



The
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Tales from teaching committee: Engaging learners, lecturers and libraries

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About me



Department
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Studies

- MSc Electronic and Digital library management



“Engagement”

- An act of engaging or the state or period of being engaged
- A promise of marriage
- A promise, pledge, or obligation; especially, a commitment to appear at a certain time
- A battle or encounter
- (*Usually plural*) Financial obligations

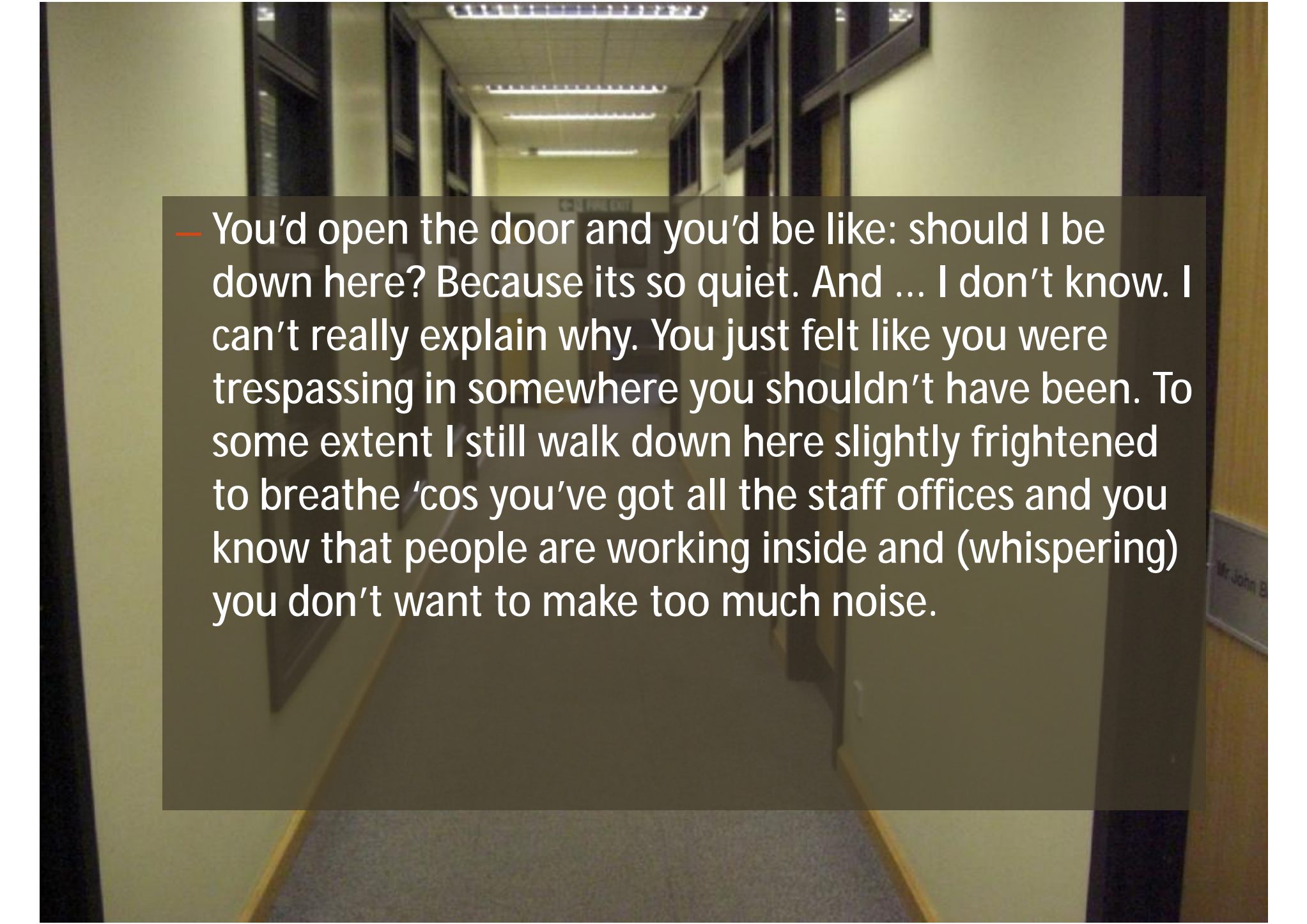
— “When students are attracted to their work, persist in it despite challenges and obstacles, and take visible delight in accomplishing their work” (Schlechy 1994:5)

- “Sustained behavioral involvement in learning activities accompanied by a positive emotional tone. They select tasks at the border of their competencies, initiate action given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest.” (Skinner & Bennett 1993)

Tales from teaching committee

- Poor attendance
- Complaints of group failure, free riding
- Poor work
- Plagiarism



- 
- You'd open the door and you'd be like: should I be down here? Because its so quiet. And ... I don't know. I can't really explain why. You just felt like you were trespassing in somewhere you shouldn't have been. To some extent I still walk down here slightly frightened to breathe 'cos you've got all the staff offices and you know that people are working inside and (whispering) you don't want to make too much noise.

