



CRIG Seminar – Librarians as Collaborative Partners

Wednesday 7th November 2018

Angliss Conference Centre, William Angliss Institute (Building A, Level 5), 555 La Trobe Street
Melbourne, Victoria

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Program Summary

8.45 am Registration desk opens

9.15 – 9.20 am Welcome and introduction.
Kat Frame, Chair of the CRIG Seminar Committee.

9.20 – 9.45 am *Data Fluency: Interdisciplinary connections, skill development and building researcher capability.* David Groenewegen – Monash University.

9.45 – 10.10 am **Collaboration story presentation**
Not just talking: building practice through collaborative conversations.
Dallas Wingrove and Miranda Francis – RMIT.

10.10 – 10.30 am Morning Tea

10.30 – 11.20 am **Lightning Talks**

Group 1

Ruth McConchie – The University of Melbourne.

Meg Weller – Victoria University.

Samantha Helfrich – Monash University.

Wilfred Villareal – The University of Melbourne.

Group 2

Sylvia Pilz – Monash University Library.

Frances Dickinson – Deakin University.

Beth Price – RMIT University.

11.20 – 11.45 am **Collaboration story presentation**
Professional Literacy Suite: A collaborative partnership to embed digital literacy and enhance employability across a major business degree. Simone Tyrell – Deakin University.



11.45 – 12.35 pm **Invited Speaker:** Dr Gill Hallam – Freelance information professional based in Brisbane, Australia

May I have this dance? Exploring the steps and moves involved in creating balanced and powerful partnerships to deliver innovative client services.

12.35 – 1.15 pm Lunch

1.15 – 2.05 pm *Librarians as partners in educational design: block mode design teams at Victoria University.* Panel and discussion.

Panel members: Sarika Singh, Michael Burke, Sonia Wilkie and Ghaith Zakaria. Facilitated by: Jennifer Murphy.

2.10 – 3.25 pm **Breakout Sessions - attend your registered session**

Session 1: *Microbits, Robots and AR. Making Digital Skills Explicit with the Digital Skills Development (DSD) framework.* Barbara Yazbeck, Amber McLeod and Sylvia Pilz – Monash University. **Location: Main room**

Session 2: *Inclusive practice in the library.* Susannah Phillips and Dr. Lenise Prater, Monash University. **Location: Flagstaff rooms**

Session 3: *Open day: an opportunity to shine.* Naomi Mullumby, Kylie Tran and Dr Natasha Story, The University of Melbourne. **Location: Docklands 1**

3.25 – 3.40 pm Tea/Coffee Break

3.40 – 4.05 pm **Collaboration story presentation**

A whole new world: Library and Research Office collaboration in the era of Engagement and Impact. Cheryl Claridge and Katie Donnelly – Federation University Australia.

4.05 – 4.30 pm **Collaboration story presentation**

Give Them a Voice: Improving Library Research Workshops through Partnership with the Deakin Law Students' Society. Michelle Bendall and Michelle De Aizpurua – Deakin University.

4.30 – 4.40 pm Concluding Comments

At the end of the day you are invited to an informal get together and drinks at **The Mint**, located at the corner of Latrobe and William Streets, Melbourne.



Presentation

Data Fluency

David Groenewegen – Director (Research) at Monash University Library.

Abstract:

Data Fluency began as a project of the Monash Bioinformatics Platform, focusing on biologists & use of tools such as R and Python to interrogate data. Through partnership with Monash University Library, the reach of Data Fluency was extended from the Bioinformatics Platform to a Monash-wide audience; drawing on the Library's relationship with other Faculties, availability of appropriate teaching and learning spaces, and understanding of the desire researchers across all disciplines had to empower their data practices.

Bio:

David Groenewegen is the Director (Research) at Monash University Library. He is responsible for Library client services to the science, technology, engineering and medicine disciplines, as well as the contribution the Library makes to the University's research activity. This includes oversight and development of the institutional repository and Monash University Publishing. He is also the University's research data management strategy lead and has broad oversight of several branch libraries.

[@groenewegendave](#)

Collaboration story presentation

Not just talking: building practice through collaborative conversations

Dallas Wingrove – Academic Developer, School of Property, Construction and Project Management, College of Design and Social Context, RMIT University.

