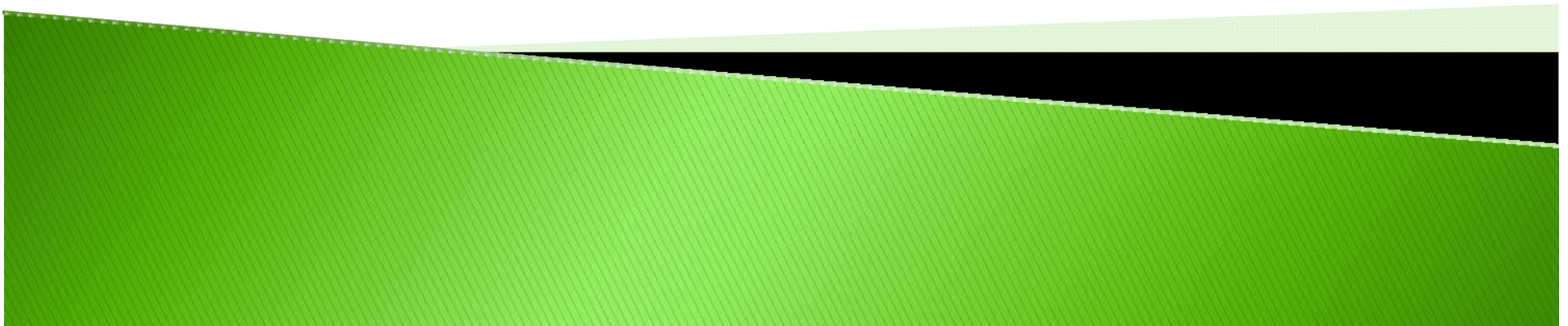


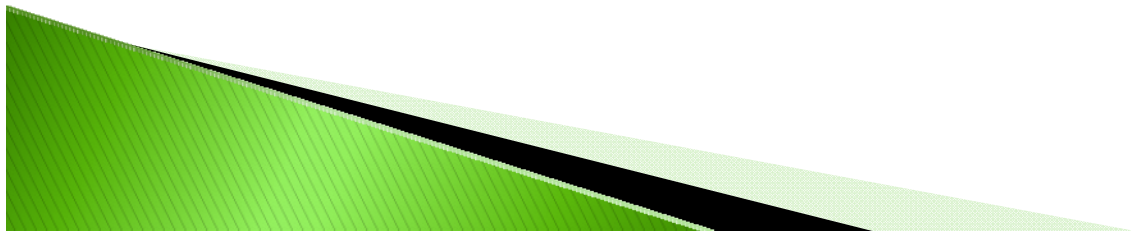
# Embedding IL in a 1st yr undergraduate module: a case study of a trial

Dina Koutsomichali  
LILAC 2011



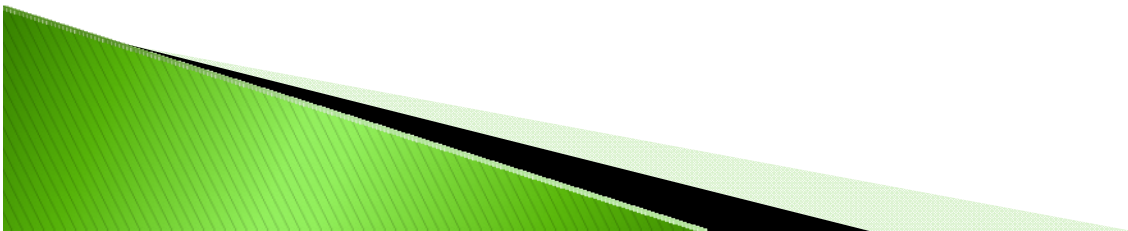
# Case study

- ▶ The course
- ▶ The materials
  - ❖ Usage – IL materials
  - ❖ Usefulness
  - ❖ Use of library resources
- Access statistics
- Online survey
- Group reports