A long, narrow office hallway with a carpeted floor, fluorescent lighting, and a fire exit sign at the end. The hallway is lined with doors on both sides. A nameplate on a door on the right reads "Mr. John B".

– It looks like a maze. It looks like the long walk before you go off the plank.

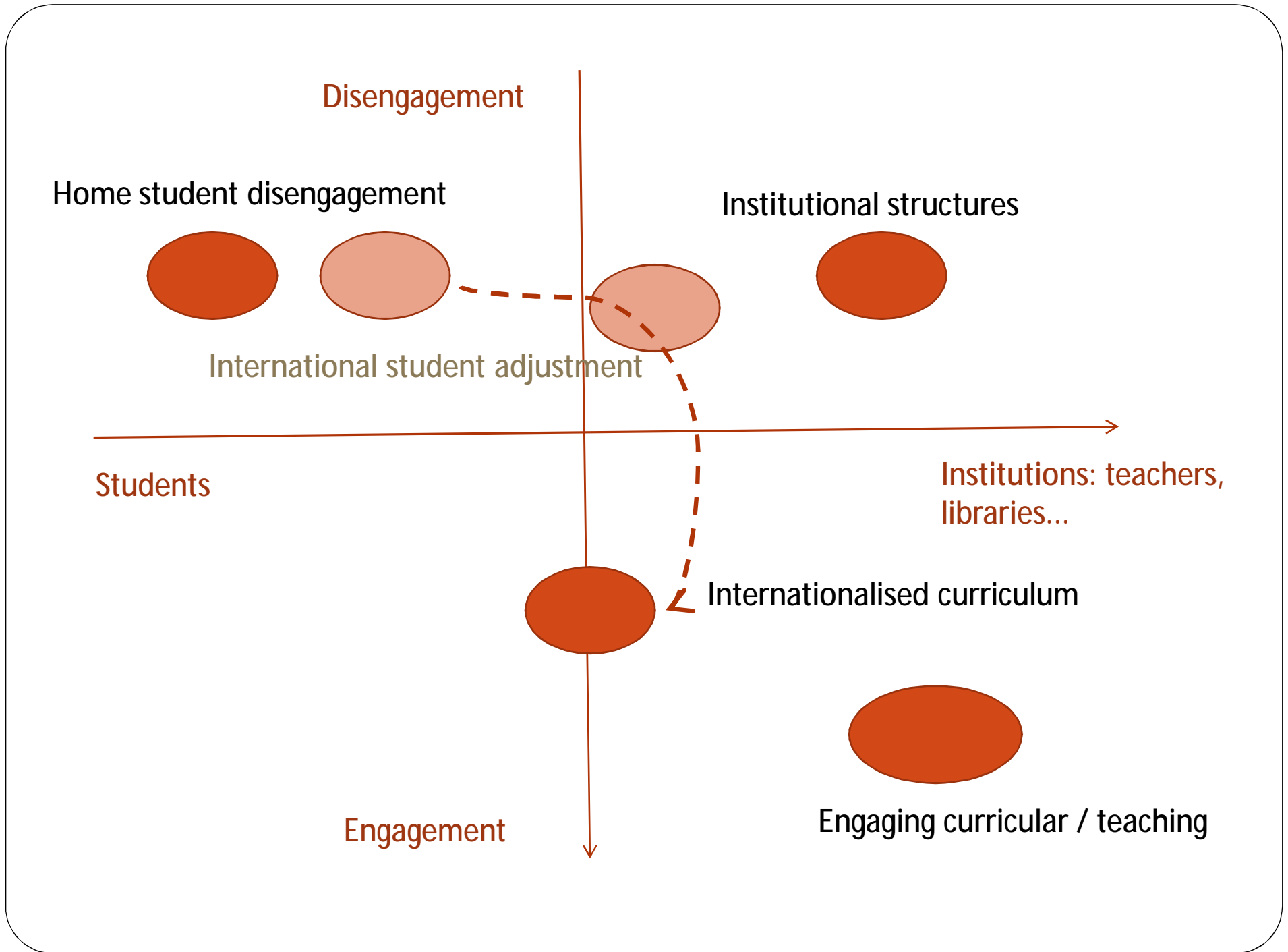


A mass system

- Safety and security
- Standardisation
- Institutional branding
- Creeping virtualisation
- Efficient, centrally planned uses of space prevent personalisation

- Students were strongly engaged
- They felt the staff were helpful and knew their names
- Chose the labs in the department for independent study

- In response, we recognize the importance of personalisation, hospitality



My questions for this talk

- Given that we operate in mass institutions, how are we trying to enhance engagement?

What is the role of the library?



Most Visited Getting Started Latest Headlines

Find ejournal

The University Of Sheffield. Find it @ Sheffield

Welcome to Find it @ Sheffield, our new digital content discovery service where you can access our eJournals collection and databases, plus further scholarly open access titles. Find It is the Library's standard eJournals service & replaces the legacy eJournal tables & lists. If you have an enquiry about an electronic resource please complete the eResources Service Feedback form.

