

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

Learning and Teaching Conference

Wednesday 3rd April 2019

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# The Project





# Module HSS8002: The drivers

- The HaSS Faculty Research Programme.
- Stressed librarians!

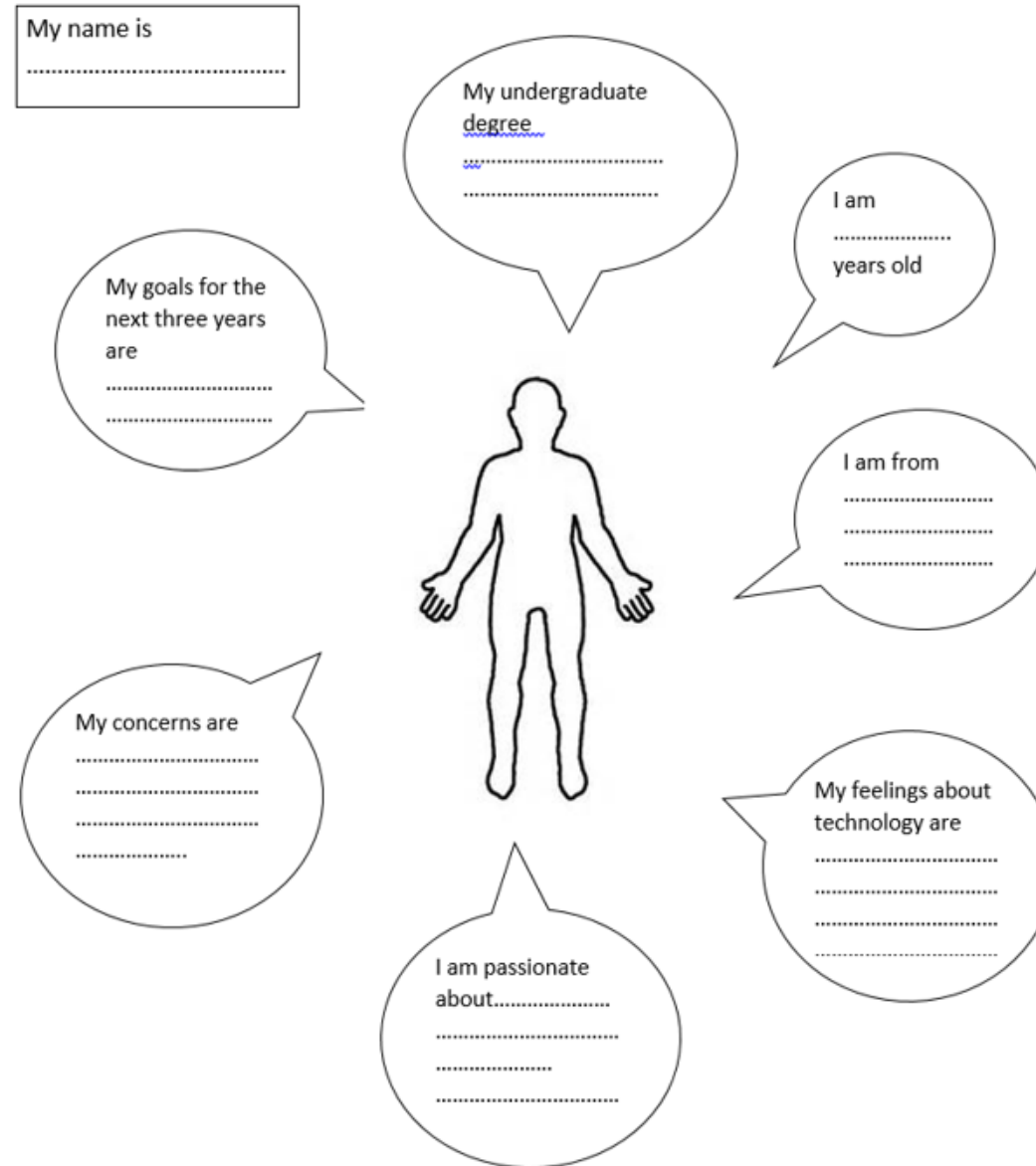


# Challenges

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



# Workshops



My name is  
.....

My undergraduate  
degree  
.....  
.....

I am  
.....  
years old

I am from  
.....  
.....  
.....

