



Building Digital Capability in Frontline Services Staff

Ms Kylie Tran

Senior Client Services Librarian

Ms Kat Frame

Liaison Librarian, Education

Ms Andy Hurt

Client Services Librarian





Frontline Services Scholarly & Digital Literacy Program



8 month training program developed in-house



32 librarians contributed to design/delivery



Collaborative initiative between Learning & Teaching and Client Services



Module based with a focus on Digital Literacy



30 frontline staff participated



Underpinned by Melbourne's framework



Program Designers & Contributors



Designers

- Kathryn Frame: Senior Librarian Digital Capabilities/Liaison Librarian, Education
- Kylie Tran: Senior Client Services Librarian








Content contributors

- Over 30+ staff
- Mix of Liaison Librarians and Client Services Librarians
- Contributed to workshops, online modules, resources, appraisal design

MELBOURNE'S SCHOLARLY & DIGITAL LITERACY FRAMEWORK

Building critical capabilities for learning, research and work in a digital world

CAPABILITIES	DIRECTED RESEARCH	GUIDED RESEARCH	SELF-DIRECTED RESEARCH
	Students engage with technologies and undertake learning and research within specified parameters	Students explore technologies and undertake some self-determined learning and research within broad guidelines	Students/ researchers undertake research with a high degree of autonomy, utilising a range of technologies to create new scholarship
 1. Search Finds the right type of information using the right tools	Clarifies understanding of the task, identifies key concepts, and establishes the type and scope of information required Uses essential search tools and strategies to seek information and reviews results for relevance Revises search tools and strategies as required	Develops manageable research questions within set guidelines and uses basic disciplinary knowledge to determine the type and scope of information required Uses some discipline-specific and multidisciplinary tools and advanced search strategies to seek information and reviews results for relevance Refines tools and strategies as required	Formulates a complex line of scholarly inquiry and employs strong disciplinary knowledge to determine the type and scope of information required Uses a wide variety of discipline-specific and multidisciplinary tools to seek a diverse range of information Regularly refines and updates strategies as new information is discovered to ensure ongoing currency
 2. Evaluate Analyses information and the strategies used to find it	Examines information for relevant facts, concepts, insights and evidence to develop understanding and respond to the task Evaluates the suitability of information using task-specific criteria and reflects on how the tools, strategies and results suit the task	Analyses a diverse range of information for relevant concepts, themes, methodologies and evidence to extend and challenge understandings Evaluates the suitability of information using discipline-specific criteria and reflects on how the tools, strategies and results suit the task	Explores a comprehensive range of information for relevant themes, trends, relationships, methodologies and evidence to extend knowledge and identify gaps in existing research Evaluates the suitability of information using both discipline-specific and self-defined criteria and reflects on the efficacy of the research process
 3. Organise Manages information collected and generated	Uses basic principles, systems and digital tools to manage data and information	Uses appropriate digital tools and applies systematic, standardised principles to manage data and information Considers preservation issues when evaluating formats and technologies	Critically evaluates the affordances and limitations of various technologies and makes informed decisions about information and data management and preservation Establishes standards-based information and data management practices across all aspects of the research process
 4. Create Uses and communicates information using appropriate conventions and technologies	Creates and communicates scholarly outputs for specified audiences, adhering to academic and professional conventions and using appropriate information and technologies Demonstrates a basic understanding of ethical and legal issues (eg. academic integrity and copyright) associated with using and creating scholarly outputs	Explores a range of technologies to create, communication and curate scholarly outputs for a range of audiences and purposes, following appropriate conventions Demonstrates a deep understanding of ethical and legal issues associated with using and creating scholarly outputs	Creates and communicates scholarly outputs that follow established and emerging disciplinary conventions and uses a range of technologies to communicate and curate content in innovative ways Integrates an extensive understanding of cultural, ethical and legal issues associated with the research process and makes outputs available for use and reuse via open access platforms
 5. Connect Builds networks to collaborate and connect	Demonstrates a basic understanding of the role of social media and online collaboration tools in fostering collaboration and scholarship Engages with the concept of a digital identity and demonstrates an understanding of key issues such as online safety, privacy and security	Co-produces scholarly outputs through a range of social media and online collaboration tools Establishes and manages own digital identity, making decisions underpinned by a sophisticated understanding of context, privacy and security	Uses social media and online collaboration tools to connect and collaborate with an extensive network of researchers to create and share new disciplinary knowledge Establishes an active online profile and manages own research identifiers, track record and impact

Vision

We are:

Highly engaged with
our academic
community

Intellectually curious
with a desire to learn

Expert in scholarly
and digital literacy

In each interaction, we:

Demonstrate
professional
expertise

Facilitate learning

Build capability

Our professional expertise makes:

