



Where are the Librarians?

Why?



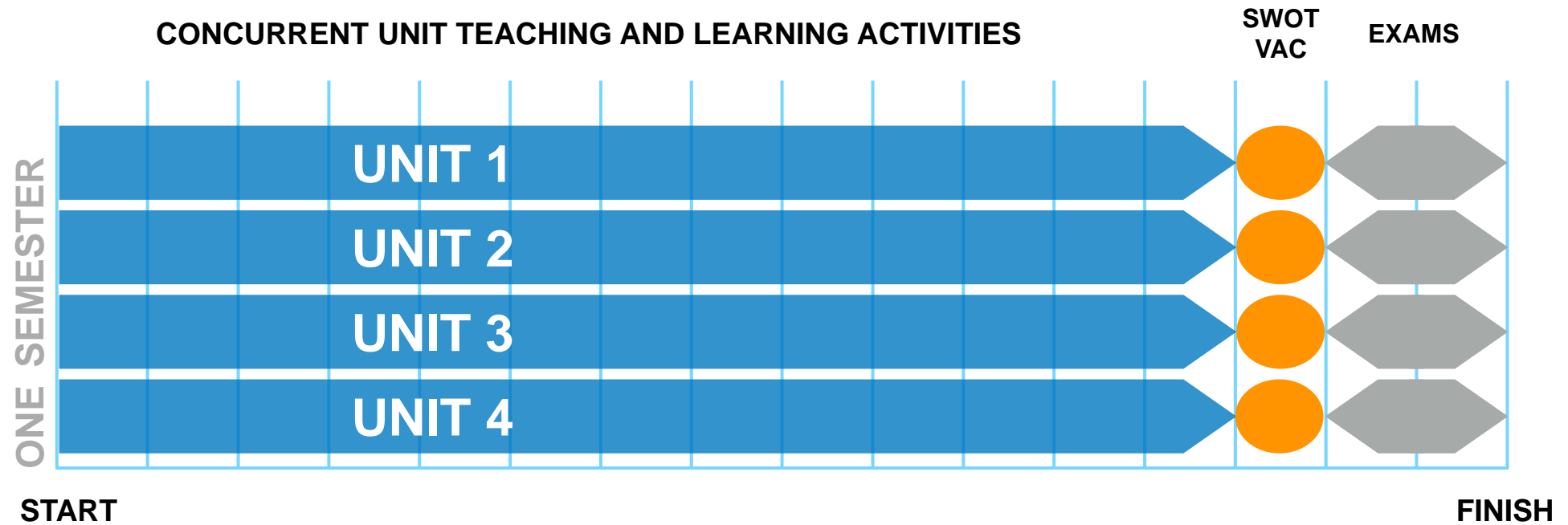
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What?

