OVERHAULING LIBRARY ENGAGEMENT WITH FIRST-YEAR STUDENTS: WHERE TO FROM HERE?

ROMNEY ADAMS: SUBJECT LIBRARIAN
(ENGINEERING, SCIENCE)

ENGINEERING, SCIENCE, AND TECHNOLOGY (STEM) LIBRARIANS COMMUNITY OF PRACTICE WORKSHOP (A2E2)
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I acknowledge the Turrbal and Yugara, as the First Nations owners of the lands where QUT now stands. I pay respect to their Elders, lores, customs and creation spirits. I recognise that these lands have always been places of teaching, research and learning.
WHO AND WHAT?

CONTEXT

• ENG1002: Engineering Design (Cleaner, Safer, Smarter)
• Core first-year Unit for the Bachelor of Engineering
• Cohort of ~500 students, predominantly International students
• Complete an assessment requiring them to undertake research and find peer-reviewed, primary research articles
PRIOR APPROACH
LOTS OF INFORMATION, NOT ENOUGH TIME

- 60 minute Workshop
- Topics include: Differences between primary, secondary, and tertiary literature; assessing resources for suitability; peer review; comparing Google Scholar and Library Search; citing and referencing
- Online-based activities
- Held in Faculty-based Engineering computer labs
- ~30 students per session (16 sessions total)
- Post-Workshop quiz (worth 1% of students’ overall mark for the Unit)
OVERHAUL
SAME, BUT DIFFERENT

• 60 minute Workshop
• Topics include: Differences between primary, secondary, and tertiary literature; assessing resources for suitability; peer review; comparing different databases
• Pre-Workshop Activities and Quiz (worth 0.5% of students’ overall mark for the Unit)
• Object- and Online-based activities
• Held in Hargrave-Andrew Library
• ~60 students per session (8 sessions total)
• Post-Workshop quiz (worth 0.5% of students’ overall mark for the Unit)
MAKING IT HAPPEN
CHANGING THE FOCUS OF THE WORKSHOP

• Pre-Workshop Activities: Students reviewed two documents that explained different Levels of Research, and introduced them to the CRAAP Rubric; and completed a quiz to test their understanding of the concepts

• Giving the students control through hands-on activities – looking at physical examples of different information resources and reporting to the rest of the class; searching for information using a variety of tools; evaluating what they find using the CRAAP rubric

• Post-Workshop Quiz: Testing their understanding of concepts encountered during the Workshop
FEEDBACK
ARE WE ENHANCING STUDENTS’ EXPERIENCE?

From Library Staff:
• Feels like going into the second half of a two-hour Workshop

From Academic Staff:
• Students have a greater awareness of the resources they should be using (primary, peer-reviewed research), and how to find it

From Students:
• 91.6% of students felt more confident in finding high-quality sources for their assignment
2020 AND BEYOND
CHANGES AND CONSIDERATIONS

• New Technology Education and Design (TED) Building at Monash
• 80 minute Workshop
• ~120 students per session (4 sessions total)
• Topics covered will remain the same, along with the Pre- and Post-Workshop activities, but…
• Cutting the CRAAP
“Practice using the library search engines was very useful, good session”

“This was helpful, especially the information on how to find reputable sources as well as the suggestion to come to the librarians for help”

“Analysing the documents on our tables gave us new insight”

“It was very helpful and provided me with basic knowledge to perform better in my assignments”