

Making the link and seizing opportunities: the PGCert and my development as a teacher (so far)

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What's coming...

- Background
- Why the PG Cert?
- What's involved
- The reality!
- Where I am now
- Opportunities and developments during the course and beyond



Background

- Library assistant at UCE Birmingham (now Birmingham City University) 2003-2006
- MSc Information and Library Management (Northumbria University) 2004-2006
- First professional post: Subject Liaison Librarian (Health, Social Care and Psychology) 2007-2008
- Academic Liaison Librarian (Education) 2008-present
- Enrolled on the *PG Certificate in Teaching & Learning in Higher Education* in September 2009...



Why the PG Cert? (1)

- Course compulsory for 'inexperienced' new academic staff
- What about librarians? Greater educational role but lack of formal training and knowledge (Bewick and Corrall 2010; Petrinic & Urquhart 2007)
- Acquire new ideas and offer a better learning experience
- Opportunity to reflect
- Something else for the CV!
- (...And library management gently encouraged us)



Why the PG Cert? (2)

- Accredited by Staff and Educational Development Association (<http://www.seda.ac.uk/>) and Higher Education Academy (<http://www.heacademy.ac.uk/>)
- “The PG Cert is accredited as the *learning teaching and assessment* SEDA named award and at *Fellowship* level with the HE Academy.”
- “Completion of the PG Cert meets level 2 of the UK Professional Standards for Teachers in HE.”
- First module MEDD4144 = level 1 of Standards/ Associate Fellowship



What's involved

- 3 modules:
 - MEDD4144 Supporting Student Learning
 - MEDD4142 Learning, Teaching and Assessment
 - MEDD4143 Introduction to Academic Practice
- Minimum six peer observations
- Lots of reflection and discussion on taught days
- Starts with an audit of experience and needs as a starting point
- Assessment – demonstrate that you have met the learning outcomes and professional values through your practice



The reality!

- 'What do you teach?' 'Why are you here then?'
- From student to teacher
- Librarian seeks guinea pigs, will work for PG Cert grades
- Formative assessment counts
- 'Study leave'
- More teaching – is it sustainable? Expectations
- Putting yourself in context
(see reference lists)



Where I am now

- Completed and passed first two modules (hurrah)
- About to write up the action research project for the third module (due June, eek)
- Closer working relationships with academic staff and tutors on the course, and within the Institute



← (not me, yet)



Opportunities and developments

- Collaboration: learning outcomes, 'shared vision' (Brasley 2008)
- Reflection on my 'teaching philosophy'
- Opportunities to try out different teaching methods. Confidence to adopt active/interactive approach (Squires 2003; Race 2005)
- New ideas through peer observation discussions
- Better understanding of University and higher education policy, practice, quality. Speaking the same 'language'
- Better understanding of the role of the academic librarian and the library service



Opportunities and developments – action research implementation

- Action research project with first-year primary ITE students
- Tutors approached me, based on problems in the course in previous years
- Four-week programme: induction, referencing, plagiarism, online resources
- Development of online teaching materials
- Formative tasks ‘bridging’ sessions



Aims and Learning Outcomes

1: Organising and understanding information

What works for you?