Find ejournal

Title Subject More Options CitationLinker

0-9 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z Others

Title: journal of academic librarianship Starts with Contains

Total number of eJournals: 44117

Switch to Detail View

Showing page 440 of 883 pages. << Previous Next >>

Journal title	ISSN	Actions
Journal of academic librarianship		[View journal history for additional full text]

Uni of Sheffield Lib (UniSheffieldLib) on Twitter - Mozilla Firefox

http://twitter.com/unisheffieldlib

Twitter

Get short, timely messages from Uni of Sheffield Lib. Twitter is a rich source of instantly updated information. It's easy to stay updated on an incredibly wide variety of topics. Join today and follow @UniSheffieldLib.

Let me in

UniSheffieldLib

Name Uni of Sheffield Lib
Location Sheffield, UK
Web http://www.sheff.ac.uk
Bio The Library at the University of Sheffield

9 following 673 followers listed

Find it @ Sheffield is back up & running. Many apologies for this

journal of documentation - Google Scholar - Windows Internet Explorer

journal of documentation

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Using probabilistic models of document retrieval without relevance information - Find it @ Sheffield

Robertson - Journal of Documentation, 1999 - emerald insight.com

Author(s) WILSON, J., JI HA-CH. Journal: Journal of Documentation. Year: 1999. Volume: 55. Issue: 4. Page: 288 - 295. ISSN: 0022-0418. DOI: 10.1108/ejlb.02.2002.55.4.288

DOCUMENTATION NOTE ON TERM SELECTION FOR QUERY EXPANSION - Find it @ Sheffield

Robertson - Journal of Documentation, 1999 - emerald insight.com

Author(s) PETER HINGVORSEN. Journal: Journal of Documentation. Year: 1999. Volume: 55. Issue: 1. Page: 3 - 9. ISSN: 0022-0418. DOI: 10.1108/ejlb.02.1999.55.1.3

A statistical interpretation of term specificity and its application in retrieval - psu.edu.yepi - Find it @ Sheffield

Robertson - Journal of Documentation, 2004 - emerald insight.com

Author(s) PETER HINGVORSEN. Journal: Journal of Documentation. Year: 2004. Volume: 60. Issue: 1. Page: 3 - 9. ISSN: 0022-0418. DOI: 10.1108/ejlb.02.2004.60.1.3

Cognitive perspectives of information retrieval interaction: elements of a cognitive IR theory - Find it @ Sheffield

Robertson - Journal of Documentation, 1996 - emerald insight.com

Author(s) PETER HINGVORSEN. Journal: Journal of Documentation. Year: 1996. Volume: 52. Issue: 1. Page: 3 - 9. ISSN: 0022-0418. DOI: 10.1108/ejlb.02.1996.52.1.3

Bennett's (2005) design principles for learning commons

- “Supporting a distinction between studying and socializing that does not deny the social dimension of study”
- “Providing choices of place, ranging from personal seclusion to group study, that variously reinforce the discipline needed for study”
- “Permitting territorial claims for study that enable students to govern the social dimension of their study space”
- “Fostering a sense of community among students”
(Bennett 2005)

- From my spaces study “Spreading out” & “Squeezing up”

“Domestication”

- Knowing about the others that use the space
- Little is alien to the community that uses it
- There are few threats to the self
- Activities are spontaneous and responsive to learning task at hand
- Occupants’ identities are celebrated

- “A local, safe place in which they felt ownership over the course... And they wanted consistency; of teacher, time, place and pedagogical approach.”
- “Space and emotion are inextricably linked in learning” (Sagan 2008:175)

Does our thinking need to change?

- “Information needs”
- “Information service provision”
- “Users”
 - Readers
 - Borrowers
 - Patrons
 - Customers
 - End-users
 - Users
 - Students

Technology and engagement

Web2.0 awareness (in 2007 rank order)

Over a third of people said Facebook was their favourite site

	2010	2009	2008	2007
h. Instant Messenger (MSN, AIM...)	2.33	3.25	3.55	3.61
d. MySpace, Friendster, Facebook or similar service	3.30	3.69	3.50	2.83
m. Youtube	3.03	3.35	3.00	2.70
l. BBC news	2.50	2.90	2.41	2.48
j. Wikipedia	2.33	2.56	2.53	2.30
c. ebay	2.14	2.27	2.06	2.17
e. Yahoo groups or other forums	1.50	1.88	1.47	1.43
k. Skype (or other voice over IP phone)	2.17	1.96	1.56	1.39
i. Video conferencing	1.53	1.71	1.56	1.04
b. Flickr or other photosharing web site	1.41	1.98	1.59	1.00
f. Blogger or other blogging site	1.17	1.51	1.50	1.00
g. Technorati	0.27	0.29	0.15	0.09
a. Del.icio.us or other social bookmarking site	0.03	0.21	0.06	0.04
n. Twitter	1.40			

0=never heard of it; 1= heard of it; 2=occasionally; 3=weekly; 4=daily

Adding content

Only 3/28 had their own web site, not counting facebook

	2010	2009	2008
a. Flickr, Photobucket or other photosharing web site	0.36	0.40	0.62
b. MySpace, Friendster, Facebook or similar service	2.32	1.92	2.00
c. Yahoo groups or other forums	0.57	0.38	0.18
d. Blogger or other blogging site	0.18	0.42	0.44
e. Wikipedia	0.21	0.25	0.41
f. Youtube or other video sharing site	0.39	0.58	0.62

