

So What? Life after a Library Skills Class

A collaborative effort between Library and Lecturer for better student results

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The Lecturer perspective

- Tracks student performance against the content delivered and assessment rubric
- Impact of the evaluation:
 - Informs our own practice
 - Improves our content delivery
 - Provides evidence of student success
 - Avenues for working closely with teaching staff

Development of Resources

1. The Consultation Checklist assists the Librarian with:

- Context of the cohort/class
- Assignment requirements
- Content of the Library class
- Requesting the follow-up meeting
- Next steps in collecting data or evidence

The Consultation checklist

- Liaison Consultation with lecturer to deliver subject-specific class ¶

Ask the lecturer: ¶	Check ¶
What is the course code? ¶	¶
Could you please send me the course description? ¶	¶
Is this library class to address a specific assessment? ¶ Could you send me the assessment question?..And.... ¶ ¶	¶
Could you send me the rubric, or assessment marking guide? Ask for these to be emailed to you. ¶	¶
<i>Or if this request for a Library class is not about an assessment.... ¶</i> What is it you particularly want addressed in your class? ¶ ¶	¶
Do you want this session delivered at other campuses? ¶	¶
Ask for permission to seek feedback from the lecturer (not students) after the assessment is due. ¶ <u>i.e.</u> Can we catch up after to see how the students performed?..Why?..... ¶ ¶ Explanation: The Library would like to measure the impact of our services we provide to the university. One way to do this is to measure the impact of the subject-specific library talks we give, and how they contribute to the learning outcomes of students. We would like to see the rubrics/marketing criteria so we can focus on what actually matters to you for this assessment. ¶	¶

The Report Template

2. The Report Template documents:

- All activity
- How we address the assessment criteria
- Feedback from lecturer
- Evidence of engagement with Schools
- Contribution to student success

The Liaison Evaluation Report

Faculty-/Schoolα	α		
Course-Codeα	α		
Class-delivered-at-the-following-campusesα	Campusα	Dateα	Durationα
	α	α	α
	α	α	α
Faculty-contact-name:α	α		
Assessment-Questionα	α		
Due-Dateα	α		
Library-class-content¶ Objective-and-Outline-from-the-Lesson-Planα	α		
Assessment-Rubric¶ (Library-class-content-related-only)α	α		
Student-performance¶ (results-provided-by-lecturer)α	α		
Other-comments-including:¶ • → anecdotal-feedback¶ • → empirical-dataα	α		

EDBED1011

- Cohort spread over 3 campuses and online
- 320 students

How did they go on their first assignment?



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Issues identified

- Identifying keywords
- Using inappropriate resources
- Referencing
- Plagiarism and paraphrasing

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Positives

- Continued collaboration in 2019 to address the gaps
- Change the assessment task
- Demonstrate FedCite
- Involvement of learning skills advisors

ENCOR4010

- Fourth year engineering
- 50% international students

How did they go with the literature review?

ENCOR4010

Yes I noticed more students are now capable of referencing material

I could tell who attended your lectures and who didn't by looking at their lit reviews

Domestic students scored between 25-40/40

Outcomes

- Enhanced liaison practice
- Better relationships
- More opportunities for collaboration
- Case studies for advertising and promotion
- Provides evidence
- Contributes to student success