Library as partner in Curriculum Design @ La Trobe University

IATUL Presentation
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Learning & Teaching

Curricular Services, Library
Curricular Services - structure

The Curricular Services team works across multiple campuses within Victoria and New South Wales in Australia

- Melbourne, Bendigo, Albury-Wodonga, City, Shepparton, Mildura, Sydney and online;

- Two College aligned teams: ASSC/SHE.

Librarians are assigned to discipline areas to support discipline teaching staff

Learning and Teaching Library Contacts

The team was awarded a National Teaching Award (an OLT) in 2014 upon which our current practice model is based, citation:

*Outstanding Contributions to Student Learning, for transforming undergraduate information literacy education through development of a coherent learning and teaching model that is adaptable and responsive to curriculum design across disciplines.*
Our practice and partners

Curricular Services collaborate with teaching staff to embed information and digital literacies skill development into the curriculum. These are constructively aligned to subject and course Intended Learning Outcomes (ILOs). Information and digital literacies skill development:

- Information and Digital Literacies
  - Research skills – discipline specific:
    - Finding information
    - Critical evaluation of information
    - Referencing and ethical use of information
# Information literacy matrix

<table>
<thead>
<tr>
<th></th>
<th>FOUNDATION</th>
<th>CONSOLIDATING</th>
<th>PROFICIENT</th>
<th>ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information literacy standards</strong></td>
<td>The information literate person engages in closed or open inquiry with predetermined questions, issues and criteria.</td>
<td>The information literate person engages in closed or open inquiry, within structured guidelines.</td>
<td>The information literate person engages in open inquiry, within structured guidelines.</td>
<td>The information literate person engages in open inquiry within self-determined guidelines.</td>
</tr>
</tbody>
</table>
| 1. Recognises the need for information and determines the nature and extent of the information needed | - 1.1 Recognises different information types from a reading list.  
- 1.2 Identifies key search concepts in a research topic or question. | - 1.3 Identifies the types of information needed for a research topic or question. | - 1.4 Asks appropriate questions to guide the inquiry.  
- 1.5 Determines nature and extent of information needed.  
- 1.6 Chooses advanced search concepts (synonyms etc) to describe a topic. | - 1.7 Generates research questions based on experience, expertise and/or literature reviews. |
| 2. Finds needed information effectively and efficiently | - 2.1 Recalls the Library’s basic facilities and processes.  
- 2.2 Distinguishes between the different types of search tools for finding scholarly information.  
- 2.3 Devices basic search strategies using keywords.  
- 2.4 Identifies relevant information from search results.  
- 2.5 Locates information within the university library system - online and print.  
- 2.6 Organises time to find information for an assignment. | - 2.7 Identifies sources appropriate to discipline.  
- 2.8 Uses multiple source types.  
- 2.9 Organises time to ensure an effective and thorough approach to research.  
- 2.10 Locates information at other institutions as appropriate. | - 2.11 Devices complex search strategies.  
- 2.12 Independently identifies sources appropriate to discipline.  
- 2.13 Uses multiple source types including primary sources. | - 2.13 Devices multiple search strategies and methods within self-determined guidelines. |
| 3. Critically evaluates information and the information-gathering process | - 3.1 Recognises when to modify search strategy to refine results.  
- 3.2 Identifies relevant information within a source. | - 3.3 Recognises how scholarly information is produced and disseminated.  
- 3.4 Examines/compares information found to assess the quality, reliability, accuracy, authority etc. | - 3.5 Defines criteria for evaluating information from a critical perspective.  
- 3.6 Modifies the search strategy using synonyms, related terms and appropriate commands (e.g. Boolean operators) to refine results to meet the information need.  
- 3.7 Considers if other sources should be used. | - 3.8 Evaluates sources from multiple critical perspectives.  
- 3.9 Analyzes structure, logic, scope, perspective and relevance of sources and search strategies. |
| 4. Manages information collected and generated | - 4.1 Recognises different elements of citations.  
- 4.2 Records all relevant citation information using a given referencing style. | - 4.3 Understands elements of a citation.  
- 4.4 Formats citation elements in an appropriate bibliographic style.  
- 4.5 Uses in-text citations or footnotes appropriately. | - 4.6 Formats citations in any given style as required. | - 4.7 Utilises a bibliographic management system to organise retrieval and access of multiple references (e.g. Endnote). |
| 5. Applies prior and new information to create new concepts or create new understandings | - 5.1 Summarises the main ideas from information gathered.  
- 5.2 Explains main ideas understood from information gathered. | - 5.3 Syntheses the main ideas from information gathered.  
- 5.4 Uses forms of presentation appropriate to audience. | - 5.5 Integrates new understandings from various sources in original work. | - 5.6 Synthesises information to develop new hypotheses, models or research agenda. |
| 6. Uses information with understanding and acknowledges cultural, ethical, economic, legal, and social issues in the use of information | - 6.1 Understands when to acknowledge (cite) sources to avoid plagiarism.  
- 6.2 Conforms with legal and ethical requirements related to accessing and using and storing information. | - 6.3 Demonstrates an ability to evaluate balance/fairness of information.  
- 6.4 Demonstrates an ability to state a rationale for legal and ethical requirements related to accessing and storing information. | - 6.5 Identifies the value and belief systems underlying the information. | - 6.6 Actively seeks out a range of perspectives critiquing the underlying belief and value systems. |
Constructive alignment