5/28 ever edited wikipedia

0=never; 1=occasionally 2=weekly 3=daily

Blackboard Learning System - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://vista.shef.ac.uk/webct/urw/lc19897.tp0/cobaltMainFrame.doweibct?JSESSIONID=WJndJGxN0vfJhp

Welcome to MUSE Blackboard Learning System

MOLE My Settings | Check Browser | Help | Log out

Course List Content Manager Portfolios

Welcome, Andrew Cox . Today is 21 March 2009 12:05 GMT. Channels Colour Layout

My Grades You currently have no new grades.

Course List

Number of Hidden Links: 8

INF - REAL - Reflection, Employability And Learning (PG PDP)

INF - REAL - Reflection, Employability And Learning (UG PDP)

INF - Teaching Assistants Support Site

INF - INF103 Information and Communication Networks in Organisations (SPRING 2008~09)
Section Instructor: John Bennett , Peter Stordy , Stephen Whittaker , Andrew Cox , Peter Holdridge

INF - INF104 Information Literacy (AUTUMN 2008~09)
Section Instructor: John Bennett , Peter Stordy , Sheila Webber , Peter Holdridge

INF - INF106 Inquiry in Information Management (SPRING 2006~07)

INF - INF106 Inquiry in Information Management (SPRING 2008~09)
Section Instructor: John Bennett , Andrew Cox , Peter Stordy

Personal Bookmarks You currently have no bookmarks.

Campus Bookmarks

Dyslexia Support

MOLE Knowledgebase

MOLE Support Website

User Copyright Guidance

Snapshare - Image database

To Do List You currently have no items.

Who's Online

INF - INFT03~MA in Librarianship (1)

Library - Information Skills (9)

INF - REAL - Reflection, Employability And Learning (PG PDP) (2)

INF - REAL - Reflection, Employability And Learning (UG PDP) (1)

INF - Teaching Assistants Support

Applet com.webct.platform.tools.wio.common.Messenger loaded

- “Everyone uses MOLE. Mole is the university. This is what you are paying your 3000 pounds for. This homepage here. Its got everything you need on it.”
- “Everything you need is there”



Important information for final year students: please remember to keep your Library account up-to-date.

[See items of Star News](#)

Use **Star** to search for books and other resources in the Library.

You can also use [myResource Lists](#) or look at lists of [New books](#) in the Library.

Click the 'help' button at the top of the page for an introduction.

The [Find It @ Sheffield service](#) offers an A-Z list of e-journals.

- If you know the exact author and title of the item you're looking for, type the author and title in those boxes. Otherwise type what you are looking for into the **Keyword** box. (More options are available in **advanced search**.)
- The best way to search for an **Author name** is to enter surname and first name or initial (if known) in the format **William Shakespeare** or **W* Shakespeare** if you know initial but are unsure of first name.
- Note that when searching using the **Title** box, you must enter the first words of the title **in correct order** - if you are unsure of the exact title it is better to enter words from the title in the **Keyword** box
- Journal or periodical searches usually work better if you limit the 'Catalogue' to '**Journals**'.
- To find ebooks, limit the 'Catalogue' to '**Electronic & digital resources**'.
- Click the **Search** button to start the search.

Search

Keyword	<input type="text"/>	Catalogue	Full catalogue
Author	<input type="text"/>	Library Branch	All
Title	<input type="text"/>		
<input type="button" value="Search"/>		<input type="button" value="Clear"/>	

Tam, Cox & Bussey (2008)

Email as “habitat...embedded PIM”

- Every student had non-Sheffield email accounts
- Most only sent a few emails per day
- *My own average is about 30 emails sent*
- Txting per day