Miranda Francis – Liaison Librarian for the School of Property, Construction and Project Management, College of Design and Social Context, RMIT University.

Abstract:

In this presentation we reflect on our partnership as Library Liaison and Academic Developer. In doing so, we invite you to participate in a dialogue about the role of conversations as a catalyst for change, learning and development. We explore the rich professional learning that can arise through collaborative conversations and critically reflect on the challenges and opportunities that we have encountered through our partnered professional practice. We draw on the notion of conversations as enablers of professional learning (Haigh) and the concept of homeliness (Manathunga) as outsiders to the discipline. We throw gender into the mix of factors which shape our experience of professional practice.

**Bios:**

Dallas has thirteen years' experience as Academic Developer. She has worked across diverse disciplines in tertiary education and co led RMIT's formative model of peer observation from 2012 -2017. Dallas has led research projects to support research capability and to inform the university's strategic direction in learning and teaching through professional development enhancement practices. Dallas's research interests include: peer observation of teaching (PhD research) Academic Development, learning and teaching in higher education, educational leadership and discourse analysis.

Miranda Francis is a Liaison Librarian at RMIT University. Over the last twenty-five years she has worked in various library roles. The positions have been primarily academic liaison but also include: a six-month secondment to Al Akhawayn University in Morocco as User Services Librarian, serials in the Engineering Library at the University of Melbourne, and Home Library Services with Boroondara Library Service. Miranda is particularly interested in library research services and is a PhD student at La Trobe University.

Lightning talks

Indigenous Elders as researchers, Indigenous knowledges and the library.

Ruth McConchie – The University of Melbourne.

Abstract: I am supporting Indigenous Elders who are completing practice-led Higher Degree Research in the Faculty of Fine Arts and Music. Through my consultations with these Elders- issues around the citation of Indigenous knowledges and practices, and the ethics and custodianship of these knowledges in research are emerging. When advising on the research process to experienced practitioners and custodians of their cultures, the subtle and insidious way ideas of knowledge and research colonise have been foregrounded. I have been encouraged by these discussions to share my thinking on the decolonisation of research and the librarian's role in this process.

Serendipitous Collaboration: The right idea at just the right time.

Meg Weller – Victoria University.

Abstract: VU Special Collections organises small displays in our Footscray Park Library as a way to increase visibility and make connections. Plans on what to display are made early in the year, and this year included an August focus on the Timor-Leste and the Papua New Guinea and Pacific Collections under the banner 'Australia's Neighbours'. Serendipitously, as we were preparing this exhibition, the Library was asked to contribute to the University's August Multicultural Week; 'Australia's Neighbours' was suggested! This happy chance led to rich collaborations with staff and students from across the university, all the way up to the VC!



Finding our way: Rethinking the approach to skill development programs for International students at Monash College.

Samantha Helfrich – Monash University.

Abstract: How do we effectively scaffold a skills development program for a large cohort of international students based at 3 different locations? We collaborated with the Monash English Bridging (MEB) coordinators to create a suite of activities, both online and face-to-face for over 1200 students. We reviewed expected learning outcomes, beta tested with faculty coordinators and tutors, and looked at how we could scaffold students' skill development over a series of activities, online modules, student to student peer learning opportunities, and face-to-face engagement.

Literacies at the professional frontiers of journalism.

Wilfred Villareal – The University of Melbourne.

Abstract: This talk describes my work as a copyright advisor with journalism students tasked with creating a news story for publication in an open forum. The session not only provided the students with an understanding of copyright compliance, but invaluable professional experience working within the legal landscape of their discipline. These real-world skills directly translate to their readiness to enter the workplace. A key outcome of this approach is the value that librarians can offer to academics in supporting novel assessment tasks that focus on the new information, digital, and media literacies that are re-shaping their discipline and future profession.

Pandemic Iberia: Collaborating over board games.

Sylvia Pilz – Monash University Library.