# The course

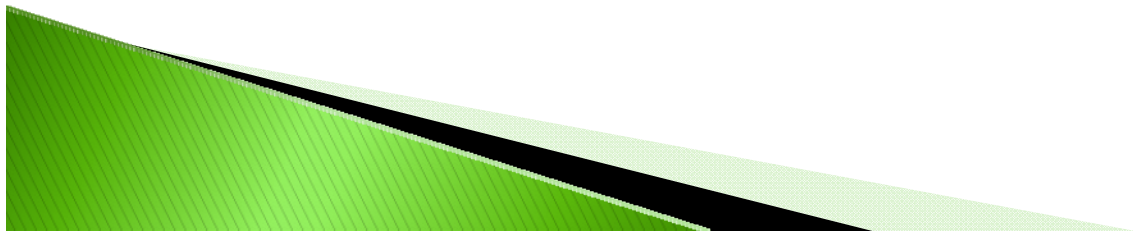
- ▶ 24 week business skills module for 1<sup>st</sup> yr Arts & Design students
- ▶ Blended delivery – F2F & online lectures and tasks
- ▶ Assessment: a case study of a small local business – a group project report and presentation, self and peer assessment



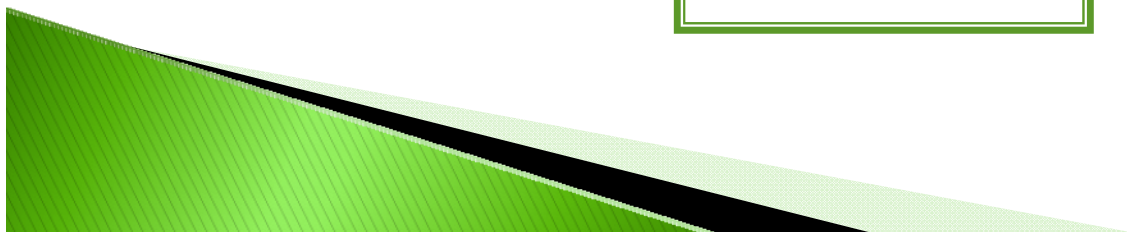
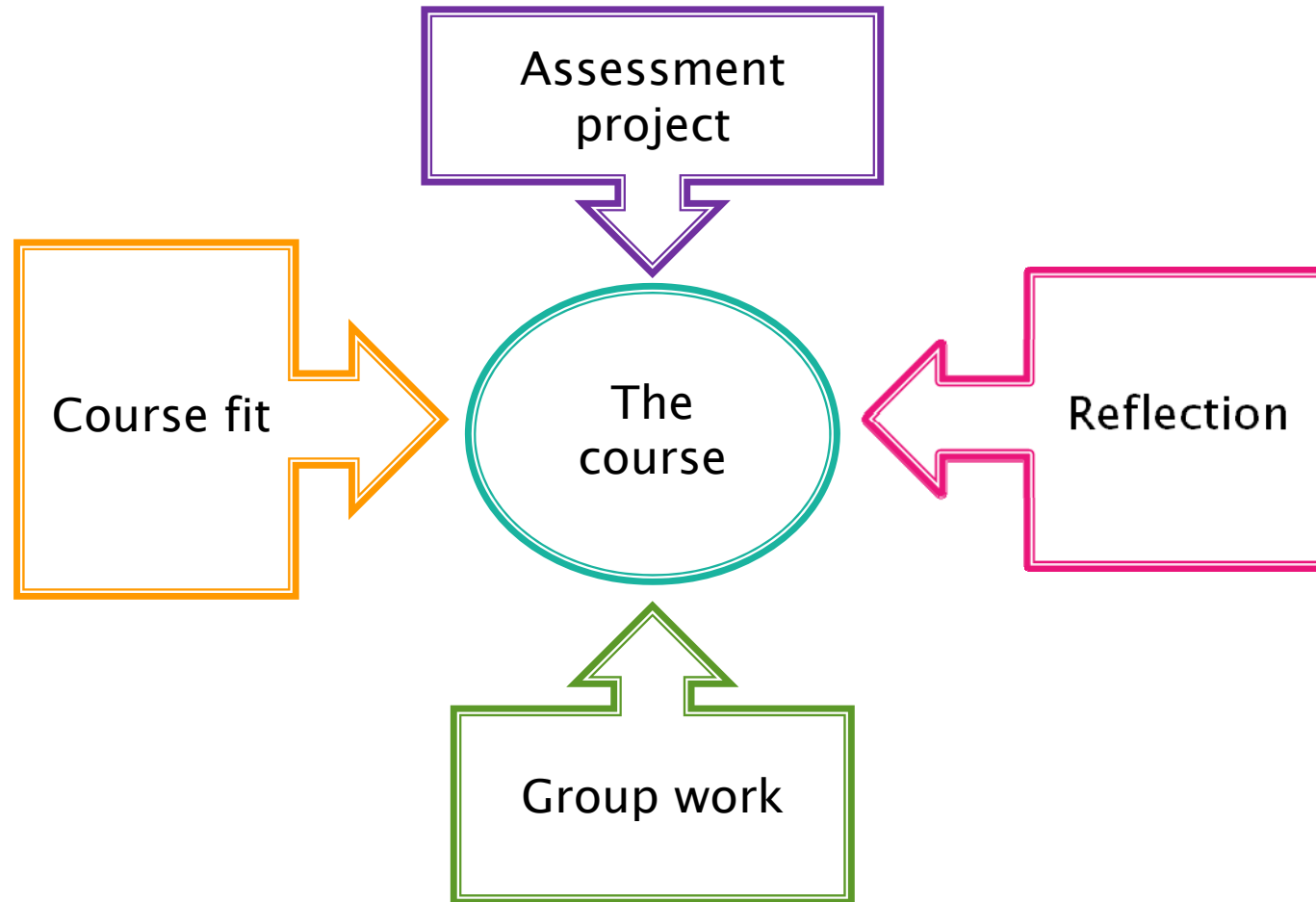
# Preparation