Extra reading on academic writing

NEW! Importance of proof-reading your work

2: Referencing

Citing in the text

Citing in the text (2): Secondary referencing and corporate authors

NEW! Frequently asked questions: Citing

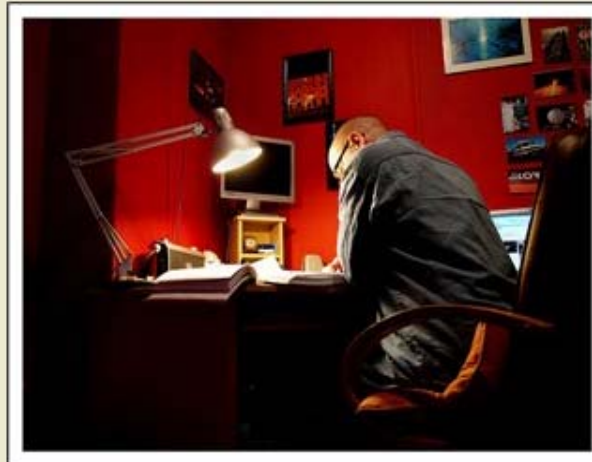
The Reference List

The Reference List (2): more sources

NEW! Frequently asked questions: the reference list

NEW! Frequently asked

The Reference List



When you carry out research for your assignment or project, you will need to use many different sources, both print and online, written and spoken word. The increasing amount of information available on the Internet can make referencing seem difficult and tricky, but you still need to reference all sources that you use (cite) in your work. The one thing you should always remember when referencing is this: **your reader should be able to access the same sources you used by following the information you provide in your citations and in your reference list.** If referencing begins to get tricky, remind yourself of this point, and use your instinct - be consistent in the methods you use.

The following examples are references in the University's Harvard format, demonstrating how a range of different sources might be displayed in a reference list. Normally, in a reference list at the end of your work, you would list all sources A-Z by author, regardless of source type. I have listed each reference with the source type as the heading, so that you can more easily identify the different references.

Activity 3: What's in a reference?

Look carefully at the different source types below. What features are common to each of the different sources referenced? Consider what pieces of information are in each reference, and the use of punctuation and italics. Make a list of these features.

Timing: 5 minutes.





Plagiarism: understand it, avoid it

login

Aims and Learning Outcomes

What is plagiarism?

Activity 1: why do people do it?

Response to activity 1: Why do it?

Response to activity 1: can it be accidental?

Response to activity 1: why should people not do it?

Response to activity 1: how to avoid it

Types of plagiarism

Activity 2: Identifying plagiarism

What is plagiarism?



Dictionary definition

The basic dictionary definition (reference at bottom of page) is as follows:

plagiarize (or plagiarise)

→ v.

take (the work or an idea of someone else) and pass it off as one's own.

So if you quote or paraphrase another person's ideas in your work, and don't acknowledge that other person through referencing, you are plagiarising. If you copy a fellow student's work and submit the work as your own, this is plagiarism. Copying and pasting from online sources, and changing the odd word or two in a quote and not referencing it, are both examples of plagiarism. You can even self-plagiarise, if you use your own work in a different assignment, and don't reference it! This unit will tell you more about the different types of plagiarism, and how to avoid it.

Internet

100%

Plagiarism – Pebblepad webfolio

<http://tinyurl.com/24a3qc4>



Opportunities and developments – action research evaluation

- Initial survey of students' needs and prior experience in referencing, plagiarism, finding and using information
- Teaching materials and handouts developed based on student feedback
- More teaching in semester 2 because of demand
- Follow-up surveys to assess impact of the teaching programme
- Grade comparisons (due July)



Opportunities and developments – the word spreads

- Lots of student queries, greater awareness of librarian and library service
- New materials for the team to use/adapt
- Challenged assumptions of what new undergraduates already know
- Requests from tutors on other courses for similar teaching for their students – or themselves!

“The extra sessions with Sarah have made a big difference to year 1 students academic work... Please could you run a session for the PDRP and Research methods staff in early September so that we can support the students in their literature reviews.” (comment from tutor survey, Feb 2011)



Because it's worth it

- Might never have done all this if not for the course
- Networking opportunities are priceless
- Addresses the 'missing element' of librarianship courses?
- Embedding IL teaching in university curricula – a step toward making it a reality?
- Consider use of terminology carefully e.g. wider set of 'academic skills' vs 'information literacy'?

("If faculty do not have information literacy properly defined for them, it can be difficult to understand how it fits into the mission of the university." Travis 2008: p.18)



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Useful references relating to the PG Cert

(See also: module handbooks at <http://www.worc.ac.uk/adpu/631.htm>)

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