Abstract: Academic librarians are not bound by reference desks; we are in the cloud, we are among the academic community and embedded in Faculty. Embedded librarian outreach programs within Faculty develops relationships with the academic community and provides opportunities to discover shared interests. This talk brings to light how a collaboration began over a cup of coffee between the Education Subject Librarian and a Faculty of Education Academic at Monash University, which led to observing us playing a board game to gather data for their research project on how people collaborate, communicate and work together.

Liberating our LibGuides: Learning Tools not just lists.

Frances Dickinson – Deakin University.

Abstract: Traditionally curated resource lists, we decided to test the potential of LibGuides; developing interactive learning modules for a return to study experience for Post-Graduate Health students. Different elements of introductory searching were broken down and skills were then scaffolded from each other using LibGuides as our platform. The learning design incorporated signposting the student journey, active scenario based learning and multi-modal engaging activity choices. Academic staff embraced our modules within their units, appreciating the presentation and functionality of the LibGuides platform. We would like to share and inspire, as to what LibGuides offers, as more than a set of lists.



Interactive software: a spontaneous collaboration project.

Beth Price – RMIT University.

Abstract: Finding time to gain skills to enhance your digital experience is difficult when you are occupied with your daily workload. The Interactive Software project was created by enthusiastic and like-minded team members to fill a need for library staff to explore, play and get an understanding of what freeware software is available and how they could be used in our work. Listen to library staff from RMIT University discuss their digital literacy training program.

Collaboration story presentation

Professional Literacy Suite: A collaborative partnership to embed digital literacy and enhance employability across a major business degree.

Simone Tyrell – Faculty of Business and Law, Digital Literacy Programs Librarian, Deakin University Library.

Abstract:

As part of a major course review, the Library partnered with the Business Faculty to design a suite of embedded digital literacy modules to ensure students developed digital literacy skills and support employability. The Professional Literacy suite comprises three elements: Essential Digital Literacy, Introduction to Professional Identity and Professional Literacy. The modules include interactive and media-rich elements that are visually engaging, based on strong learning design and scenario-based learning. Contextualised to authentic work-based settings, the embedded activities, quizzes and feedback, encourages students to engage in active learning and provides skills for both their studies and future employment. The modules, while formative, are hurdle requirements students must complete before submitting summative assessment tasks that follow. The wholly online delivery provides a consistent and equitable experience for all students during their studies and equips them as they transition to the workplace, while ensuring equal access to both cloud and campus students.

Bio:

Simone Tyrell is the Faculty of Business and Law, Digital Literacy Programs Librarian. She joined Deakin University in 2013 and previously worked at Monash University. In her current role, she collaborates with Course Directors, academics and professional staff to design, create, implement and maintain course wide Digital Literacy Modules for students within the Faculty and as the project lead in the creation of online modules, is responsible for capacity building of library team members. She is passionate about providing all students with an equitable experience and engaging and interactive learning.

@SimoneTyrell



Invited Presentation

May I have this dance? Exploring the steps and moves involved in creating balanced and powerful partnerships to deliver innovative client services.

Dr Gill Hallam – Freelance information professional based in Brisbane, Australia.

Abstract:

May I have this dance? Exploring the steps and moves involved in creating balanced and powerful partnerships to deliver innovative client services. As life on campus becomes increasingly complex, the academic library can no longer afford to remain an autonomous unit. It is important that librarians seize the opportunities to choreograph the relationships which underpin creative collaborations across the university. In this presentation, we will explore the impact of the changing university environment to consider the prospects for librarians to adopt more collaborative approaches to service delivery. Strategies introduced at the University of Queensland will be examined in a case study, with the focus on ways in which the Library has established partnerships with different players in both the learning and teaching and the research communities.

Bio:

As a freelance consultant, Gillian Hallam draws on her experience as an educator, researcher and practitioner to undertake applied research projects at the confluence of libraries and learning. Gillian's recent projects have involved developing a strategic framework for information and digital literacy at the University of Queensland and a review of the professional development needs in the converged library and learning support services at a regional university. She is also a lead trainer with IFLA, developing and delivering learning programs relating to the United Nations' Sustainable Development Goals and capacity building for library associations. In the library world, Gillian is a Fellow of ALIA; Chair of the association's Education Advisory Committee and Co-Chair of IFLA's section for Continuing Professional Development and Workplace Learning. In the academic world, she is a Principal Fellow of the Higher Education Academy. Additional information can be found at <http://www.gillianhallam.com.au/>

@GillHallam



Panel and Discussion

Librarians as partners in educational design: block mode design teams at Victoria University.