Weekly meetings between tutors, library staff and LTA

- ▶ Technology and software
- ▶ Module content and assessment
- ▶ Past student experiences and reports

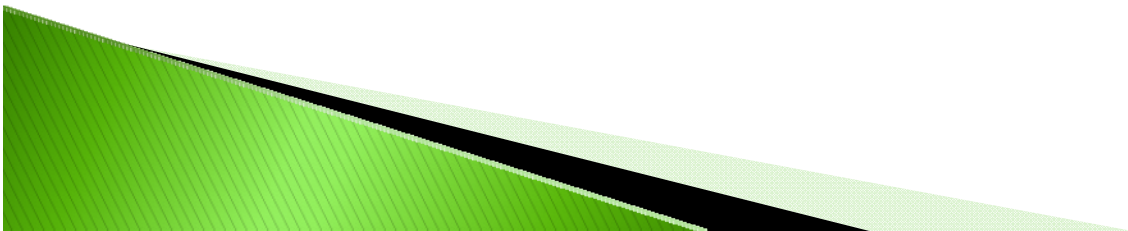


# IL material considerations



# IL material

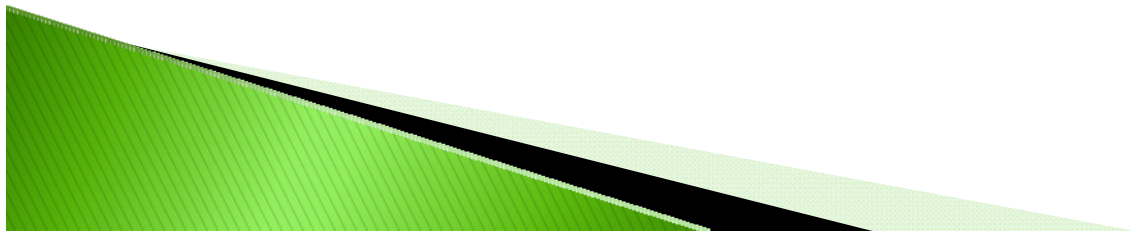
1. A F2F lecture on basic library processes and research – PP on VLE
2. Short videos & screencasts
3. ‘5 steps to a great project’: a set of 5 online activities on ‘nuts & bolts’ of library/IL skills relating to particular aspects of their project



