

# An effective blend: Teaching information literacy skills through blended learning.

Learning and Teaching Conference

Wednesday 3rd April 2019

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EXCELLENCE



# The Project



# Module HSS8002: The drivers

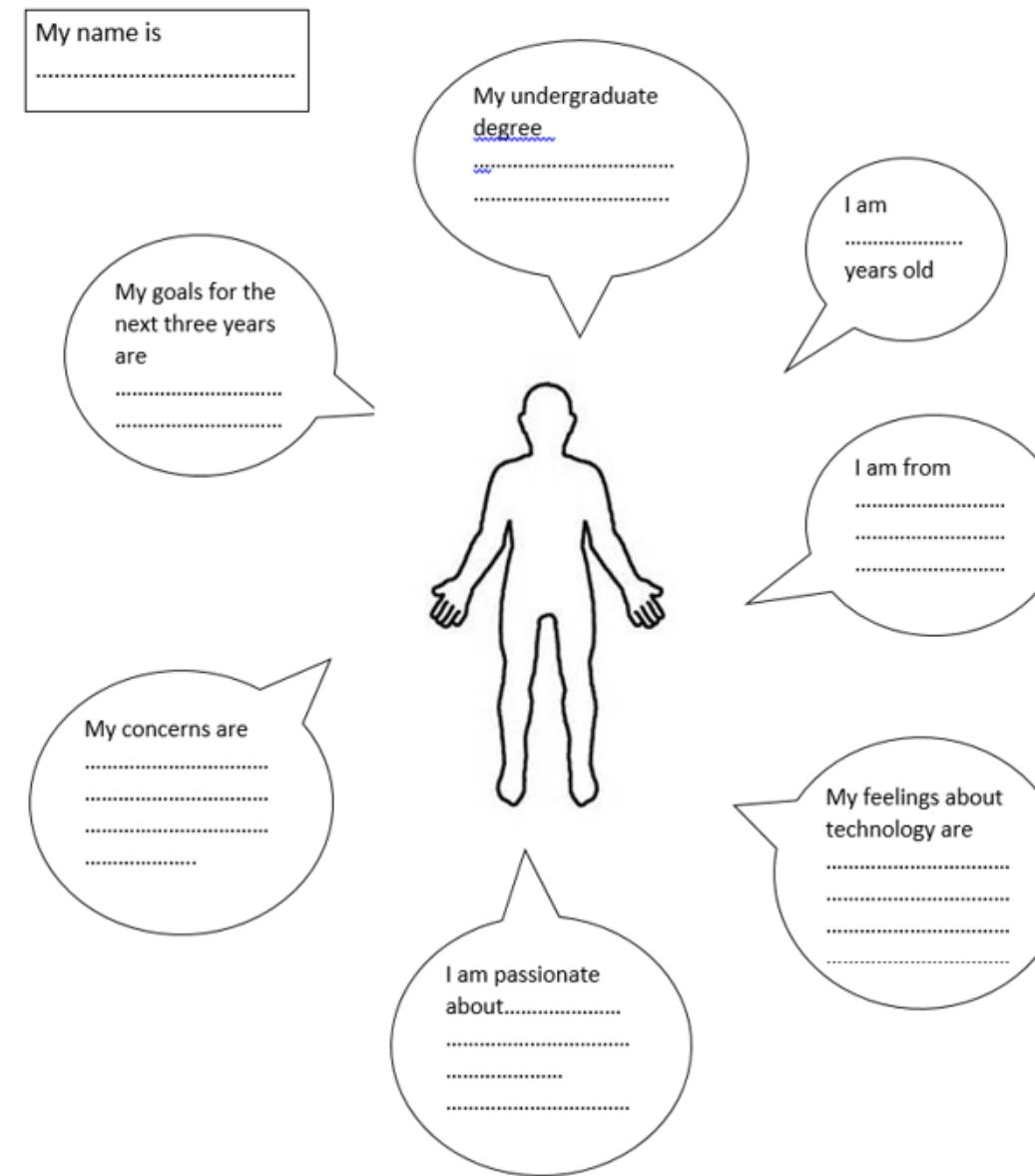
- The HaSS Faculty Research Programme.
- Stressed librarians!