Panel:

Members of the Sport and Health First Year College design team at Victoria University:

Sarika Singh – Scholarly Information Services Librarian.

Michael Burke – Senior Lecturer and First Year College unit co-ordinator.

Sonia Wilkie – Learning Designer.

Ghaith Zakaria – Learning Designer.

Abstract:

In 2017 Victoria University embarked on a major redesign of all first-year units to accommodate the move to block mode teaching. Implemented in 2018 the block mode of teaching is student-centred with a focus on small group active learning and uses in-depth four-week blocks of study, one subject at a time. This session will explore and discuss the collaborative partnerships that developed when VU librarians became members of block mode design teams at Victoria University, working with academic teaching staff, educational developers and learning designers to design and develop block mode units for the First Year College. The panel will discuss the collaborative design of Sport and Exercise Science units with a focus on questions for the panel which emphasise collaboration with librarians.

Audience questions and discussion will be welcomed following the panel discussion.

Bios:

Sarika Singh is a Scholarly Information Services Librarian at Victoria University, Melbourne. She has

acquired her librarianship qualification through Charles Sturt University and just completed her Graduate Certificate in Tertiary Education to further enhance her teaching and connect to the contemporary learning and teaching principles. She has been working in an academic library for the past 16 years in various roles and her current role is a liaison role providing high-level purposeful educational information support to the College of Sport & Exercise Science staff and students in a blended learning environment as well as a learning designer to support the University's Beyond First Year project. She is leading the way at her library when it comes to designing, creating online, educational library learning resources/objects for students. Currently, she is involved with creating various interactive learning objects using the H5P tool to support the University's Block Model delivery.

Dr Michael Burke BPE, MA, PhD (Sport Ethics) VU Senior Lecturer, First Year College- Sport & Exercise Science. Dr Burke completed a PhD at Victoria University entitled Sport, Foucault and Traditions of Feminism. It involved an investigation of the application of traditions of feminism to an understanding of the micro-politics of male power in sport. His other research has produced over thirty-five papers that have appeared in refereed journals or anthologies. He has published articles in the fields of sport ethics, sport sociology and feminism. He has been regularly interviewed in the popular media about athlete and coach behaviour, performance-enhancing



and illicit drug use in sport, gender diversity in sport and sexual harassment, abuse and consent in sport. He has also published nine articles in The Conversation. His areas of teaching expertise include Professional Ethics, Sociology, Human Rights and Anatomy.

Dr. Sonia Wilkie is a Technology-Enhanced Learning Designer at Victoria University who works with academics and university staff to assist them in realising their innovative teaching aspirations, ranging from designing and developing Online Interactive Activities, Object-based Learning with 3D printed objects, and augmented reality for novel learning experiences.

Ghaith Zakaria is a passionate eLearning advocate, educational technologist and instructional designer. A Learning Designer at Victoria University Ghaith led the redesign of units in Victoria University's revolutionary First Year Model. He also moonlights as a guest lecturer and sessional teacher for subjects involving Technology in Education.

Breakout Session 1 - Main Room

Microbits, Robots and AR. Making Digital Skills Explicit with the Digital Skills Development (DSD) framework.

Barbara Yazbeck – Education and Research Programs Manager, Monash University Library.
Amber McLeod – Director of Pathway Programs, Faculty of Education, Monash University.
Sylvia Pilz – Subject Librarian, Education, Monash University Library.

Session description:

The workshop will describe a library-faculty collaboration at Monash University that led to the creation of the Digital Skill Development (DSD) framework. The DSD framework offers educators a learning continuum and a conceptual model for developing students' digital skills in the curriculum. Based on a recent DSD pilot in Education, workshop participants will have an opportunity to reflect on the cognitive, affective, social and psychomotor skills our students need to develop in order to participate in a digital world. Workshop participants will have an opportunity to interact with a range of new technologies (microbits, robots, AR, etc to be provided) and will be able to self-assess their confidence and competence using a self-assessment based on the newly developed DSD framework. The DSD will be explored as a pedagogical tool which guides educators across the university to make digital skills explicit in the curriculum. The application of the DSD offers practical strategies for participants to apply the framework to their teaching practice.