# 5 steps to a great project

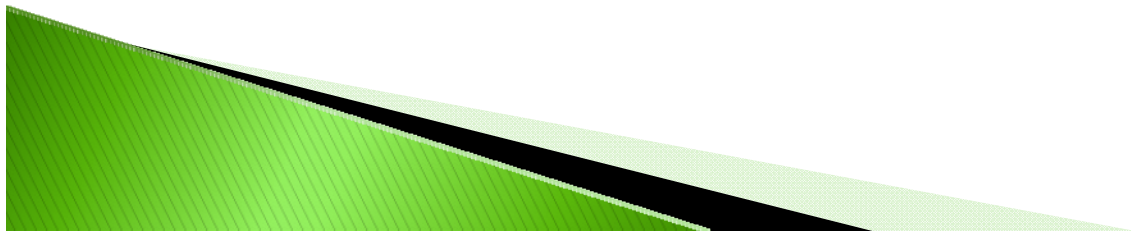
Individually or in groups – 30 mins

- ▶ Step 1 – Selecting a business
- ▶ Step 2 – Research
- ▶ Step 3 – Images
- ▶ Step 4 – Plagiarism
- ▶ Step 5 – Bibliography



# Activity format

- A. Watch a video or screencast on a particular issue i.e. finding a business
- B. Think about their project and explore relevant resources
- C. Share ideas & findings with other members of their group on the group discussion board within the VLE



# Example of online activity

Dashboard  
Announcements  
Key Information  
Unit Timetable  
Contacts  
Staff Team  
Week by Week  
Discussion Board  
Resources  
Assignment Submission  
Email

## **Week 3 - Introduction to Assignment**

Lecture Sallis Benney Theatre

- Explanation of the assignment
- Allocation of Groups for assignment

5 steps to a great project: Step 1 - Selecting a business

### **5 steps to a great project**

#### ***Step 1 - Selecting a business***

This activity should take you 30mins but feel free to spend longer exploring the available resources.

Work through the questions below individually or in pairs and share your ideas with other members of your group using your group discussion board. Complete this step **by Tuesday 19th October** and bring your findings and ideas to the lecture.

A. Meet Viv, Polly and Holly, three students who have successfully completed a case study for this module. Watch [this video](#) and answer the following questions:

- How did they choose a business for their project?
- What kind of business do they think would be good to use for this kind of project?

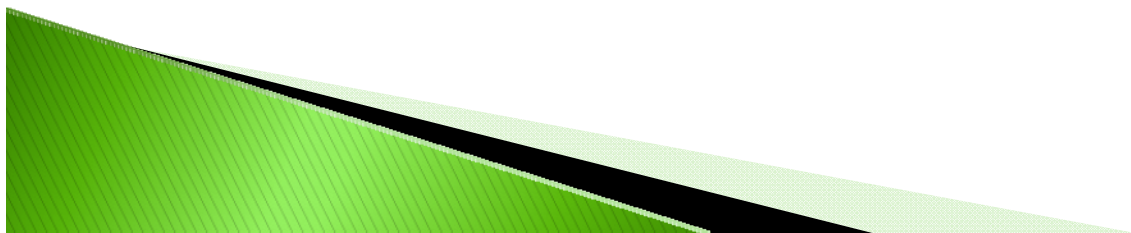
B. Think about your project:

- Go to **Resources** on the left hand menu and explore the online local directories in **Professional Practice Resources**. Can you think of other ways of selecting a business?
- Think about the different aspects of a business which were mentioned in today's lecture. Which aspects would you like to investigate through your project?

C. Share your ideas with other members of your group in your group discussion board.

# Tutor comments

- ▶ Very positive about the involvement of library staff
- ▶ Material covers what the students need
- ▶ Good way of integrating activities with course
- ▶ Good idea to use a combination of videos with past students and screencasts showing how to use materials
- ▶ Liked the reflective aspect of the activities