My feelings about  
technology are  
.....  
.....  
.....

I am passionate  
about.....  
.....  
.....

My concerns are  
.....  
.....  
.....  
.....

My goals for the  
next three years  
are  
.....  
.....

# High level design

Week 1

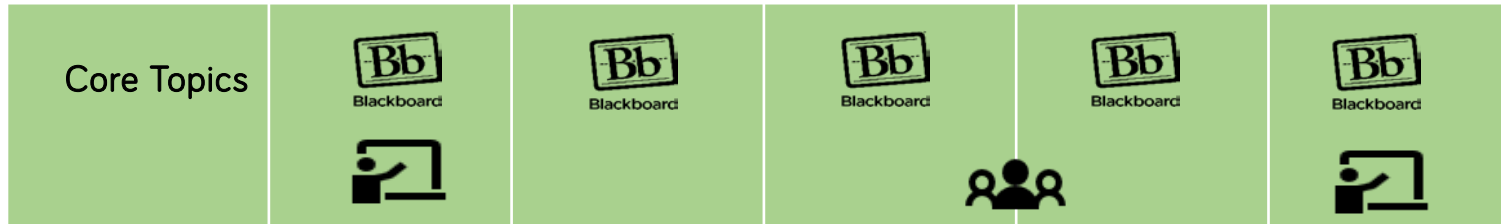
Week 2

Week 3

Week 4

Week 5

Week 7



# High level design

Week 1


















Week 2

Week 3

Week 4

Week 5

Week 7

Core Topics	 Blackboard 	 Blackboard	 Blackboard 	 Blackboard	 Blackboard 
Managing Information		 Blackboard	 Blackboard	 Blackboard	 Blackboard
Specialist Information	 Blackboard	 Blackboard	 Blackboard	 Blackboard	 Blackboard



# High level design

Week 1

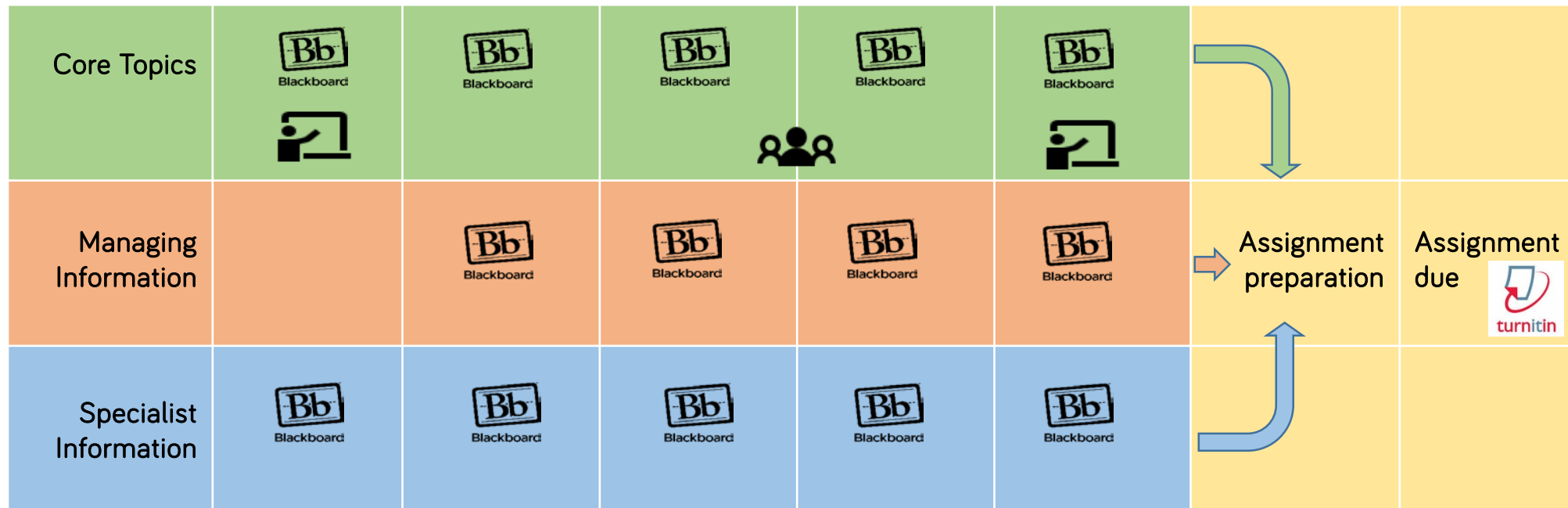
Week 2

Week 3

Week 4

Week 5

Week 7





Planning
Development
QA

[illegible][illegible]