# Challenges

- Engaging Learners
- Making meaning
- Team development – avoiding duplication
- Ambitions vs deliverable

# Workshops



# High level design

Week 1

Week 2

Week 3

Week 4

Week 5

Week 7

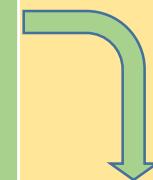
| Core Topics | Week 1  | Week 2  | Week 3   | Week 4  | Week 5  | Week 7  |
|-------------|---|---|--|---|---|---|
|             | <br>Blackboard | <br>Blackboard | <br>Blackboard | <br>Blackboard | <br>Blackboard | <br>Blackboard |



# High level design

|                        | Week 1   | Week 2   | Week 3  | Week 4   | Week 5   | Week 7 |
|------------------------|--|--|---|--|--|--------|
| Core Topics            | <br>Blackboard<br> | <br>Blackboard  | <br>Blackboard  | <br>Blackboard<br> | <br>Blackboard  |        |
| Managing Information   |  | <br>Blackboard  | <br>Blackboard  | <br>Blackboard  | <br>Blackboard  |        |
| Specialist Information | <br>Blackboard   | <br>Blackboard | <br>Blackboard | <br>Blackboard   | <br>Blackboard |        |

# High level design

|                        | Week 1   | Week 2   | Week 3   | Week 4   | Week 5   | Week 7   |
|------------------------|--|--|--|--|--|--|
| Core Topics            | <br> |   |   |   |   | <br>                           |
| Managing Information   |  |   |   |   |   | <br>Assignment preparation<br> |
| Specialist Information |    |  |  |  |  |    |

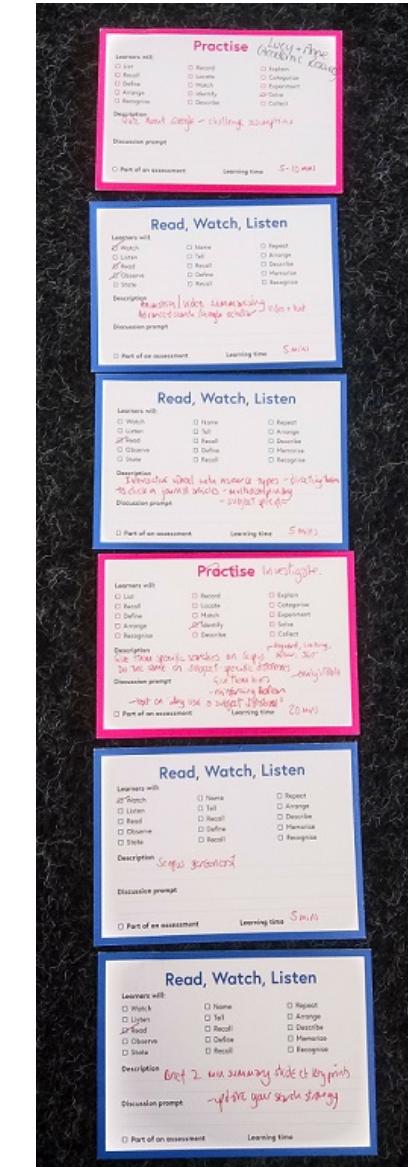
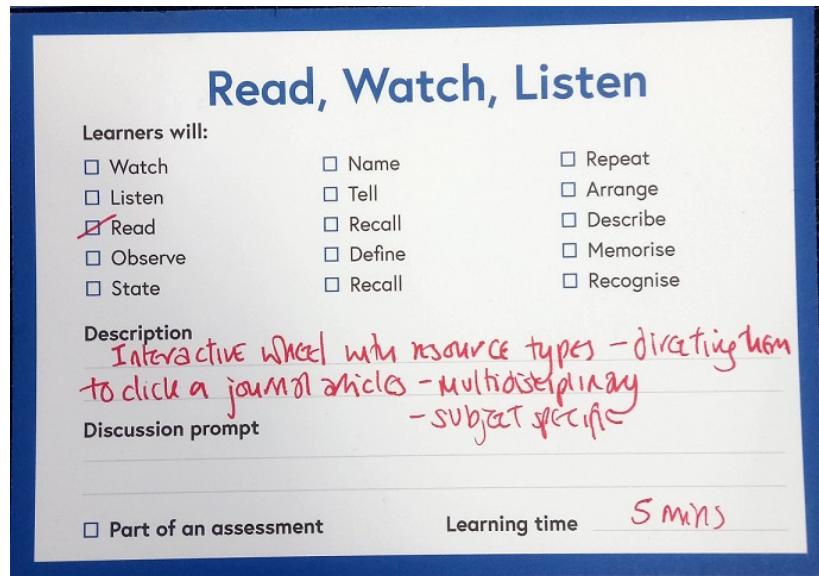
HSS8002 Draft Development Plan



|             |   |   |   |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-------------|---|---|---|--|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Planning    | X | X | X |  |  |  | X | X | X | X | X | X | X |   |   |   |   |   |   |   |   |
| Development |   |   |   |  |  |  |   |   |   |   |   |   |   | X | X | X | X | X | X | X | X |
| QA          |   |   |   |  |  |  |   |   |   |   |   |   |   | X | X | X | X | X | X | X | X |

# Planning and creating content

- Spent a lot of time planning the content.
- Used FutureLearn activity cards (variant of [UCL's ABC Learning design cards](#).)