# Usage

**F & T** – 64 students

Content area: 1969

Discussion board: 772

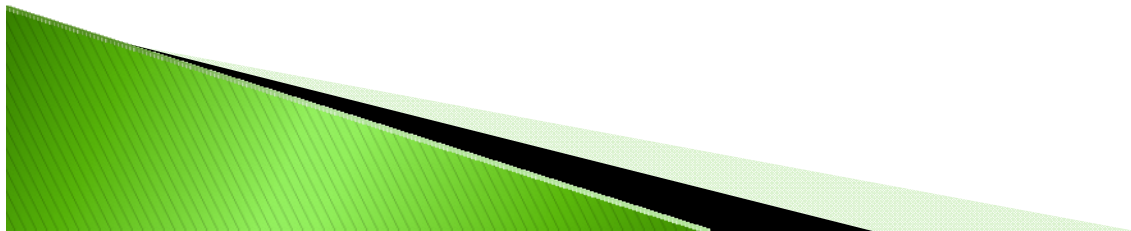
Blogs: 50

**3D & Mats Pract.** – 52 students

Content area: 2429

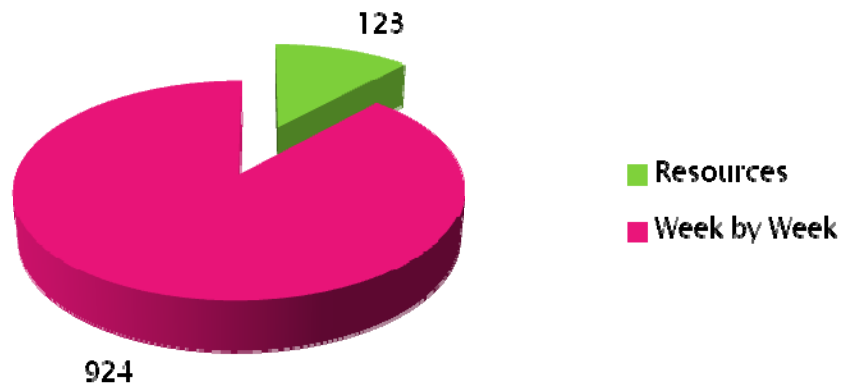
Discussion board: 882

Blogs: 517

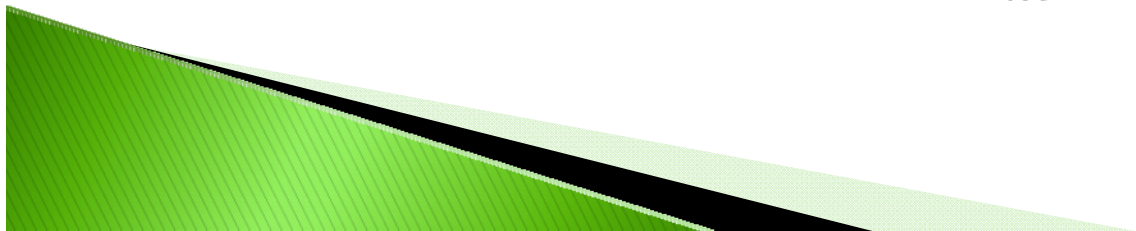
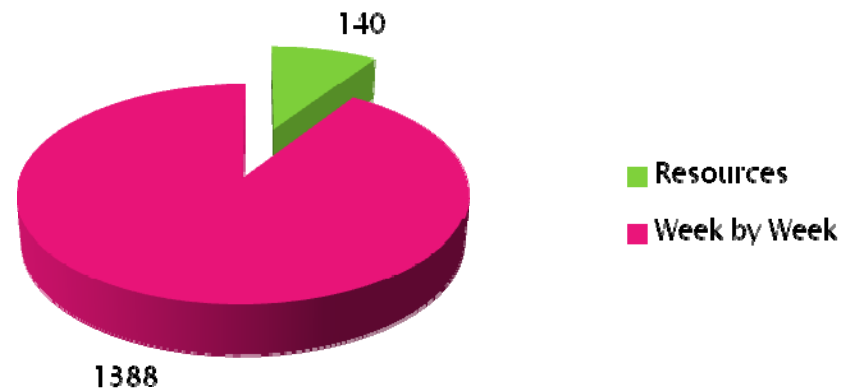