None	< 5	5-9	10-14	15 or more
0	6	6	4	12

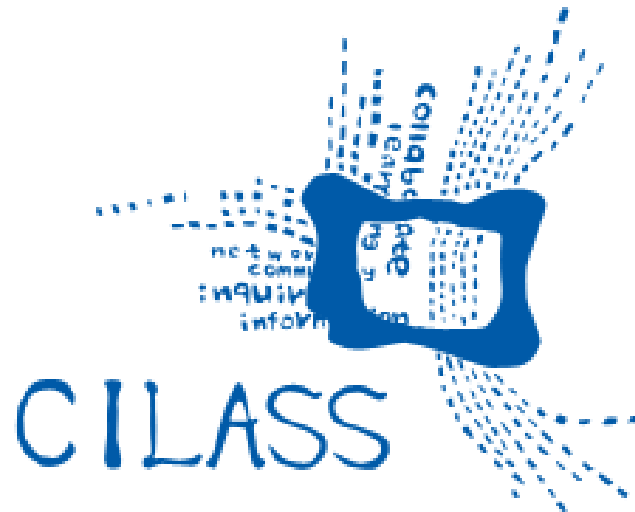
Engaging practices

1. Inquiry Based Learning

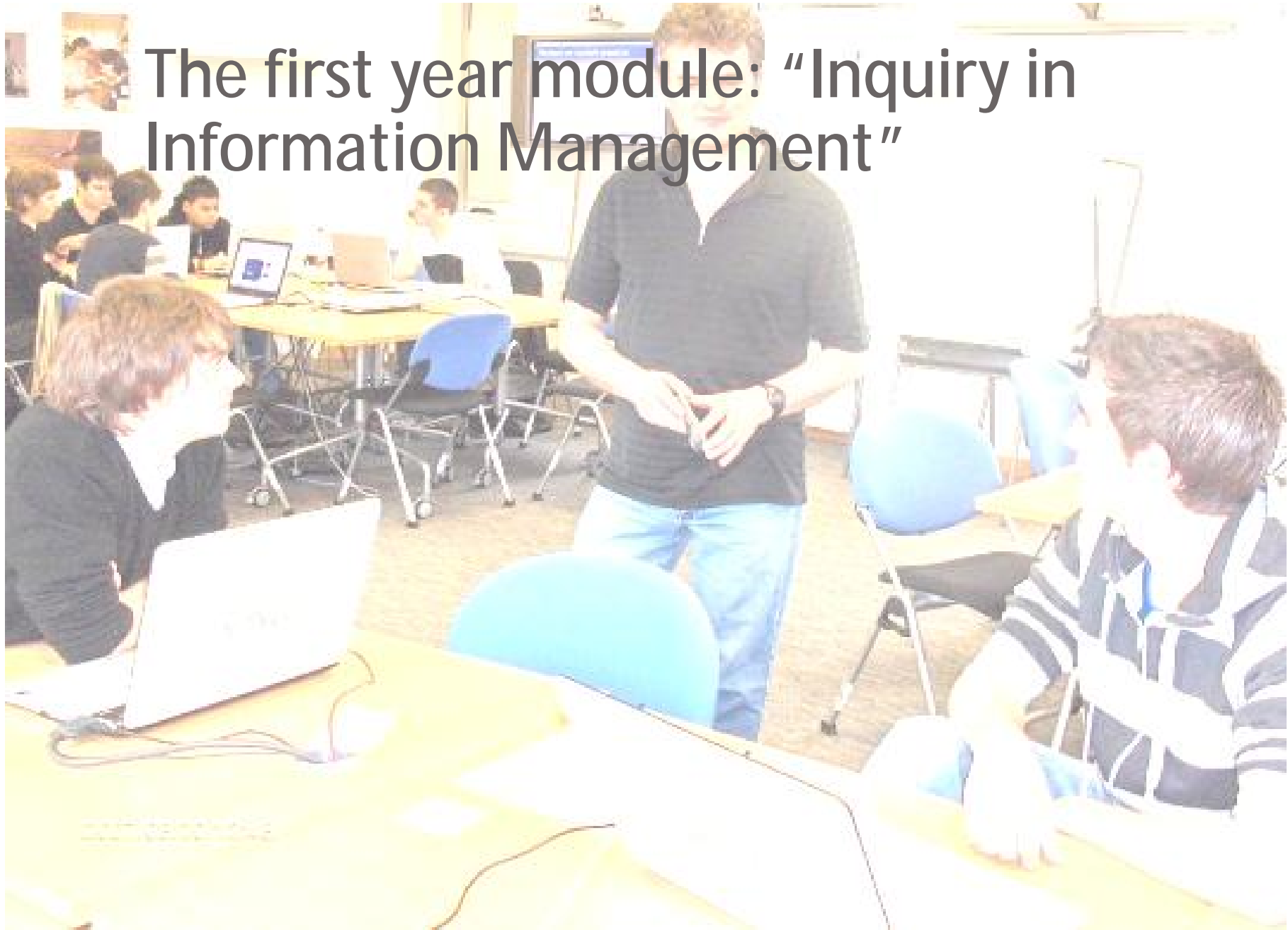
- "Modelling the process of research within the student learning experience"

