

# Learning is like rowing upstream: not to advance is to drop back

Chinese proverb

## COLLABORATION

### → Equal member of academic team

- Met with leads from each subject area in December 2008 to agree on the 3 year plan
- All pre-qualification subject areas agreed the session plans and progressional structure
- Timely delivery of information skills sessions
- Librarian input into module delivery and design
- Librarian input into assessment of module with creation of online information skills quiz
- Academic staff support of information literacy by assisting with hands-on element of the 1st year module
- Academic staff attendance at Information Literacy sessions

### → Working with Learning Technologists at the School of Health and Social Care

- Librarians designed the questions for the online quiz assessment and the evaluation forms
- Learning Technologists translated these into virtual formats for the VLE
- Learning Technologists helped us answer technical questions from the students
- They also helped us to collate, manipulate and extract statistics from the online evaluations
- Learning Technologists also supported the academic staff, enabling them to import the quiz into individual modules

### → Liaising with other staff within the university

- University room booking co-ordinator
- University Equal Opportunities and Diversity Co-ordinator for support for students with disabilities
- Other non-academic staff at the School of Health and Social Care
- Other Library staff

## EMBEDDING INFORMATION SKILLS INTO MODULES AT OXFORD BROOKES UNIVERSITY

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OXFORD  
BROOKES  
UNIVERSITY

### 2nd Years

- 1-hour lecture at the beginning of the year covering advanced database searching, MeSH/Thesaurus and manipulating results, with hands-on exercise to complete independently
- Assessment via the quiz in the VLE
- Evaluation form for student feedback
- 1-hour dissertation lecture in individual subject groups at the end of the 2nd year which includes awareness of other subject databases and introduction to Endnote. Hands-on session optional

### 3rd Years

- 45-minute lecture in middle of 2nd Semester covers an introduction to:
  - NHS Evidence
  - NHS Athens passwords
  - NHS medical databases or SCIE
- This session also includes ways of staying up to date using:
  - RSS feeds
  - Journal alerts
  - Database alerts
  - Blogs
  - iGoogle

### Target audience

- Undergraduate students undertaking qualifications in Nursing (Adult, Children, Mental Health and Learning Disability)
  - Midwifery
  - Occupational Therapy
  - Osteopathy
  - Social Work
  - Physiotherapy
  - Operating Department Practitioners
    - Paramedics
- Sessions are supplemented by subject webpages in the Library website.

### 1st years

- 20-minute lecture in the first week introducing the library.
- 1-hour lecture later in the semester covering:
  - Finding resources from a reading list
  - Basic database searching
  - Hands-on session with set exercises
- Assessment of module using an information skills quiz in the Virtual Learning Environment (VLE) to assess their knowledge of the library and database searching and to consolidate knowledge.
- Evaluation form for student feedback.

## LESSONS LEARNED

### Time pressures:

Working patterns between the three Health and Social Care Librarians  
Summer vacation and annual leave

### Communication:

Telephone often better than email

Ensure that the plan is reiterated in all appropriate academic meetings so that everyone knows what is happening

Communicate with all Library colleagues

Division of tasks between Module Leaders, Learning Technologists and Librarians. Who is doing what and when?

### Extra Student Support:

Who is responsible for this? Academics or Librarians?

### Quiz:

Constantly needs checking to ensure accuracy!

### Logistics

Room bookings within the university

Number of students

Movement of students between campuses. Lecture and hands-on sessions at different sites.

Multi-site issues (courses run in Oxford and Swindon)