Bios:

Barbara Yazbeck is Education and Research Programs Manager at Monash University Library, Melbourne, Australia. She has experience in embedding research and learning skills in a range of higher education settings, where she has worked as a Learning Skills Advisor and Language and Academic Skills Lecturer. She has qualifications in Educational Research and Applied Linguistics.



She has a special interest in the development of transferable skills and critical literacies in undergraduate curricula. A recent publication includes, Zahora, T. & Yazbeck, B., (2018) & 'Is Plagiarism a learned sin?' & Textuality, meaning-making and the rules of the academic game. In A.W. Ata, L.T. Tran & I. Liyanage (Eds.), Educational Reciprocity and Adaptivity. International students and stakeholders. UK: Routledge

Amber McLeod is a lecturer, early career researcher and the Director of Pathways Programs in the Faculty of Education, Monash University. Before joining Monash, Amber was a microbiologist and then taught English as an additional language in Japan, Brunei and Australia. Amber's research focus is on increasing digital competence in the community, including investigating attitudes towards ICT, cultural understandings of ICT and ways to increase pre-service teacher digital competence.

Sylvia Pilz is the Education Subject Librarian at Monash University Library. Sylvia is currently studying a Master of Teaching and has a Master of Information Studies, Bachelor of Arts and a Graduate Diploma of Museum Studies. Passionate about education and lifelong learning and interested in how digital literatures are shaping classroom practices in the curriculum. Sylvia has spent the last 20 years in the profession and worked in academic libraries including the Australian National University, Australian Defence Force Academy, Deakin University and RMIT University.



Breakout Session 2 – Flagstaff 1 & 2

Inclusive practice in the library

Susannah Phillips – Subject Librarian: Social Inclusion, Monash University.

Dr Lenise Prater – Learning Skills Adviser: Social Inclusion, Monash University.

Session Description:

Monash University Library's Inclusive Teaching Toolkit brings together a series of principles, guidelines and resources related to inclusive teaching practices relevant to the library environment. This workshop will briefly cover the background to the project and the extensive collaboration involved in its creation. Participants will then have a chance to explore the kinds of exclusion students face in tertiary education, and what librarians can do to make their practice more inclusive. The session will include hands-on activities in which participants can use the toolkit to develop practical strategies for the inclusion of all students.

Bios:

Susannah Phillips is the Subject Librarian for Social Inclusion at Monash University. This role involves working on projects which address inequalities of access and participation in higher education, such as the Inclusive Teaching Toolkit. Her previous experience includes working as a Learning Advisor at Latrobe University and as a Learning Resources Manager in a London based secondary school, where she developed research and learning skills programs. Susannah is currently studying her Masters of Education, focusing on inclusive pedagogies in adult education.

Dr. Lenise Prater is the Learning Skills Adviser for Social Inclusion at Monash University. She has a PhD in English Literature, and is an experienced teacher at a tertiary level, having worked as a tutor for the Indigenous Tutorial Assistance Scheme (ITAS) at Monash, and as a Lecturer at Monash and Deakin Universities. Lenise has experience in deploying a range pedagogical approaches to reach students with diverse learning styles and backgrounds, has published about the ethical representation of discrimination based on gender and sexuality, and has well established networks within the Monash Indigenous Community.



Breakout Session 3 – Docklands 1

Open day: an opportunity to shine

Naomi Mullumby, Architecture Building and Planning Librarian, The University of Melbourne
Kylie Tran, Senior Client Services Librarian, The University of Melbourne
Dr Natasha Story, Library Service Officer, The University of Melbourne

Session description: Library engagement with prospective students on Open Day is an opportunity to shine. This year, in partnership with the Melbourne School of Design, the Architecture, Building and Planning Library decided to take a new approach, designing gold 3D printed models and using them as part of an engaging program that encouraged interactions with library collections, space and staff.