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# Planning and creating content

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

### Read, Watch, Listen

Learners will:

<input type="checkbox"/> Watch	<input type="checkbox"/> Name	<input type="checkbox"/> Repeat
<input type="checkbox"/> Listen	<input type="checkbox"/> Tell	<input type="checkbox"/> Arrange
<input checked="" type="checkbox"/> Read	<input type="checkbox"/> Recall	<input type="checkbox"/> Describe
<input type="checkbox"/> Observe	<input type="checkbox"/> Define	<input type="checkbox"/> Memorise
<input type="checkbox"/> State	<input type="checkbox"/> Recall	<input type="checkbox"/> Recognise

Description  
Interactive wheel with resource types - directing them to click a journal articles - multidisciplinary - subject specific

Discussion prompt

☐ Part of an assessment

Learning time 5 mins

<h3>Investigate</h3> <p>Guiding the learner to explore, compare and critique the concepts and ideas being taught.</p> <p>Future Learn</p>	<h3>Collaborate</h3> <p>Learners work together to search for understanding, meaning and solutions or to demonstrate their learning by creating something.</p> <p>Future Learn</p>
<h3>Read, Watch, Listen</h3> <p>Learners watch video, listen to audio, review images and diagrams, watch animations and read text or short articles.</p> <p>Future Learn</p>	<h3>Produce</h3> <p>Production enables learners to consolidate their learning by creating real outputs using their current knowledge.</p> <p>Future Learn</p>
<h3>Practise</h3> <p>Enable the learner to adapt their actions to the task and use peer feedback and reflection to improve their next action.</p> <p>Future Learn</p>	<h3>Discuss</h3> <p>Learning through conversation. All steps in a course lead to conversation through commenting and social interaction.</p> <p>Future Learn</p>

### Practise

Learners will:

<input type="checkbox"/> List	<input type="checkbox"/> Recall	<input type="checkbox"/> Explain
<input type="checkbox"/> Recall	<input type="checkbox"/> Locate	<input type="checkbox"/> Categorise
<input type="checkbox"/> Define	<input type="checkbox"/> Match	<input type="checkbox"/> Experiment
<input type="checkbox"/> Arrange	<input type="checkbox"/> Identify	<input type="checkbox"/> Solve
<input type="checkbox"/> Recognise	<input type="checkbox"/> Describe	<input type="checkbox"/> Collect

Description: Use real examples - collecting examples

Discussion prompt

☐ Part of an assessment

Learning time 5-10 mins

### Read, Watch, Listen

Learners will:

<input type="checkbox"/> Watch	<input type="checkbox"/> Name	<input type="checkbox"/> Repeat
<input type="checkbox"/> Listen	<input type="checkbox"/> Tell	<input type="checkbox"/> Arrange
<input type="checkbox"/> Read	<input type="checkbox"/> Recall	<input type="checkbox"/> Describe
<input type="checkbox"/> Observe	<input type="checkbox"/> Define	<input type="checkbox"/> Memorise
<input type="checkbox"/> State	<input type="checkbox"/> Recall	<input type="checkbox"/> Recognise

Description: Read with resource types - directing them to click a journal articles - multidisciplinary - subject specific

Discussion prompt

☐ Part of an assessment

Learning time 5 mins

### Read, Watch, Listen

Learners will:

<input type="checkbox"/> Watch	<input type="checkbox"/> Name	<input type="checkbox"/> Repeat
<input type="checkbox"/> Listen	<input type="checkbox"/> Tell	<input type="checkbox"/> Arrange
<input type="checkbox"/> Read	<input type="checkbox"/> Recall	<input type="checkbox"/> Describe
<input type="checkbox"/> Observe	<input type="checkbox"/> Define	<input type="checkbox"/> Memorise
<input type="checkbox"/> State	<input type="checkbox"/> Recall	<input type="checkbox"/> Recognise

Description: Read with resource types - directing them to click a journal articles - multidisciplinary - subject specific

