Where are the Librarians?
Why?
Traditional First Year

CONCURRENT UNIT TEACHING AND LEARNING ACTIVITIES

UNIT 1
UNIT 2
UNIT 3
UNIT 4

SWOT VAC
EXAMS

ONE SEMESTER
START FINISH
Block Model First Year

One Semester

Start

Finish

Unit 1

Unit 2

Unit 3

Unit 4

Complementary Activities
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
First Year Transformation Ecosystem

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

Industry & Engagement
WIL, Placement, Partnerships, CDE, Marketing, Communications, etc.

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

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

Research & Scholarship
Research, Time, Reward & Recognition, Professional Development, 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

**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
- Brainstorm 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

**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

**DELIVER**
Active and inquiry-based learning:
- Engage Students in learning spaces.
- Facilitate peer collaboration and networks
- Collaborate with other academics teaching in the unit
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

THE AUSTRALIAN
References

Block Principles


• Helfand, David (2013) Designing a university for the new millennium: David Helfand at TEDxWestVancouverED. [https://youtu.be/DZQe73IXZtU](https://youtu.be/DZQe73IXZtU)

Library staff development

In the News