Building Digital Capability in Frontline Services Staff

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Scholarly & Digital Literacy Program

- 8 month training program developed in-house
- Collaborative initiative between Learning & Teaching and Client Services
- 30 frontline staff participated
- 32 librarians contributed to design/delivery
- Module based with a focus on Digital Literacy
- 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

<table>
<thead>
<tr>
<th>Directed Research</th>
<th>Guided Research</th>
<th>Self-Directed Research</th>
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<tbody>
<tr>
<td>Students engage with technologies and undertake learning and research within specified parameters.</td>
<td>Students explore technologies and undertake some self-determined learning and research within broad guidelines.</td>
<td>Students’ researchers undertake research with a high degree of autonomy, utilizing a range of technologies to create new scholarship.</td>
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### 1. Search

- Finds the right types of information using the right tools.
- Confirms 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.

### 2. Evaluate

- 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 understanding.
- Evaluates the suitability of information using discipline-specific criteria and reflects on how the tools, strategies and results suit the task.

### 3. Organise

- Manages information collected and generated.
- Uses basic principles, systems and digital tools to manage data and information.
- Uses appropriate digital tools and explores systematic, standardised principles to manage data and information.
- Considers preservation issues when evaluating formats and technologies.
- Critically evaluates the effectiveness 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 (e.g., academic integrity and copyright) associated with using and creating scholarly outputs.
- Explores a range of technologies to create, communicate 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.
- Explores a range of technologies to manage a range of social media and online collaboration tools.
- Establishes and manages one’s 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 outputs, track record and impact.

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Based on Australian and New Zealand Information Literacy Framework (ANZILA, 2004), the Research Skill Development Framework (William & O’Regan, 2005) and JISC’s / Elements of Digital Literacy (2014), This work is licensed under the Creative Commons Attribution-NonCommercial ShareAlike 4.0 International License.
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

- **Consultations**: 1%
- **Classes**: 28%
- **Frontline**: 71%

*Research Consultations
*Embedded Learning & Teaching Classes
*Chat & Face to Face enquiries (including SIT)

*Based on 2016 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
Thank you