be seen as a third space, where physical and digital can co-exist. Anywhere that has a network connection can be considered a third space. But will students have a sense of belonging when they visit such spaces? Students like lectures, as they make them feel they belong. Online resources should be developed in such a way that students do not just visit but feel resident there. The best resources are ones where students come to connect with other people, whether they are library staff or fellow students.

A library needs to move away from employing 'broadcast mode' when promoting its services. Users engage more if they believe they are dealing with a person, not just a service. Students may lurk, figuring out the discourse, but without fully engaging. It is much better for libraries to use 'chatty mode' to enable students to interact fully. To indicate that users are engaging with a person can be as simple as adding a name to tweets. Libraries should evaluate their websites, their window in from the outside world. Is it clear that people will be dealing with a human? There are risks, however, as authenticity also requires vulnerability – but that is what it means to be human. Library users understand this if they know they are dealing with a person, even to the extent of allowing staff to have a life away from work. Libraries are education sites and can enable peer education by creating a less formal environment.

Sarah Roughley demonstrated the humanity of the library service at the University of Liverpool, where they felt that they no longer knew who their students are and what they are studying. The sense of community had been lost as more services were delivered online. They were using Twitter, but only to broadcast information about services.

Following a change of strategy, the social media team in the library sought to engage more fully with their users by making posts more 'human' through the use of humour. Twitter is now used to answer enquiries, and complaints can be diffused with humour. The team have developed new services. Facebook has a different audience, including many alumni, and includes lots of pictures and videos. Instagram has proved effective and is used to share pictures of the campus and library. Most recently Spotify has been used to create revision playlists.

Staff now feel they have created a community of users. Students sense that library staff are human, and students who do not regularly use the library are engaged.

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.





### Aligning more closely with teaching

---

One fairly recent development in academic librarianship is library staff working much more closely with course teams to develop teaching. Several of the members' papers addressed how their roles have changed to align more closely with academic staff. This interaction takes place before students even arrive at their institution and throughout their course to graduation and beyond.

The University of Leeds library has developed an online tool called Skills@Library. The conference learnt from Natalie Bedford about how Flying Start, now two years old, spotlights key skills that will help with independent learning. New students receive information about Flying Start before they start. This is followed up by workshops in induction week on subjects such as referencing and time management. The next step will be to use this at open days.

A team from Middlesex University, including library staff and others from across the university, talked about how they develop study skills in students from China who attend pre-sessional courses designed to help improve the students' English ahead of starting their university course. The team is seeking to help the students to become independent learners; they learn skills such as group work, something the Chinese students are unfamiliar with. The team have familiarised themselves with Chinese culture, and plan and redesign the sessions accordingly. The programme has evolved through a collaborative approach, and library staff have been key in this.

In a bid to create a 'paperless' course, business students at Imperial College London were given iPads between 2012 and 2014. Heather Lincoln and Rosemary Russell described how their induction evolved as a result. They were keen to get business students engaged with the resources and devised exercises to get them to use their iPads to bookmark key databases during their session. However, they found that many students did not bring their device to the induction and students are no longer being given iPads anyway. Heather and Rosemary will continue getting students who have devices with them at induction to add library resources, by highlighting resources such as the *FT* (*Financial Times*) that all students will want to use.

Still on the 'paperless' theme, Lorna McNally from the University of Strathclyde talked about digital textbooks. Strathclyde has about 2000 MBA students, many of whom are taught at one of eight international centres. Students were being sent print textbooks for which the shipping costs alone were huge. Using Kortext as a partner, they can now supply copies digitally to these students. This was an example of library staff acting proactively, saving the university a lot of money and providing a better service to students.

Finally Catherine Batson at the University of Surrey showed how job roles and alignments are evolving to make the service more proactive. The university reduced the number of academic liaison librarians to three – one per faculty. The new faculty engagement librarians are much more staff focused than previously, acting as business partners, and are encouraged to get involved in projects such as user experience. The university introduced information skills librarians at the same time to deal with enquiries, particularly from students, and instruction. These librarians are very much aligned with colleagues in learning development. Sometimes change is imposed from outside and at other times it evolves from within the service, but in either case it means the roles of staff have to evolve to align with institutional strategies.

### Support for researchers

---

Academic librarians have long been partners to a greater or lesser extent in university research strategies. This has grown with the increasing emphasis on

# Innovation in libraries

## Report from the Business Librarian Association annual conference

open access. The conference heard from two speakers from Imperial College London – David Wilson and Ruth Harrison.