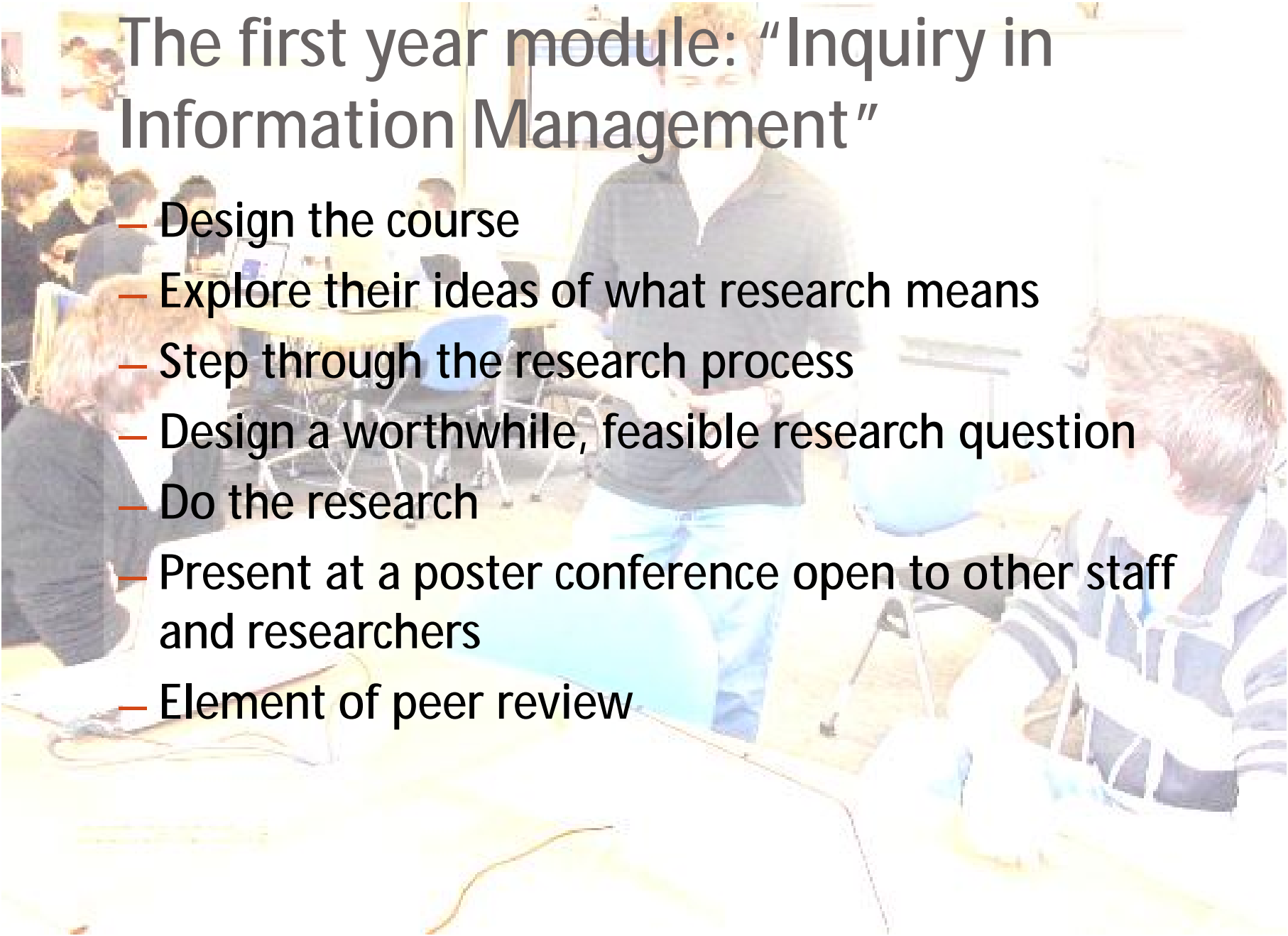
- Inquiry Based Learning
 - Collaborative inquiry
 - Information literacy
 - Networked learning

- <http://www.sheffield.ac.uk/cilass/>



The first year module: "Inquiry in Information Management"





The first year module: "Inquiry in Information Management"

- Design the course
- Explore their ideas of what research means
- Step through the research process
- Design a worthwhile, feasible research question
- Do the research
- Present at a poster conference open to other staff and researchers
- Element of peer review

How effective is STAR as an information resource?

Abstract

The University Library Catalogue, STAR is one of the first ports of call for students who need to find information for their assignments. In our experience, however, searching on STAR is often frustrating although we considered ourselves experienced users of library catalogues. We decided to find out how other students used STAR and if they wanted to see changes in it.

We discovered that students in our sample used STAR frequently and were on the whole confident about their ability to get results from it.



Method

We collected our data by asking students to fill in a questionnaire. We chose the questionnaire to get a larger sample than would have been possible with interviews or observation in the time we had for the project. The questions were designed with reference to existing studies on student searching strategies.

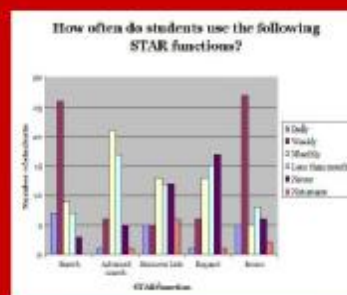
53 students filled in the questionnaire. They represented a mix of students from first-years to postgraduate students and from 24 different departments. 10 were international students.

Findings

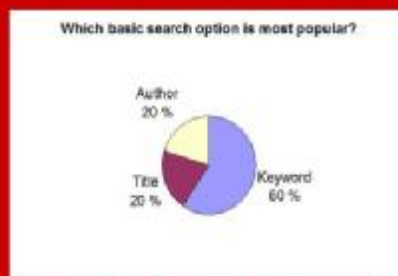
Frequency of use

62 per cent of students in our sample used the basic search function at least once a week. This is higher than we expected based on the literature (Urquhart et al., 2005; Griffiths and Brophy, 2005).

The levels of use were lower among students in their second year and above.



Preferred search option



32 (60 per cent) students stated that keyword was the most frequent search option. This can be linked to studies of student search behaviour (Novotny, 2004; Griffiths and Brophy, 2005), suggesting they search the library catalogue as they would search a web search engine.