Discussion prompt

☐ Part of an assessment

Learning time 5 mins

### Practise

Learners will:

<input type="checkbox"/> List	<input type="checkbox"/> Recall	<input type="checkbox"/> Explain
<input type="checkbox"/> Recall	<input type="checkbox"/> Locate	<input type="checkbox"/> Categorise
<input type="checkbox"/> Define	<input type="checkbox"/> Match	<input type="checkbox"/> Experiment
<input type="checkbox"/> Arrange	<input type="checkbox"/> Identify	<input type="checkbox"/> Solve
<input type="checkbox"/> Recognise	<input type="checkbox"/> Describe	<input type="checkbox"/> Collect

Description: Use real examples on subject - directing them to click a journal articles - multidisciplinary - subject specific

Discussion prompt

☐ Part of an assessment

Learning time 20 mins

### Read, Watch, Listen

Learners will:

<input type="checkbox"/> Watch	<input type="checkbox"/> Name	<input type="checkbox"/> Repeat
<input type="checkbox"/> Listen	<input type="checkbox"/> Tell	<input type="checkbox"/> Arrange
<input type="checkbox"/> Read	<input type="checkbox"/> Recall	<input type="checkbox"/> Describe
<input type="checkbox"/> Observe	<input type="checkbox"/> Define	<input type="checkbox"/> Memorise
<input type="checkbox"/> State	<input type="checkbox"/> Recall	<input type="checkbox"/> Recognise

Description: Read with resource types - directing them to click a journal articles - multidisciplinary - subject specific

Discussion prompt

☐ Part of an assessment

Learning time 5 mins

### Read, Watch, Listen

Learners will:

<input type="checkbox"/> Watch	<input type="checkbox"/> Name	<input type="checkbox"/> Repeat
<input type="checkbox"/> Listen	<input type="checkbox"/> Tell	<input type="checkbox"/> Arrange
<input type="checkbox"/> Read	<input type="checkbox"/> Recall	<input type="checkbox"/> Describe
<input type="checkbox"/> Observe	<input type="checkbox"/> Define	<input type="checkbox"/> Memorise
<input type="checkbox"/> State	<input type="checkbox"/> Recall	<input type="checkbox"/> Recognise

Description: Read with resource types - directing them to click a journal articles - multidisciplinary - subject specific