Economics researchers have been engaging in open access since 1993, and other disciplines even longer, although not all would necessarily recognise the term open access. According to David Wilson, business schools tend to be more concerned with journal rankings than open access. Library staff need to understand academics' constraints and incentives and use them to encourage compliance with university and national policy.

Ruth Harrison highlighted the support offered to researchers by the library. This includes research data management, copyright and licensing and open access. A lot of the work involves engaging with academics directly or with the liaison librarians, and being positive – focusing on what you can do rather than what you can't.

### Other areas of support

---

Helen Rhodes at the University of Bath reported on working for a short time for the careers service, and how this has opened up new areas of cooperation. One example was when a colleague at the careers service was aware that students had little commercial awareness that would help with their job searches. The library has lots of resources such as company and news databases, so it was fairly simple to devise a course to develop practical skills in searching. This relationship with the careers service has opened up the potential for future collaboration.

Some library staff have expertise in technical support that can be tapped. Phil Reed at the University of Manchester is in the business data services part of the library and is a heavy user of many of the company databases subscribed to at Manchester. There are several competing products with overlapping data available to students. Phil has created conversion tools that enable students convert data from one database to another when researching the same company.

### Evolution in the non-academic sector

---

Although BLA membership is primarily drawn from the academic sector, there are associate members from other institutions. The conference heard from staff at three institutions, all having to evolve in their own sector.

The City Business Library is a public library, part of the Corporation of London, based in Guildhall. Alexandra Leader, the Business Engagement Manager, spoke about transforming this service. It has often been described as a hidden gem, and the plan is to make it less hidden. The service is being rebranded to be more professional but, importantly, it will keep the nomenclature 'library'.

The library of the Chartered Institute of Insurers serves the professional members of that body. Many members are based overseas, so in recent years resources have gone online. As well as more traditional services such as providing reading lists and advising on copyright, the library has also been involved in heritage projects.

Neil Infield is the manager of the Business and IP Centre in the British Library. He described how the staff of the centre have been trained and accredited as business advisers. They had already been doing this more or less, but now it is more focused.

### Conclusion

---

As always, the BLA conference was stimulating, with plenty of opportunity to compare notes and learn how everyone is having to evolve to meet the

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



# Innovation in libraries

Report from the Business Librarian Association annual conference

demands of management, to remain relevant, and to provide the best possible service. This can lead librarians in totally new directions. The journey can be unpredictable and daunting, but is also intellectually stimulating.

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.



## Book Review: Teaching Information Literacy Reframed: 50+ framework- based exercises for creating information- literature learners.

Joanna M.  
Burkhardt,  
London: Facet  
Publishing, 2016

ISBN 978-1-78330-163-8

Reviewed by  
Lucy Langley-Palmer  
SCONUL Focus editorial  
team member and  
Subject Librarian at the  
University of Bristol Library  
[lucy.palmer@bristol.ac.uk](mailto:lucy.palmer@bristol.ac.uk)  
[@LGLPalmer](https://twitter.com/LGLPalmer)

Joanna M. Burkhardt presents this book as a practical companion to the six threshold concepts within the Association of College and Research Libraries' (ACRL) *Framework for Information Literacy for Higher Education*, offering a suite of exercises linked to each element of the *Framework*. It is worth noting that the ACRL is an American organisation and the focus and origin of the book is also American, and my own experience is of academic librarianship in the UK. The *Framework* has not been implemented in the UK in the same way as in the US, although many European colleagues will be aware of it and some will be using it. We are not using the *Framework* at my institution, so I began reading this book with interest, eager to see if it could be translatable to my context.

The book's structure takes the six anchoring concepts from the *Framework* as the headings for chapters two to seven, sandwiched between an opening chapter entitled 'Decoding the *Framework*' and a concluding chapter about instructional design and assessment. Each chapter offers an exploration of the key concept, followed by several exercises that relate to it. As it is mapped neatly onto the structure of the *Framework* the book will be easily navigable for those who are already familiar with the document. For those who are less familiar with it, there is a brief description of each of the six concepts in the first chapter and the *Framework* is reproduced in full in the appendix.

