**FOLIOz – Designing and Delivering Information Skills Training Courses (InfoSkills)**

**Individual Assignment (Part 1)**

**Course Title: Finding the good stuff - getting the most from your library service**

**Group: 1st Year Biomedical Science Students**

**Aim:**

This introductory session will supplement the 1st Year Biomedical Science lecture - *Foundations of Biomedical Science* delivered in Week 1. The session provides an overview of Library services and highlights resources which will help students find information to support assignments.

**Objectives:**

By the end of this training session, participants should be familiar with:

* Library locations and opening hours
* The Library catalogue & website
* Borrowing, renewing & returning library materials (including overdues & infringements)
* Login essentials (including network, ‘MyLibrary’, WebCT, student email, student portal)
* How to access PCs and the wireless network for laptop users
* Subject specific databases
* Finding peer-reviewed articles and accessing full-text (print & online)
* Referencing
* How to access materials from other libraries
* Printing & photocopying facilities

**Learning Outcomes:**

On successful completion of this training session, participants will be able to:

* Conduct searches using the library catalogue
* Understand borrowing, renewal , returns & infringements procedures and have an awareness of lending & overdue policies
* Login to Library PCs and check borrower records using ‘MyLibrary’
* Use WebCT, student email & student portal logins
* Set-up wireless access to the University’s network
* Identify and conduct a basic search of appropriate databases for biomedical science subjects
* Recognise & evaluate the characteristics of peer-reviewed articles
* Develop basic principles of the Harvard referencing system
* Conduct a search to find & request resources held in other libraries using BONUS+
* Use printers and photocopiers

**Schedule:**

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| **Time** | **Key Points** | **Delivery Method** | **Resources** | **Duration** |
| 10:00 | Introduction & Session Outline | Informal chat & Presentation | Library Tutorial Room, Presentation slides & Data projector | 10 mins |
| 10:10 | Overview of Library Services | Presentation | Library Tutorial Room, Presentation slides & Data projector | 20 mins |
| 10:30 | Library Tour & Catalogue | Informal chat & demonstration | Library OPAC &Library guides | 15 mins |
| 10:45 | Login Essentials | Hands-on session | Library Computer Lab, PCs, Data projector &‘Login Essentials’ handout | 15 mins |
| 11:00 | Databases & Peer-Reviewed Articles | Demonstration & Hands-on session | Library Computer Lab, PCs, Data projector, ‘Finding Peer-Reviewed Articles’ exercise sheet & Pens | 45 mins |
| **11:45** | **Break** | **Break** | **Break** | **15 mins** |
| 12:00 | Referencing | Presentation & Hands-on session | Library Computer Lab, PCs, Data projector,White board, Pens &‘Referencing Guide’ handout | 30 mins |
| 12:30 | BONUS+, Printing & Photocopying | Presentation & Hands-on session | Library Computer Lab, PCs, Data projectorBONUS+ leaflets,‘Printing & Photocopying Services’ handout | 20 mins |
| 12:50 | Review Session & Where to Get Help | Informal chat  | Library Computer Lab, PCs & Data projector  | 10 mins |
| **13:00** | **Close** | **Close**  | **Close** | **Close** |

**Rationale:**

I chose to design the course around a group of 1st Year Biomedical Science Students because previous sessions delivered to this group were not very effective, poorly attended and not well received by the participants. The original Library Introduction session outline was developed by Biomedical Sciences teaching staff, but delivered by Library staff to a large group of students in a lecture theatre during one hour at the start of semester (immediately after a biomedical lecture). The training was designed and scheduled to suit lecturing staff and did not contain much input from the Library. Library staff felt that the session was not long enough, nor delivered in the appropriate setting – consequently, participants did not see the relevance of the session and many did not attend or left during the session.

The type of information skills training course I would like to deliver is a **Library Induction**. Although the cohort of students is a large group, I plan to deliver several sessions to small groups over the first few weeks of semester. As the majority of 1st Year students are new to University and to higher education, many may not have used an academic library nor had to undertake research on an individual basis, so need to be given details of what the library has to offer in a friendly environment and in an easily digestible format. Students don’t need a lot of detail as this can cause information overload – they already have a lot of information about their course and about university in general during the first few weeks of semester. Hands-on sessions seem to make the information ‘stick’ for most participants, so the session is scheduled to offer as much hands-on activity as possible, helping to break each section into more easily digestible tasks.

I decided to design the course to deliver to **small groups** using **a combination of presentations, tour and hands-on sessions**. The problems previously experienced with this cohort of students were that the large group lecture-style format did not hold interest and students were not given the opportunity to reinforce knowledge with practical sessions. It is easier to offer hands-on sessions to smaller groups so that activities can be monitored and assistance provided to individuals if required. The Library has limited space in computer labs for this type of training, so only small groups could be accommodated.

Although library induction sessions are usually requested by lecturing staff, they are not embedded in the curriculum, so many students do not see the relevance of the library and how the library can assist with coursework and assignments. I am hoping to adopt a more ‘hands-on’ approach by making sessions more practical and less ‘information’ based. I am also hoping to reduce the view of library staff as offering a ‘hand holding’ or ‘babysitting’ service and making the sessions complement the curriculum or address the requirements for the students’ first assignment to increase relevance to students and lecturing staff.

The challenge will be in getting lecturers to buy-in and allow the library to have more input and a say in what is included in the curriculum – one solution is to highlight the importance of information literacy skills and how these sessions can help to build student capabilities.