

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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Commonwealth of Australia

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Acknowledgement of Country

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.



CONTEXT

WHO AND WHAT?

- 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



Levels of Research

Primary Research

- Original research
- Authored by experts (e.g. PhD or higher)
- Published as articles in peer-reviewed journals
- Example: An article on a new type of water filtration system developed by a researcher

C **urrency:** Is the source you are reading current? Check the date!

R **elevance:** Is the source you are reading relevant? Does it have the information you need?

A **uthorship:** Who are the author/s? Do they have the required expertise or credentials (e.g. PhD)?

A **ccuracy:** Does the source reference other reliable sources (e.g. peer-reviewed journal articles)?

P **urpose:** What is the source's purpose? Is it to persuade, to inform, or to entertain? Is there any bias?

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



THANK YOU!

ANY QUESTIONS?

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“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”