The Library a dynamic
place of research,
learning and academic
success

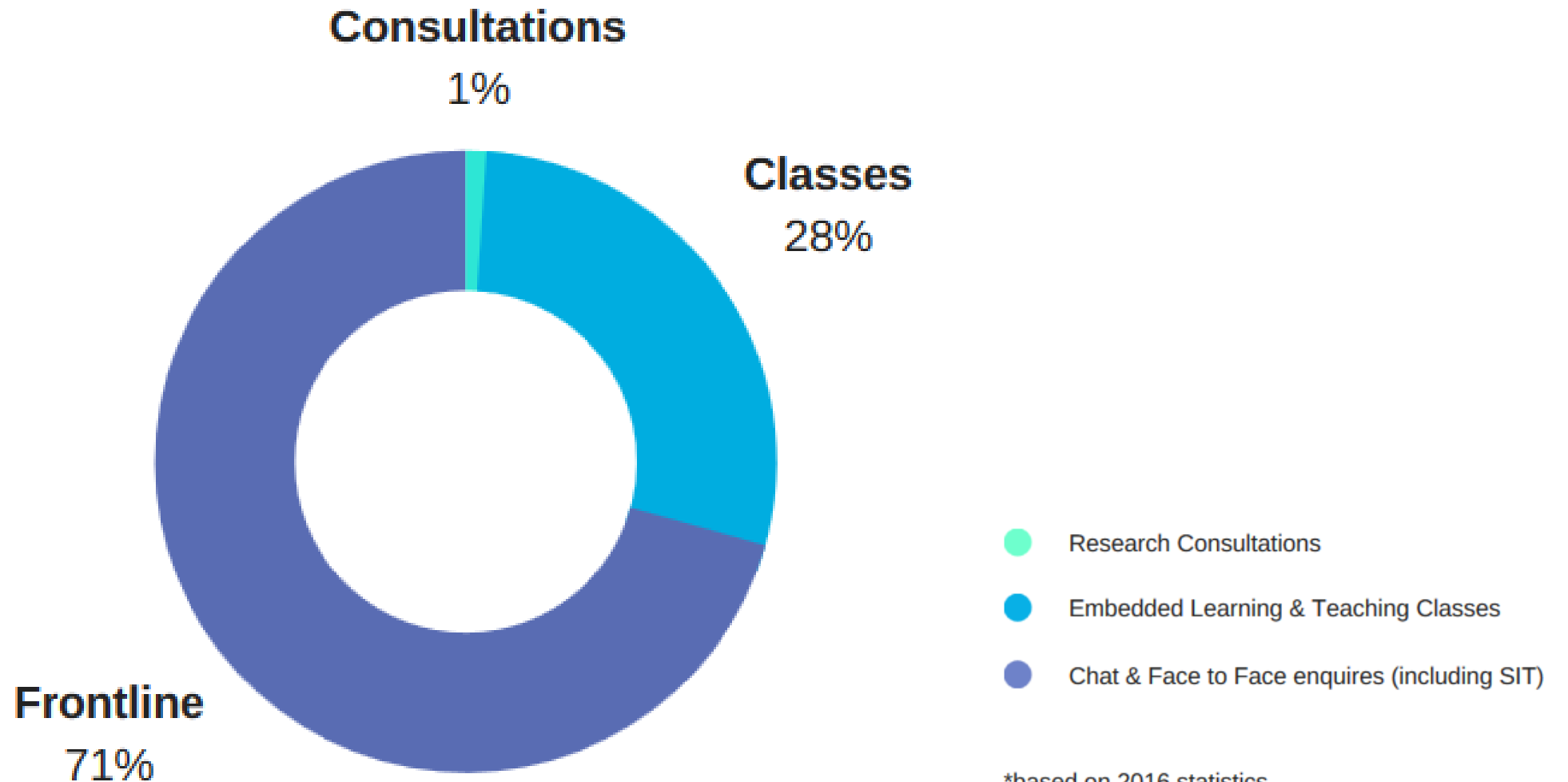


Why Did We Do It?

- ✓ Acknowledgement of role of frontline services staff
- ✓ Capitalising on the reach of frontline services staff (point of need teaching)
- ✓ Strengthen frontline services staff understanding of the Melbourne Framework
- ✓ Long time since comprehensive library professional development for frontline services staff
- ✓ Develop digital capabilities/digital literacy skills
- ✓ Upskilling: reference management & new service model review



Frontline Services Statistics





3 Domains of Capability

Focus was to **build three domains of capability**:

1. **Technical:** Expert knowledge of skills and theory underpinning Melbourne's framework
2. **Pedagogical:** Ability to convey technical knowledge and facilitate student learning via effective one-on-one instruction and coaching
3. **Interpersonal / Communication / Presentation:** Ability to convey technical knowledge via clear, confident and well-developed one-to-one instruction



Program Structure

Module Structure

1. Self-assessments (current confidence, expertise)
2. Module workshops
3. Practical activity sessions/ independent tasks
4. Drop-in sessions (if support required)
5. Assessment tasks
6. Module self-reflection



Modes of Delivery



Face to face classes



Interactive online modules (H5P)



Practical activities to be completed
in own time



Video recordings



Quizzes



LibGuide as program guide/resource
(content hosted here)



Modules & Topics



Module 0: **1:1 Teachable Moments***



Module 1: **Search**



Module 2: **Organise (Reference
Management)***



Module 3: **Evaluate**



Module 4: **Create***



Module 5: **Connect***

Evaluation & Feedback



- Variety of modes of delivery/tasks
- F2F workshops most popular
- Increased confidence in their role
- Benefited them as library professional
- Everyone felt supported in their learning
- Greater understanding of framework
- Create & Connect modules were favourites



- Self-reflection diary 😞
- Increased workload for staff
- Challenge of catching up on modules
- Apprehension around appraisal task
- Long turn around time for results
- Some found the program confronting




Reflections

- Relationship building was an unexpected outcome
- Learning curve for all: Module 4 & 5 (Create & Connect)
- Underestimated admin and logistics of program design and implementation
- Diversity of staff skills and experience
- Importance of continual development of staff skills



Road Ahead

- Use existing content to develop an online program
- Roll out program to our casual service desk staff and new staff
- A long lie down 



THE UNIVERSITY OF
MELBOURNE

Thank you