Among first-year students and Science and Engineering students keyword search was the single most popular option but the proportion was lower than for the whole sample (50 per cent and 40 per cent respectively).

Suggested new features

We asked students to pick up to three Amazon-inspired features from a list that they would like to see in STAR. The three most popular features were results in order of relevance (picked by 74 per cent of students), searching by subject (72 per cent) and recommendations based on searches (64 per cent).

80 per cent of first-years picked search by subject compared to 64 per cent of second-years and above, whereas 81 per cent of second-years and above picked results in order of relevance, compared to 56 per cent of first-years.

Amazon features in STAR: hyperlinked subject headings and recommendations



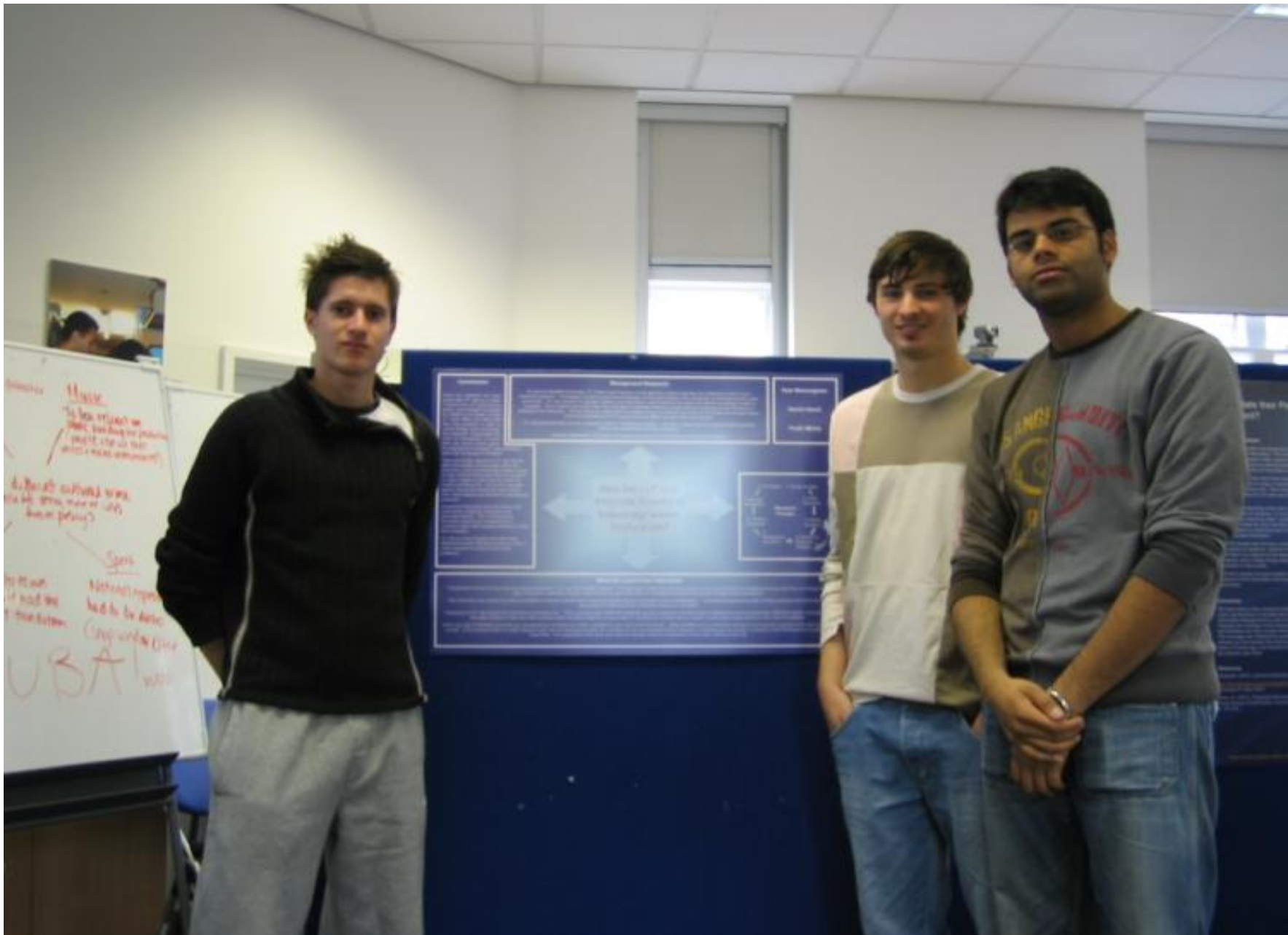
Conclusion

STAR users seem to find it an effective information resource but perhaps refresher courses would be useful for higher-year students to remind them of all the features.

Time constraints limited the amount of data we were able to collect. Further research could focus on first-years and third-years to target the differences in experiences, and getting a more balanced mix of students in different departments. Interviews or a combination of interviews and observation would yield more in-depth results than this survey.