Discussion prompt

☐ Part of an assessment

Learning time 5 mins


# 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

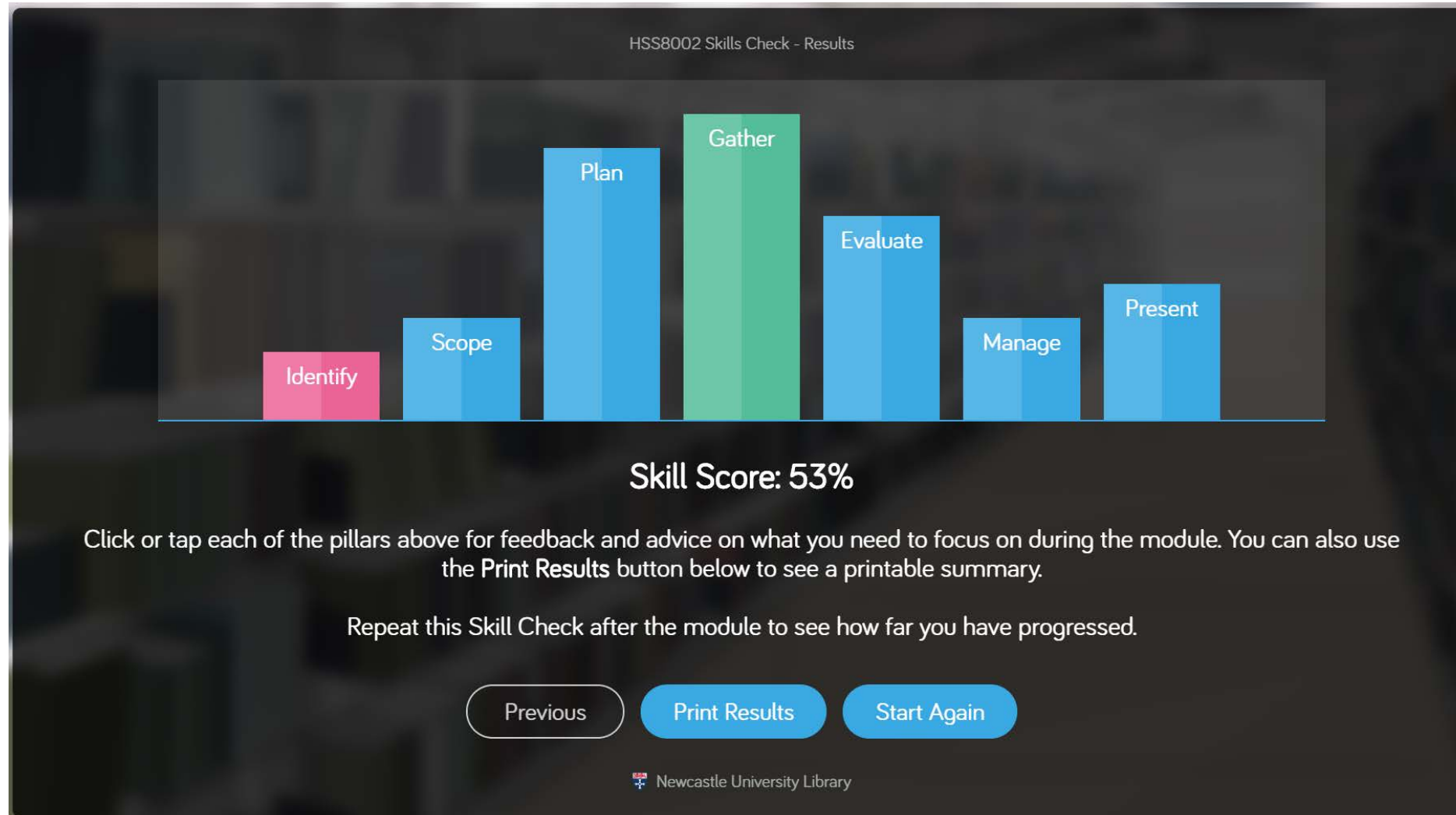
<https://bit.ly/2F5ULup>



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# Skills Checker results



# My HSS8002 Skills Check Results

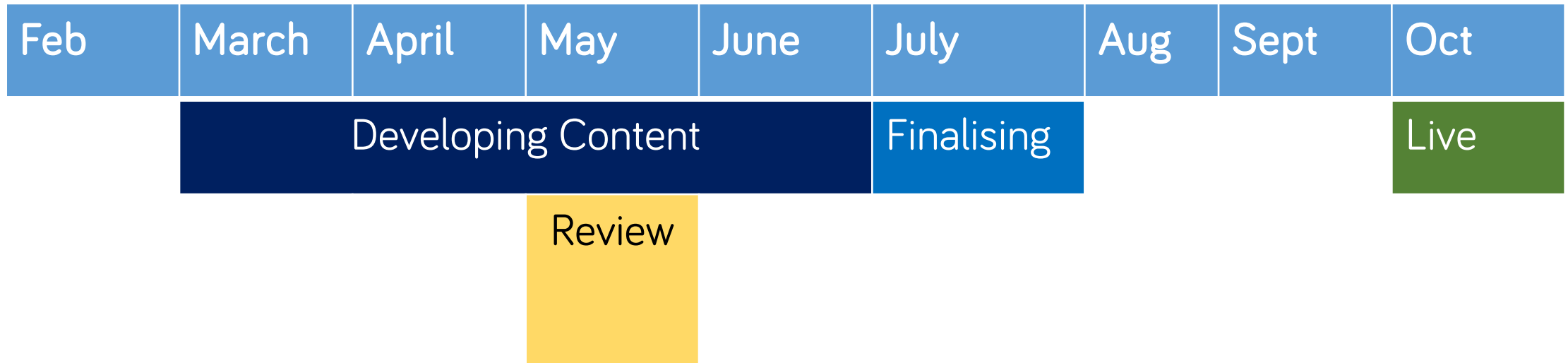


Skill Score: 53%

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 <a href="#">Your Search Question</a> .
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 <a href="#">What's Out There?</a> and <a href="#">Academic Information</a> 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 <a href="#">Academic Information</a> 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	Your comments
What is literature searching?	
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





Any questions?