This session will draw on our successful Open Day campaign and develop ideas about how other libraries can shine too. Through workshop activities, participants can talk with peers about library/faculty collaborations to help future students see themselves as part of their university community.

Bios:

Naomi is the Architecture Building and Planning librarian at the University of Melbourne. She builds engagement with the library through collaboration with the students and staff of the Architecture Building and Planning faculty, working on a wide range of projects including digitization of rare collections, to exhibitions of student work and post occupancy evaluation of library spaces. Naomi cultivates an environment where people, spaces and collections come together to shine.

Kylie is the Senior Client Services Librarian at the University of Melbourne and is responsible for the delivery of client-facing services that support learning, teaching and research activities at the University of Melbourne. Kylie is a trained human-centered design practitioner and enjoys opportunities to apply it in her work. She has worked in various academic libraries and is active in the library and human rights space.

Dr Natasha Story is a librarian based in the Architecture, Building and Planning Library at the University of Melbourne. Natasha draws upon her own research journey to deliver high-quality and meaningful teaching, learning and research support. Before joining the library, Natasha worked in a number of Victorian cultural institutions and is dedicated to making collections more accessible.



Collaboration story presentation

A whole new world: Library and Research Office collaboration in the era of Engagement and Impact

Cheryl Claridge – Team Leader, Research, Learning and Liaison Services, Library. Federation University Australia.

Katie Donnelly – Project Coordinator, Research Strategy, Research Services. Federation University Australia.

Abstract:

Reporting Research Engagement and Impact (E&I) for assessment has created challenges for researchers and the professional staff that support them. To address this Federation University Australia has established a joint project between the Library and Research Services. This collaboration will support change, educate researchers on the new Engagement & Impact environment and deliver processes for robust reporting of research. The project is also strengthening existing relationship between our two areas; building a cohesive framework for future expansion of the collaboration on a number of issues of mutual interest.

Bios:

Katie Donnelly is Project Coordinator, Research Strategy at Federation University Australia. Her role coordinates the Excellence in Research for Australia (ERA) and the Engagement and Impact Assessment (E&I) submissions. Katie also manages the Ethics and Integrity team and works on strategic projects.

@ms_ktd

Cheryl Claridge is the Team Leader, Research, Learning and Liaison Services at Federation University Australia. Her role sits in the Client Services division of the library and is responsible for coordinating the provision of support and information skills development for students, staff and researchers.



Collaboration story presentation

Give Them a Voice: Improving Library Research Workshops through Partnership with the Deakin Law Students' Society.

Michelle Bendall – Law Librarian, Deakin University

Michelle De Aizpurua – Liaison Librarian for Business and Law, Deakin University.

Abstract:

Deakin University Library has been building a partnership with the Deakin Law Students' Society (DLSS) for the past few years. The Library works with law students to gain insight into their needs and skills development, so we can collaboratively develop relevant and timely legal research skills workshops. This partnership also provides the opportunity for the DLSS to run events with University staff, which in turn develops their soft skills, including organisation, communication and time-management. Feedback from all these collaborative sessions was positive, indicating students felt more confident in applying their legal research skills in both their studies and the workplace.

Bios:

Michelle De Aizpurua is an ALIA accredited Librarian with industry experience in the tertiary and secondary education sectors. She holds bachelor's degrees in law and behavioural science, as well as a Graduate Diploma of Information and Knowledge Management and a Master of Information Studies. Michelle's professional work focusses on research skills development and eLearning. She is passionate about utilising innovative pedagogies and new technologies to improve student learning and engagement.

@MissLibraryGrrl.

Michelle Bendall joined Deakin University Library in 2016, after an extensive career working at the Supreme Court Library. She holds a Bachelor of Arts (Legal Studies) and a Graduate Diploma in Information Services and is an active member of the Australian Law Librarians' Association. Michelle specialises in teaching legal research with an experiential learning pedagogical focus. Michelle's goal in life is that before she retires, Deakin law graduates will have a reputation for being skilled legal researchers and be highly sought after as seasonal clerks and new graduate employees.

Join the conversation

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