References

- Griffiths, J. and Brophy, F. (2005). "Student Searching Behaviour and the Web: Use of Academic Resources and Google". *Library Trends* [Online] 24(1): 71-85. <http://www.library.utoronto.ca/~libstudies/2005vol24/1/24010711.pdf> (Accessed 12 May 2008).
- Novotny, E. (2004). "I Don't Think, I Click: A Proboscis Analysis Study of Use of a Library Online Catalog in the Internet Age". *College & Research Libraries* [Online] 65(6): 525-537. <http://www.crl.org/doi/pdf/10.5860/crl.65.6.525> (Accessed 12 May 2008).
- Urquhart, C. et al. (2005). "Student use of electronic information services in further education". *International Journal of Information Management* [Online] 25: 347-363. <http://dx.doi.org/10.1016/j.ijim.2004.12.002>



IBL and engagement



2007.08.20 12:58

IBL and engagement

- Students develop a project based on their own concerns and interests in Information Management, eg
 - Currency of accommodation information
 - Accuracy of university student data
 - Use of Information Commons or e-resources
- Complex, time consuming, challenging task
- Group work task
- Greater engagement with staff (implicit formative feedback)
- Staff engage intensely with each other
- Student work is celebrated, eg posted up in the Department and reused later in the course

2007.08.20 12:58

IBL and the library

- Use of Information Commons collaboratories





“Geared towards interactivity and working together”

“More freedom. Because you are open to talk and things, because the laptops are open. You have more control about what you are viewing and then... Where as this one you are just taking notes. But then you can wander off.”

“Oh I like this room! [...] Big and spacious. You can walk about”

IBL and the library

- Use of Information Commons collaboratories
- Access to a wide range of relatively easy to access information sources is key to this way of teaching
- Information Literacy is central, but beyond locating and finding information
 - Undergraduate research and the “authority” concept in information literacy > web2.0

Engaging practices

2. FILM and PHOTOSTORY making

- *“Working together for the multimedia project was a great experience.”*
- <http://www.youtube.com/watch?v=KM-4nCCLjAs>

Film/ photostory making

- Photostory that uses photos, music, sound effects, film creatively
- Second year UGs
- Respond to complex intellectual debate
- Intense group work
- Film making
- Significant professional issue, such as digital divide
- Groups from multiple countries
- “Imagine a multi-national, multi-cultural audience.”
- Post on open Internet for comment
- Future plan: cross course work

Engagement

- Intense, challenging, even glamorous task
- Open ended, inquiry form
- Group task
- Own experience / perspective valued
 - Their product reused in future teaching
- Less focus on English skills
- Morally, professionally significant issues addressed
- Connections beyond class room brought in
- Collaboration in teaching: involvement of LeTS, library
- Practical applications for employability
 - Gartner report (2008) "By 2013, more than 25% of the content that workers see in a day will be dominated by pictures, video or audio."

The library and film/photostory material

- Copyright: a professional challenge

Professional values (Dole & Hurych 2001)

Service to clientele	36%	21%	10%
Intellectual freedom	14	16	16
Diversity of opinion	0	4	11
Information literacy	5	16	8
Preservation	25	7	10
Literacy	7	7	5
Cultural diversity	3	3	8
Equitable access	4	15	18
Copyright/fair use	0	0	0
Confidentiality	3	1	8
Professional neutrality	3	8	4
Other	1	1	1

Library and film/photostory material II

- Copyright: a professional challenge
- Lack of reusable material
 - Is this an example of the new types of search users want to make?
- Storing for reuse?
- Decentres text
- International literature

The background of the slide is a complex, abstract composition of glowing, wavy lines in shades of orange, yellow, and red, set against a dark background. A prominent, glowing cyan structure is visible on the left side. The overall effect is reminiscent of a neural network or a complex data visualization.

Summary and conclusions

Light by Zabir

Summary

- Should we talk about the value/impact of the library in terms of its contribution to student engagement
- A key driver in changes to information behaviour of students is teachers' attempts to enhance engagement

Unsurprising trends!

Trends in learning

- Collaboration
- Wider range of skills/ media use than essay writing
- Decentering teacher perspectives and voice
- Active learning, in doing “real” things and undertaking complex challenges
- Intensive, project based use of information
- Reflexivity and conscious learning processes

Opportunities & threats

- *Library participation in collaborations*
- *Provision of diverse resources and types of resource*
- *The range of international materials available*
- *“The library everywhere”*
- *More complex, open ended “information needs” - yet convenience?*
- *Greater student interest in IL*



Thank you for listening!

Enjoy the conference... as an
engaging learning experience

Do contact me: a.m.cox@sheffield.ac.uk

References

- <http://www.shef.ac.uk/is/staff/cox.html>
- Engaging teaching practices, e.g.
 - George Kuh's (2009) High-impact educational practices, http://www.neasc.org/downloads/aacu_high_impact_2008_final.pdf
 - Chickering & Ehrmann's (1987) 7 principles, <http://www.tltgroup.org/programs/seven.html>
- M. Lewis (2010) The University of Sheffield Library Information Commons: A Case Study, *Journal of Library Administration*, 50 (2) 161-178.