# Planning each topic

## Finding the right words (36 min)

- ❖ INVESTIGATE: Image (possibly an infographic) with text explaining what a search strategy, what it includes and why it is important. (2 min)
- ❖ WATCH: 'University of York' video on creating a search strategy – create our own version (4 min)
- ❖ QUIZ: What do you know about search strategies and advanced searching skills? (5 min)
- ❖ INVESTIGATE: Screencast or screen shots with text of where to find other synonyms: (4 min)
  - Google
  - Databases – subject headings/indexes/abstracts
- ❖ INVESTIGATE: Advanced – controlled vocabularies: (4 min)
  - Signpost to databases with controlled vocabularies
  - Link to Systematic Reviews block
  - Screenshots of where to find controlled vocab in databases – use running example
- ❖ WATCH: PowToon – Lynda's stick man analogy (4 min)
- ❖ INVESTIGATE: Advanced searching tips – text with diagrams/screenshots: (5 min)
  - Use Library Search to show the difference wildcards and phrase searching can make.
  - Explanation of AND, OR, NOT
- ❖ PRACTICE: 'University of Texas' – create our own. Get students to have a go. Have an example to look at (use running example). (5 min)
- ❖ PRODUCE: update your search strategy form (3 min)

# Skills Checker

HSS8002 Skills Check



## Assess your Information Skills

Welcome to the HSS8002 Skills Check. This simple quiz only takes a few minutes to complete and will help you rate your own information skills.

For each question, read the statement and then decide if you agree with it. There are no right or wrong answers and nobody will see your results – so try to be as honest as you can.

Click the **Begin** button below to start...

**Begin**

 Newcastle University Library

<https://bit.ly/2F5ULup>



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# Skills Checker results

HSS8002 Skills Check - Results



A bar chart titled 'HSS8002 Skills Check - Results' showing skill scores across eight pillars. The pillars are: Identify (pink bar), Scope (light blue bar), Plan (medium blue bar), Gather (green bar), Evaluate (light blue bar), Manage (light blue bar), and Present (light blue bar). The 'Gather' pillar is the highest, followed by 'Plan'. The 'Identify' pillar is highlighted in pink.

**Skill Score: 53%**

Click or tap each of the pillars above for feedback and advice on what you need to focus on during the module. You can also use the **Print Results** button below to see a printable summary.

Repeat this Skill Check after the module to see how far you have progressed.

[Previous](#) [Print Results](#) [Start Again](#)

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# My HSS8002 Skills Check Results

Skill Score: 53%

Completion Date: 12/03/2019

## 1: Identify

Can you identify a personal need for information?

You scored 20%

You do not feel confident understanding and defining your research question. Don't worry – [you will learn more about this topic in week 1's Your Search Question.](#)

## 2: Scope

Can you assess current knowledge and identify gaps?

You scored 30%

You do not feel confident finding and using subject-specific information sources. Don't worry – you will learn about different types of information and where to find them in the [What's Out There?](#) and [Academic Information](#) topics in week 2. Take time also to explore the specialist information topics each week, which delve deeper into the different types of information available to you.

## 3: Plan

Can you construct strategies for locating information and data?

You scored 80%

You are confident in your ability to create an effective search strategy. Check out the [Academic Information](#) topic in week 2 where you can hone your skills and learn about controlled vocabularies.

## 4: Gather

# The reviewing process



# Review Segments

## Review – Your search question: formulating your search (Week 1)

If you are logged into Blackboard you can get to this section from this link:

[https://blackboard.ncl.ac.uk/webapps/blackboard/content/listContentEditable.jsp?content\\_id=3446568\\_1&course\\_id=84765\\_1](https://blackboard.ncl.ac.uk/webapps/blackboard/content/listContentEditable.jsp?content_id=3446568_1&course_id=84765_1)

|   |               |
|---|---------------|
| Your name   |               |
| + What's out there                                |               |
| What is literature searching?                     | Your comments |
| Defining your search question                     |               |
| What if you don't have a research question/topic? |               |
| Narrowing your focus                              |               |