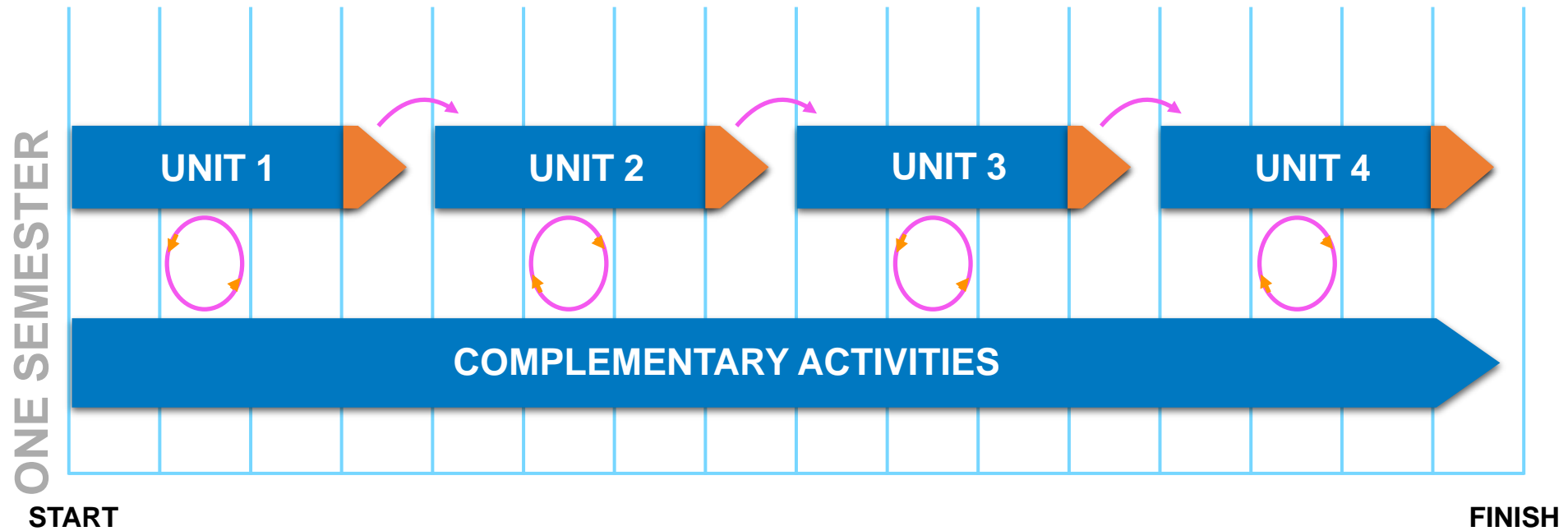


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Traditional First Year



Block Model First Year



Block Principles

- Be student-centred, active and engaging
- Provide opportunities for early student success
- Focus on knowledge exploration, acquisition and application rather than content transmission
- Have clear beginning and endings (immersive & self-contained)
- Outline the relevance of unit to course and career
- Provide early and ongoing feedback
- Be designed for a blended learning environment
- Evaluate students' interests and individual needs
- Include opportunities for self-assessment that leads to personalised and adaptive learning

- Include opportunities for peer feedback and collaboration
- Be achievable in the four-week timeframe
- Employ a variety of assessment tasks to demonstrate learning outcomes
- Include clear assessment rubrics
- Utilise explicit and differentiated learning opportunities (more than one way to achieve the same LO)
- Optimise opportunities to learn in new ways within the parameters of four-week block
- Incorporate the use of digital technology
- Provide opportunities for students to experience authentic, community/industry based learning where appropriate
- Design assessment to be completed within the unit schedule and all feedback returned before commencement of next block

How?

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First Year Transformation Ecosystem



Administration & Systems

Planning, Student Services, Student Administration, Finance, etc.