# Content area

## F & T



## 3D & Mats Pract

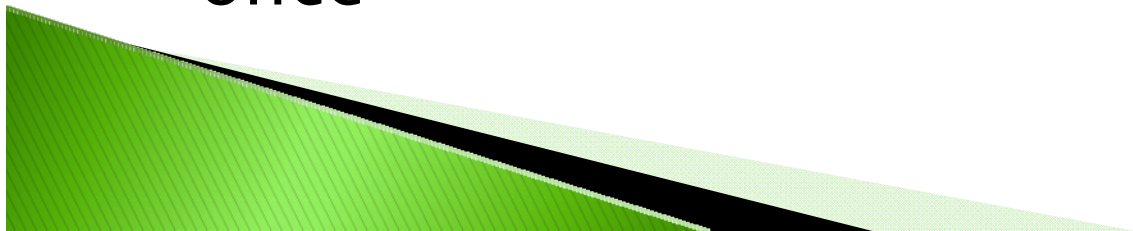


# Levels of usage – IL material

- ▶ 72.2% used the research PP from F2F lecture

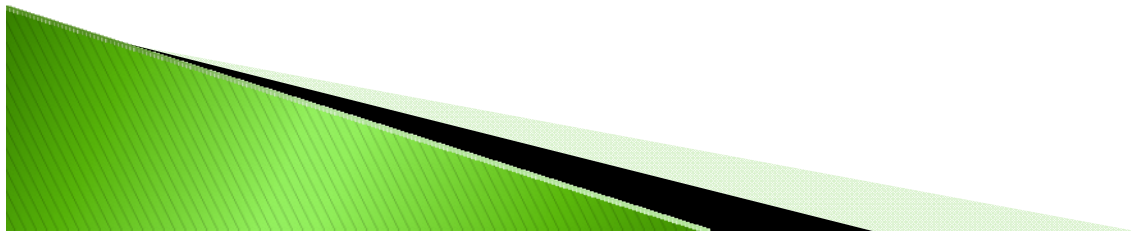
Groupwork: allocation of responsibilities

- ▶ 63% (F & T) and 77% (3D & Mats Pract) accessed at least one of the IL activities
- ▶ More students per group accessed more of the activities in the 3D & Materials Practice group than the F & T group.
- ▶ Very few students visited the tasks more than once



# Online methods used for group work

- ▶ VLE blog & discussion board:  
in the early stages to make first contact with other members of the group and exchange telephone numbers.
- ▶ 58.8% Facebook
- ▶ 82.4% Email
- ▶ 88.2% Texting

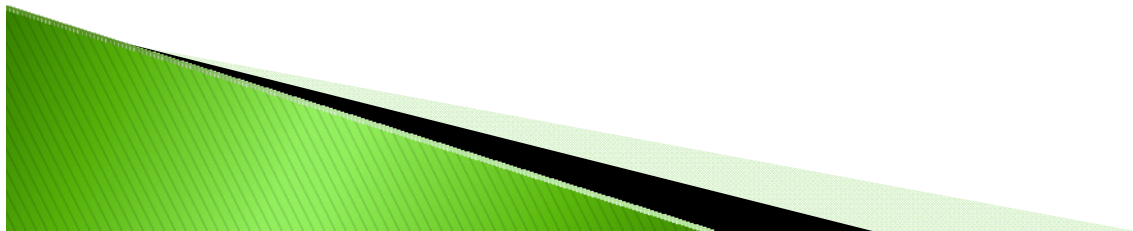


# Usefulness

- ▶ 67% of the students said they found the online tasks either useful or very useful

“I found the technical lectures useful (how to cross search for resources....)”

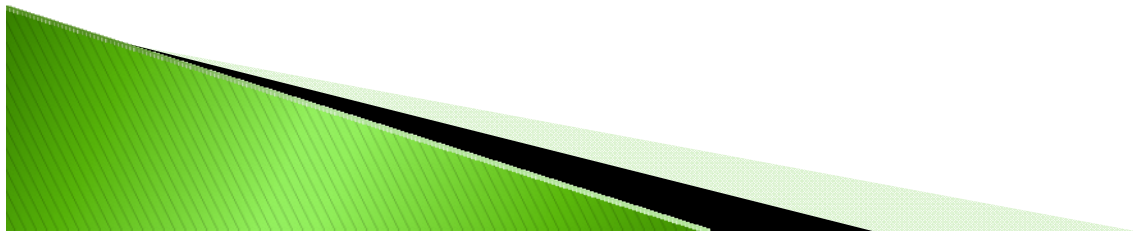
“... it had a good format.”