Course/Degree level outcomes

Evidence that your interventions have been tested

Intended learning outcomes

Teaching & learning activities

Assessment & feedback

Subject 1

Subject 2
Overview of our practice

There are a variety of ways that the skills practice support is delivered to students:

- Design of activities for practice/formative development for Inquiry / Research
- Embedded assessments for Inquiry / Research, including quizzes in the LMS
- Assessment Help Guides; Single Subject guides
- Curating content for blended subject design using LTU subscribed resources: ejournals, ebooks, newspaper articles, and videos.
- Creating and editing a Reading List for a subject; consultation on resources/collection development
Curriculum Design: University Strategy

• University Digital Learning Strategy (2015-17) to make 60% + subjects blended delivery

  • **Partners included:** Academic teaching staff, Learning designers and developers, Academic skills experts, Project Manager for their college

  • **Attending curriculum design meetings, we:**
    
    • Planned an intentional approach to skills development (no ad hoc classes)
    
    • Designed our interventions in collaboration with teaching staff and educational designers as part of subject assessment

    • Advocated for library services and resources

    • Curate resources, create assessment help guides
Benefits include:

- This embedded approach is scalable, sustainable, intentionally designed and actively contributes to student success
- No more ad hoc classes: all classes are intentionally designed as part of subject tutorials
- Working as a partner in the curriculum design process
- More resource creation
- Leads to the creation of further liaison opportunities with academic teaching staff
- Building positive stories and good will for the library
Levels of interventions

Level 1: Constructively aligned embedded intervention (related to *Inquiry / Research*)

- Level 2 support plus
- Tailored Assessment Help Guide, Embedded tutorial classes and Assessments (such as quiz etc.)

Level 2: Integrated and existing resources

- Reading list
- Achieve@Uni: latrobe.edu.au/students/study-resources/learning/achieve
- Expert Help link: latrobe.libguides.com/
- Curation of resources

Level 3: Open

- No ‘Inquiry/research’ Graduate Capability for subject, but opportunity for Library support is apparent (for example, embedded online SPSS tutorial)
Benefits and outcomes

Curricular Services staff have participated in over 320 subjects (involved in the curriculum redevelopment and subject improvement processes) since mid-2015 until now (2018).

- Evidence of improved learning outcomes for students in redesigned subjects that curricular services staff were involved in

- Increased number of collaborative relationships across LTU departments and with key teaching and LTLT staff

- Increased awareness of Library services and resources, role of Curricular Services Library staff; evidenced by repeat business and referrals

- Evidence of effective outcomes with teaching staff, i.e. positive feedback on Library resources, services and innovations
Benefits and outcomes - cont’

Curricular Services approach evidenced by

- Great relationship, communication with College Project Managers
- New innovations and developments, including Assessment Help Guides (using LibGuides software)
- Cross-professional development with other La Trobe departments, and professional staff

Developing effective relationships for new Library and teaching staff

More exposure to students’ needs, subject needs.
Evaluation of our interventions

Learning activities and resources developed and delivered are constructively aligned to Subject ILOS, are automatically evaluated through the subject assessment tasks.

Other methods are utilised by Library staff:

- Face to face classes are evaluated using student survey forms
- Basic learning analytics can be obtained from Reading Lists
- Views on Assessment help, single subject, and expert help guides
- Activity learning analytics available from the LMS, where the Library has embedded an activity or resource
Examples
## HuSS and Education examples

### Level 1 (and level 2)

<table>
<thead>
<tr>
<th>EDU5BCL – Building Inclusive Communities of Learners</th>
<th>POL5HSD – Human Security and Development</th>
<th>HIS1MLH – Myths, Legends and History</th>
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</thead>
<tbody>
<tr>
<td>• Redesigned reading list &amp; embedded sections into LMS</td>
<td>• Creation &amp; development - reading list</td>
<td>• Creation and development of reading list and assessment help guide</td>
</tr>
<tr>
<td>• Creation of Assessment Help Guide</td>
<td>• additional sources/tutorials to improve students' presentation skills</td>
<td>• Library skills quizzes (5) developed as part of the assessment</td>
</tr>
<tr>
<td></td>
<td>• recommendations on academic papers for Required Readings</td>
<td>• Library classes, where content was based on quiz results – areas needing support</td>
</tr>
<tr>
<td></td>
<td>• Assessment Help Guide</td>
<td>• Interactive e learning module currently under construction</td>
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**Subject Coordinator feedback**

Very positive experience for both teaching and library staff.