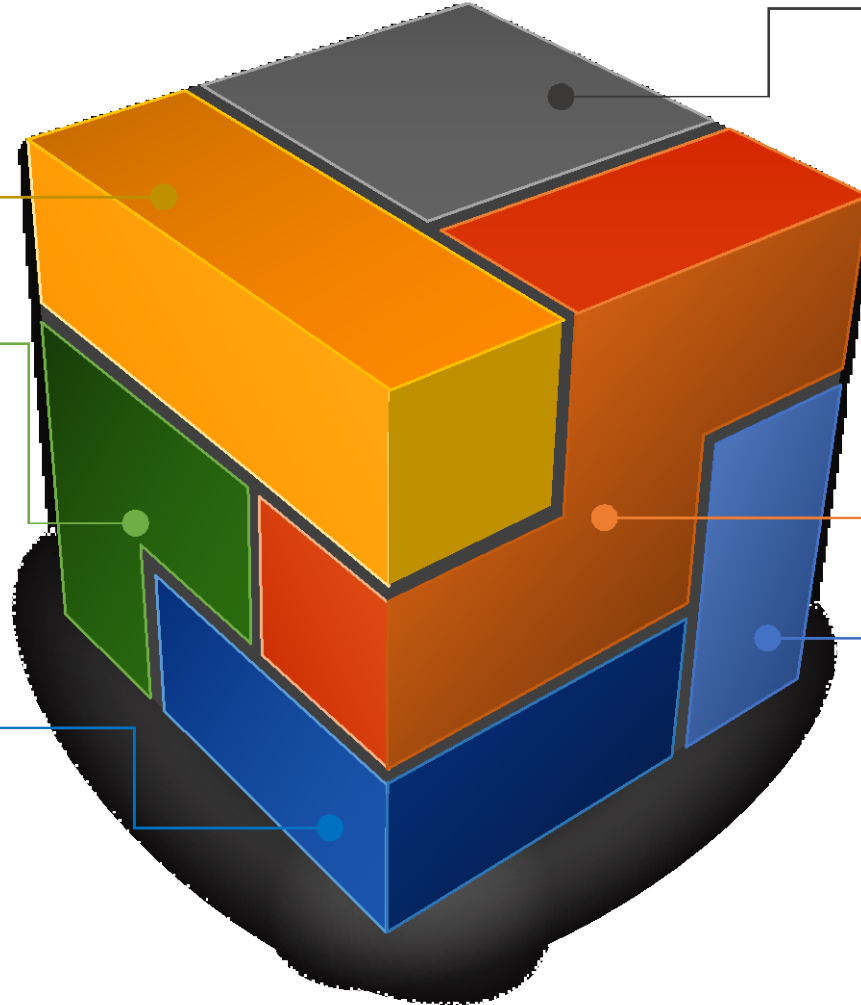
Standards & Regulation

Professional, Statutory & Regulatory Compliance, QA & Accreditation, etc.



Research & Scholarship

Research, Time, Reward & Recognition, Professional Development, etc.



Industry & Engagement

WIL, Placement, Partnerships, CDE, Marketing, Communications, etc.



Students & Teaching

Student centric, Digital first, Assessment, Progression, Reward & Recognition, etc.



Facilities & Services

Timetabling, Rooms & Facilities, Laboratories, Technical Support, etc.

Where are the Librarians?

How did this happen?

Were we ready for it?

What is the impact?



Impact



Say YES and then think about how

- More work
- Learning Hub
- Resources
- Students on campus
- Business-as-usual rather than a project
- Librarians as Learning Designers

VU Block Design & Development Process

SCAN

The initial stage to plan course inclusions and review:

- Annual Course Report
- Unit complexity across course
- CCR
- Course Map – CAMS
- Learning Outcomes
- AQF Level
- Assessment

REVIEW

Reflect on unit delivery:

- Informal Student feedback
- Academic reflections
- Review SETs & SEUs
- Review against Block principles
- In the design team, decide and develop improvements

DESIGN

In the design team, work collaboratively to:

- Explore what currently works, doesn't and any ideas
- Address challenges identified from the unit scan
- Plan/Detail assessment tasks
- Brain storm to create a Design Board
- Document design ideas in a Unit Design Map

DEVELOP

In conjunction with cluster leader and SAS, create components of the unit including:

- Session plans
- Learning and assessment activities
- Welcome video
- Assessment dropboxes/ grade book
- Checklists

DELIVER

Active and inquiry based learning:

- Engage Students in learning spaces.
- Facilitate peer collaboration and networks
- Collaborate with other academics teaching in the unit

**BLOCK
DESIGN**



Measuring Impact

What is the place of librarians in higher education?

Who do we tell?

- Ourselves
- Our partners within VU
- University senior management
- Library community
- L & T sector ... beyond a library audience



Presentations



- E-Reserve Plus User Forum (June 2018)
 - Gallagher & Murphy “Resource Linking: embedding eReserve in contemporary academic practice”
- H5P conference (Dec 2018)
 - Singh & Scholz “Using the H5P tool to develop reusable learning objects for Block model delivery: Librarians’ experience”
- THETA (2019 possibility)
 - Linda Forbes – Digital Literacy complementary activity – framework for across the years