It quickly becomes clear that Burkhardt is not an ardent advocate of the *Framework* as she questions the evidence and feedback that brought it about, and highlights the ongoing debate about 'what threshold concepts are, how to identify them for information literacy, and the validity of the six specific threshold concepts that were identified or chosen' (p. 3). Another of Burkhardt's criticisms of the *Framework* is that it 'offers a description of the expert in information literacy but does not provide a roadmap to show how that person becomes an expert' (p. xiii). The book's acknowledgement of the *Framework*'s limitations is refreshing. By offering up the book as a reluctant companion to the *Framework*, the author becomes an ally, writing in solidarity with other librarians facing similar struggles.

However, Burkhardt's engagement with the theory is at times schematic and verbose. In chapter 5, for example, she offers the following description, when unpacking the concept of information as a creation process: 'Books are a centuries-old format for providing in-depth information. Books can be fiction or nonfiction. They can be of any size and covering. They can be paperback or hardcover. They can be short or long...' (p. 79). This, along with other similar passages, gives the impression that Burkhardt has lost sight of her intended audience, as surely such a description is unnecessary in a book intended for librarians. Proponents could argue that the simple treatment of concepts can be justified by her frequent assertion that this book is for beginners. It may also be result of Burkhardt attempting the unenviable task of translating something that is heavily conceptual into something of practical use.

Many of the exercises are a good starting point for developing information literacy, although I feel most are too elementary for use in a UK higher education institution. They could be valuable for librarians in further education or schools, and with a little effort the exercises could be adapted to different purposes. An early career librarian might find this book useful for gathering practical ideas as they build up their arsenal of professional tools. Burkhardt's approach will appeal most to those who are, perhaps reluctantly, already engaging with the *Framework* and looking for ways to teach to it.

The copyright in items published in  
SCONUL Focus remains the property  
of the author(s) or their employers as  
the case may be.



# Guidance for authors

## Editorial information

Before submitting an article for consideration, please consult the Guidance for Authors information which can be found at:

<http://www.sconul.ac.uk/page/sconul-focus-guidance-for-authors>

Please send articles for publication to Steve Rose: [steve.rose@bcu.ac.uk](mailto:steve.rose@bcu.ac.uk)

### Editorial team

---

Steve Rose, Birmingham City University (Chair): [steve.rose@bcu.ac.uk](mailto:steve.rose@bcu.ac.uk)

Martin Philip, University of York: [martin.philip@york.ac.uk](mailto:martin.philip@york.ac.uk)

Nicola Watkinson, Glyndwr University: [Nicola.watkinson@glyndwr.ac.uk](mailto:Nicola.watkinson@glyndwr.ac.uk)

Steve Bull, University of Birmingham: [s.a.bull@bham.ac.uk](mailto:s.a.bull@bham.ac.uk)

Jill Evans, National Library of Scotland: [j.evans@nls.uk](mailto:j.evans@nls.uk)

Helen Fallon, Maynooth University: [Helen.B.Fallon@nuim.ie](mailto:Helen.B.Fallon@nuim.ie)

Samantha Halford, City, University of London: [samantha.halford.1@city.ac.uk](mailto:samantha.halford.1@city.ac.uk)

Lucy Langlely-Palmer, University of Bristol: [lucy.palmer@bristol.ac.uk](mailto:lucy.palmer@bristol.ac.uk)

Matthew Lawson, Middlesex University: [m.lawson@mdx.ac.uk](mailto:m.lawson@mdx.ac.uk)

Hannah Mateer, University of Edinburgh: [hannah.mateer@ed.ac.uk](mailto:hannah.mateer@ed.ac.uk)

Published 3 times per year.

In order to receive alerts as to when new issues of *SCONUL Focus* are published, and receive the link directly, you are encouraged to subscribe to [LIS-SCONUL@JISCMail.AC.UK](mailto:LIS-SCONUL@JISCMail.AC.UK). Details of how to join can be found at: <https://www.jiscmail.ac.uk/>.

The views expressed in *SCONUL Focus* are not necessarily those of *SCONUL* or of *SCONUL Focus* editorial team.

Society of College, National  
and University Libraries  
94 Euston Street  
London  
NW1 2HA

Tel: 020 7387 0317

Fax: 020 7383 3197

Email: [sconul@sconul.ac.uk](mailto:sconul@sconul.ac.uk)

The copyright in items published in *SCONUL Focus* remains the property of the author(s) or their employers as the case may be.