### Then more generally

Please note any comments you have on the following:

|   |  |  |
|---|--|--|
| 1 | Were there any points where you struggled to follow the content?     |  |
| 2 | Is the material in a sensible order (eg is the learning cumulative?) |  |
| 3 | Is there anything you would have liked more about? Less about?       |  |
| 4 | What did you think about the   |  |

# Impact

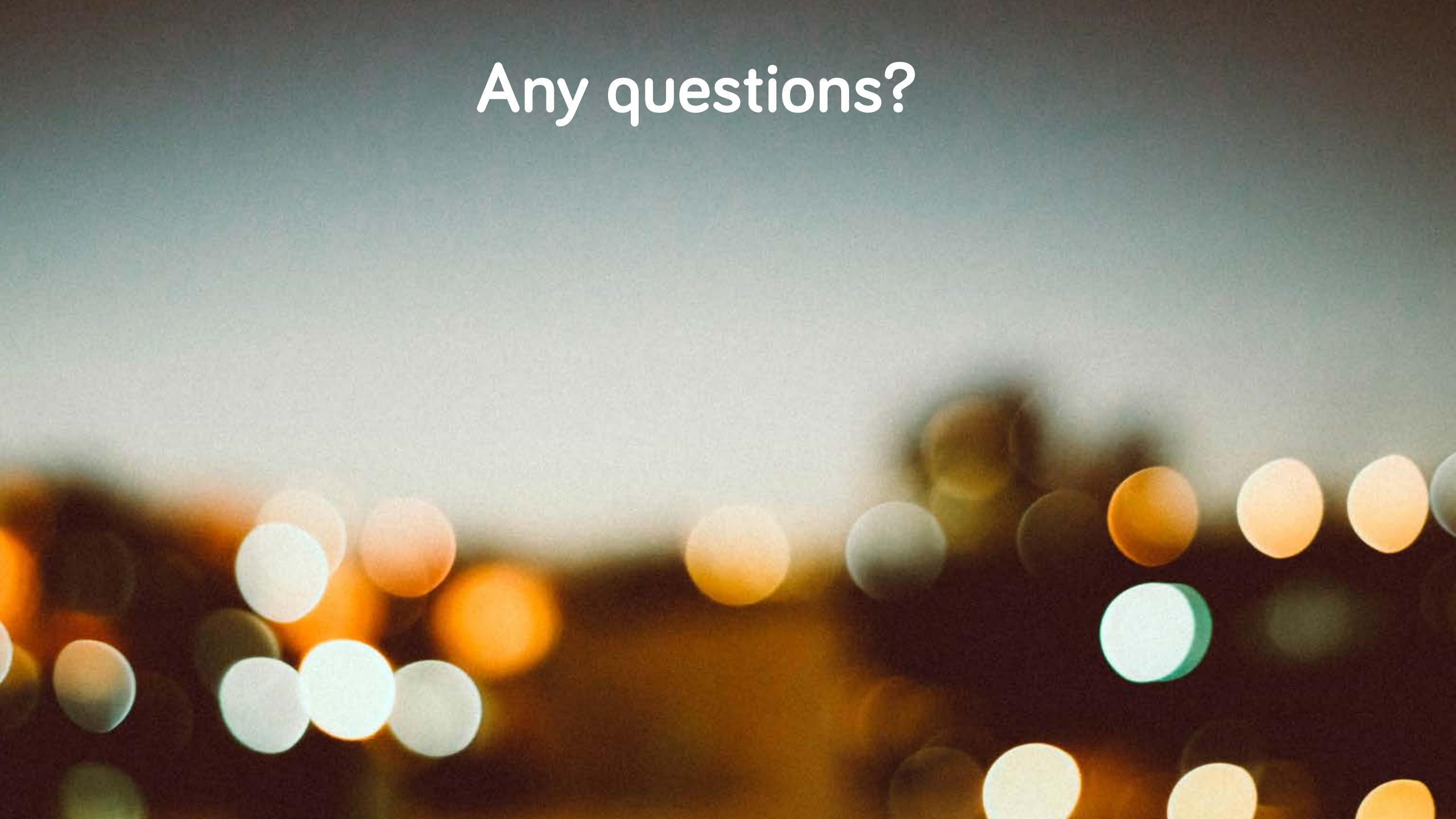
- Evasys – overall satisfaction jumped from 3.8 to 4.1.
- Assessment – visible improvement.
- Better student engagement.
- Skills Checker – students able to see an improvement.
- Happier Liaison Librarians!
- Learnt a lot.



The future

# Lessons learned

- Team-working
- Have a plan & meet regularly
- Allocate time
- How long will it take? (design & development)
- Curve balls

A blurred background of city lights with bokeh effect.

Any questions?