**Academic teaching staff were positive about the curation of materials for use in reading lists and in the LMS.**

**Subject Coordinator feedback was positive**
Law example

Level 1 (and level 2)

First Year Law (Bachelor and JD)- LAW1LIM

- Written and two 15 question quizzes for embedding into the curriculum – One for Finding and Cases and another for Finding Legislation
- Assessment Help Guides and other resources to support student completion of the quizzes, including eModules
- Embedded two classes for each Quiz and supporting Lesson Plan that was given to sessional lecturers to deliver the seminar to the students
- Recorded video tutorial on Camtasia on researching for debate topics (1 hour)
- Organising library rooms and adding these sessions to the Library Training database so students could register for the Peer Leaning Advisors to run workshops on debate
- Reading lists and resources help for academic staff members

Semester 1, (Melbourne /Bendigo)
Semester 2, (Melbourne /Bendigo)
Semester 1, City
## Health sciences examples

### Level 1 (and level 2)

<table>
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<tr>
<th>OCT4ECP – Enabling change: musculoskeletal and neurological conditions</th>
<th>NSG2TBN – Transition to Bachelor of Nursing</th>
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<tr>
<td>• Created an <a href="#">Assessment help guide</a> on how to find qualitative research</td>
<td>• Published article outlines Library involvement</td>
</tr>
<tr>
<td>• Wrote content for two new videos. The first one is on how to translate your SBL objective into a searchable question. The second one is on how to use Standards Online database – created by Sandi.</td>
<td>Johnston, J &amp; Reisenhofer, S (2017)</td>
</tr>
<tr>
<td>• Co-presented a live/recorded webinar with Chris Bruce on searching for evidence – made available via LMS</td>
<td></td>
</tr>
</tbody>
</table>

| Semester 1 | Semester 1 & 2 |
Health sciences example

Level 1

Core First Year subjects - Health Sciences (over 2,000 students)
- HLT1IPP Interprofessional Practice
- HLT1RAE Research and Evidence
- HLT2IEP Integrating Evidence into Practice (IEP 926 students)

This is a scaffolded program over the first three semesters of a Health Sciences course. Library intervention covers basic searching and finding peer reviewed journal articles in IPP, understanding research and evidence in practice in RAE, then integrating evidence into practice in IEP.

This program commenced in 2009 in IPP with IEP following in 2010, and RAE developed in 2012. The intentionally designed activities have been developed in collaboration with teaching staff in the College, and are tailored to subject learning outcomes.

Research and Evidence modules were developed in collaboration with teaching staff in 2012 as the major teaching resource for RAE. The modules received a University Citation in 2013 as an outstanding contribution to student learning. Now in the LMS, this resource is being reviewed and will be published as an etextbook in 2018.
Learning
Innovations &
Collaborations
Collaborative developments in elearning:

• eBureau - open textbooks - LTU publisher https://library.latrobe.edu.au/ebureau

• Assessment help guides example: http://latrobe.libguides.com/HLT2 IEP

• Expert help guides: https://latrobe.libguides.com

• eLearning Showcase: http://libraryelearning.latrobe.edu.au/elearning-showcase/

• Ready4Uni – flipped orientation 20,450 views 1st semester http://latrobe.libguides.com/starting/what-is-uni-like

• Achieve@Uni – 1st semester views 94,133 http://latrobe.libguides.com/achieve
Other successful partnerships

- Cross team collaboration on professional development:
  - College Education team
    - Curricular Services trained College Education team on Reading Lists software (to help teaching staff)
    - College Education team trained Library staff on LMS quiz creation; LMS eLesson creation
  - Educational Design, LTLT team
    - Invitation to co-design workshops with Educational Design team
  - Learning Futures, LTLT team
    - Invitation and discussion of the Library involved in the PATS program (peer assisted teaching- pilot at the Library initially), with Learning Futures
  - Closer collaboration with Career Ready to enhance capstone opportunities
About the presenters
Sharon Karasmanis is the Manager of Learning and Teaching at La Trobe University Library, which includes Curricular and Co-Curricular services across six campus libraries. Sharon has worked with a team on five years of research, with an intentional focus on teaching and learning, in evidence-based practice in Health Sciences. From this research, emerged a sound pedagogical model for embedding information literacy and research skills into the curriculum in a scalable and sustainable way.

Sharon collaborated with the Faculty of Health Sciences on the development of the award winning Research and Evidence modules, designed as an introduction to evidence-based practice for first year Health Sciences students, these online modules are now in publication as an eTextbook. Sharon has received two La Trobe University Citations for Outstanding Contribution to Student Learning in 2013, and a 2014 OLT Award for Outstanding Contribution to Student Learning from the Office of Learning and Learning.

Google Scholar profile
About the presenters:

Caroline Ondracek is Senior Coordinator, Curricular Services at La Trobe University Library. Caroline has over ten years’ experience in academic and special libraries as well close to ten years’ experience in the public library sector. She has a Bachelor of Biological Sciences (with Honours) (La Trobe University) and a Graduate Diploma of Information Management (RMIT University).

Caroline also holds a CELTA (Certificate in English Language Teaching to Adults) and has two years teaching English language experience in Europe. She has an interest in developing student’s research skills into the higher education curriculum and ensuring that they have an outstanding student learning experience.
Questions?