# Student survey comments

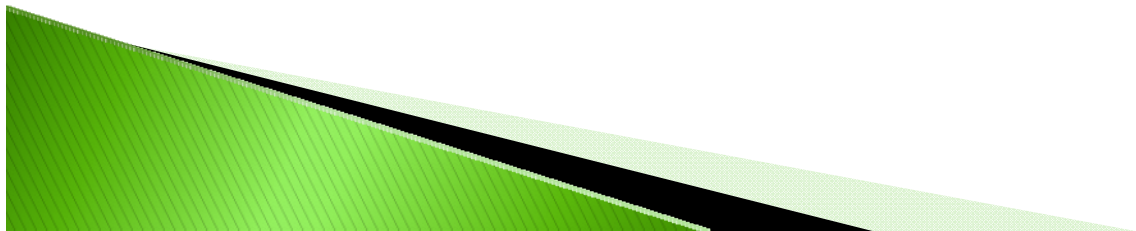
“Didn’t use it much because it was hard to get the whole group to want to.”

“I don’t find watching videos online an engaging way of learning new information. I prefer face to face discussions and lectures/seminars where I can write notes.”



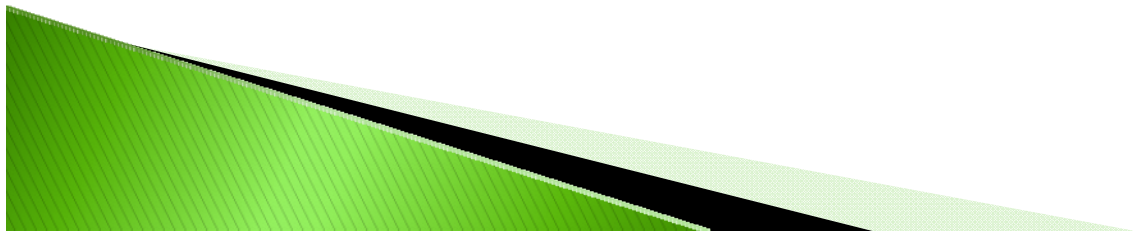
# General course comments

- ▶ They liked being able to access the material in their own time
- ▶ VLE difficult to navigate
- ▶ Mature students, felt they were 'carrying' the group, not all members participated equally, etc.
- ▶ More F2F contact



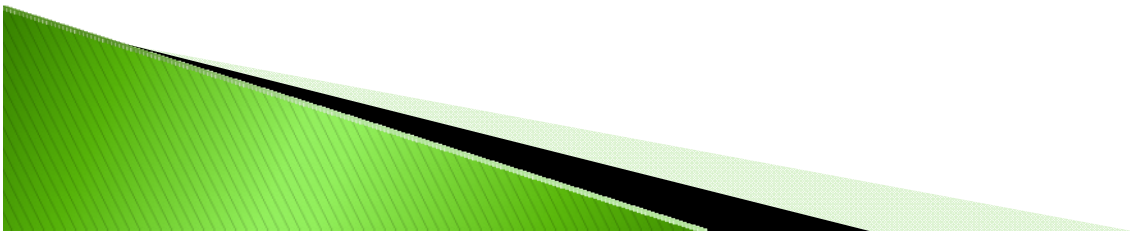
# Use of library resources – Project reports

- ▶ All groups used
  - ❖ resources suggested by the tutors
  - ❖ material found on the internet
- ▶ Half the group reports included resources mentioned in the IL material
- ▶ Increase in the use of library resources over last years' reports, e.g. 5 groups used Keynote.



# Summary

- ▶ One size doesn't fit all – need to offer both F2F and online options
- ▶ Group work – not all students accessed all the material
- ▶ Student 'harvesting' behaviour
- ▶ Student preferred ways of communicating e.g. texting, email, Facebook
- ▶ Student tendency to use resources mentioned in F2F lectures or tutorials



# Future

- ▶ Investigate ways of engaging more students
- ▶ Integrate more IL activities with the F2F lectures
- ▶ Create more opportunities for student & library staff interaction at the point of need