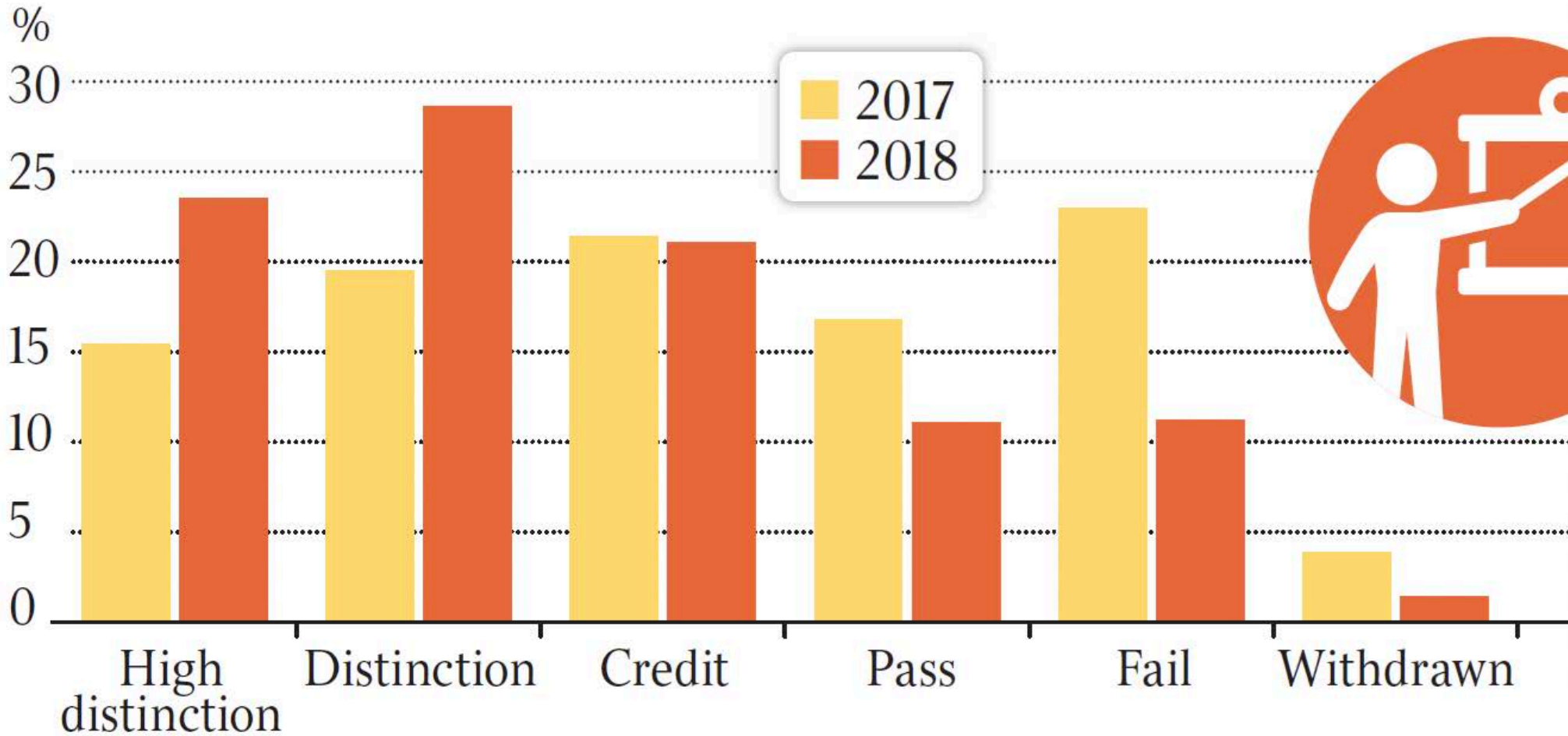
Research – big and small

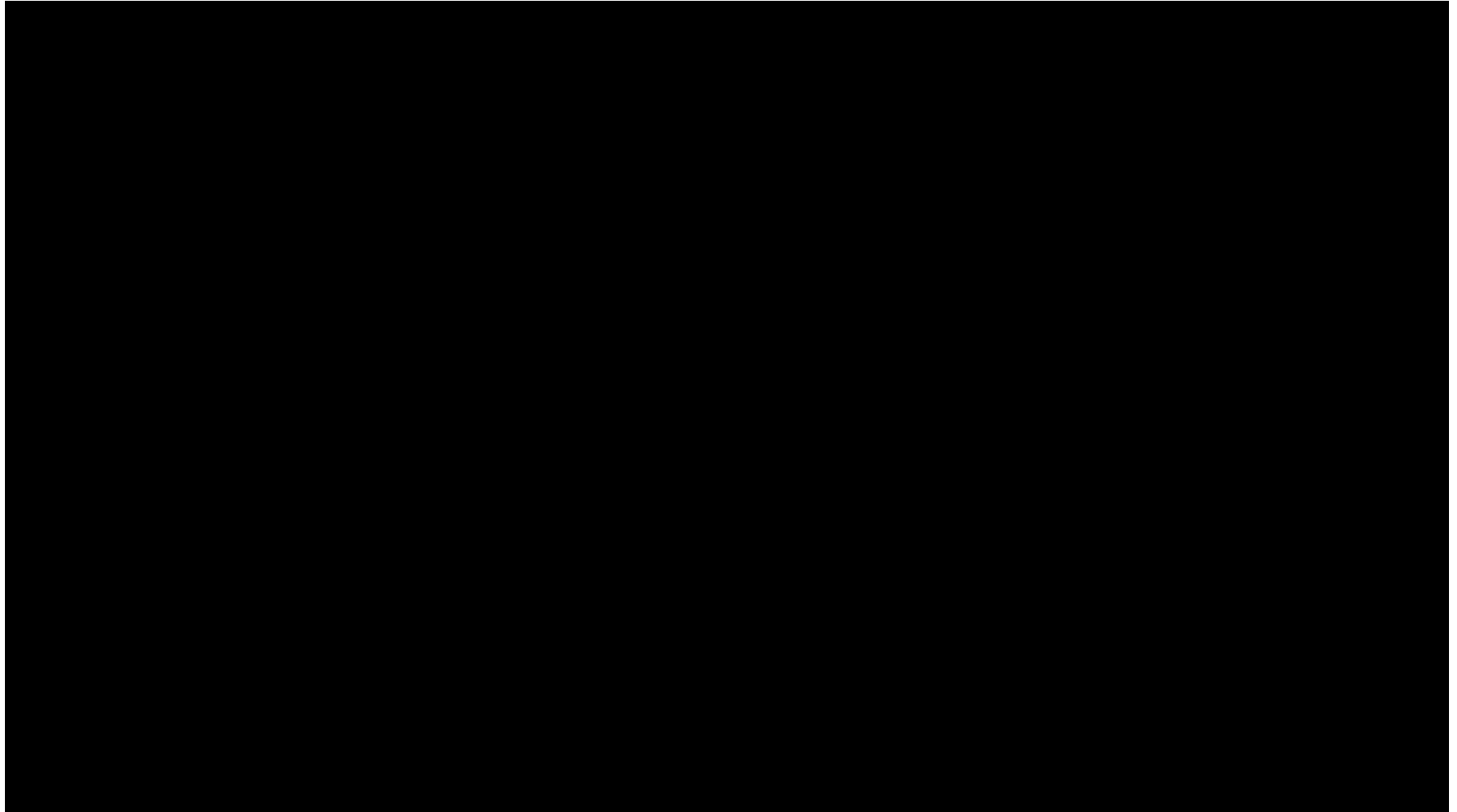
- An investigation into the use of ‘required textbooks’ (print or e-book) in FYC block units [O’Neil, Murphy, Gallagher]
- Librarians: partners in curriculum block model design [Murphy, Borland]
- Library Drop-in Sessions – a snapshot of student participation [Forbes, Poliness]
- AnatomyTV database – interactive content in curriculum ‘block design’



Block teaching brings better grades

First year grade distribution, 2017 vs 2018





References

Block Principles

- Kift, S. (2009). Articulating a transition pedagogy to scaffold and to enhance the first year student learning experience in Australian higher education. Retrieved from <http://transitionpedagogy.com/wp-content/uploads/2014/03/Kift-Sally-ALTC-Senior-Fellowship-Report-Sep-092.pdf>
- Helfand, David (2013) Designing a university for the new millennium: David Helfand at TEDxWestVancouverED. <https://youtu.be/DZQe73IXZtU>
- Chickering, A., & Gamson, Z. (1989). Seven principles for good practice in undergraduate education. *Biochemical Education*, 17(3), 140-141

Library staff development

- O'Neil, F., & Pegrum, M. (2018). Keeping up the momentum: a longitudinal evaluation of professional development in digital technologies for academic librarians at an Australian university. *Journal Of Academic Librarianship*, 44(4), 439-445.

In the News

- Dodd, T. (2018, Aug 22). Uni's block teaching gets results. *The Australian*