Library Services: curriculum support for undergraduate teaching

1. The Library Services has provided teaching and training to students at all levels for many years, and the programme to deliver this has remained under constant review to ensure it reflects both what students and departments have required. In doing so, we have always consulted with department staff, the ICT e-learning team, and teaching fellows, and we consistently receive positive feedback from students in their evaluation of the teaching and training we provide.

2. The Learning and Teaching Strategy strengthens the emphasis on skills development that can be labelled as information literacy\(^1\): An information literacy curriculum aims to achieve learning activities and teaching that will ensure students engage with information responsibly, ethically and critically.

3. In its current form, our teaching programme comprises:
   a) Tailored workshops in various departments for undergraduate students in years 1-4
   b) Lunchtime workshops for UG students throughout the academic year
   c) Workshops for the Graduate School PhD Professional Skills Programme
   d) Workshops for the Graduate School Masterclass programme
   e) Online plagiarism awareness course for Masters students
   f) Online plagiarism awareness course for PhD students
   g) Online plagiarism awareness course for Business School students
   h) Online Copyright for researchers course for PhD students
   i) Online tutorials for UG students in the Faculty of Medicine
   j) One-to-one instruction available to all students
   k) Assignment tips webpages at the Library Services website
   l) Online and in-person training for reference management software

4. Subjects and topics included in these activities:
   a) Conducting a literature search
   b) Critical thinking
   c) Systematic review training
   d) Plagiarism awareness
   e) Reference management and citation
   f) Using subject-specific databases and search tools
   g) Managing your online presence
   h) Notetaking and reading effectively
   i) Presentation skills
   j) Exam revision
   k) Data management

\(^1\) Being information literate, basic definition: knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner
5. Building on the increased expertise in the Scholarly Communications Management team, future development for teaching includes copyright literacy, understanding open access, and research data management for all students. With the increase in disciplines making pre- and post-prints available, and the availability of open datasets mean that students need to be aware of the literature and information sources that they will be finding, and it is critical to teach students how these format types will vary according to subject, presentation and the process of review each has undergone.

6. Our liaison librarians work hard with departments to try to ensure that classroom-based teaching they offer is done at a time which makes most sense, ie the duration of a first research project in which literature searching, source analysis, reference management, academic writing, and presentation of evidence will all require practical application. Too often because of curriculum design, information literacy teaching is scheduled very early in the start of the student first year when there is no opportunity for them to actually practice the skills we are teaching. The Library Services would like to work with academic teaching staff to ensure there wherever practical and relevant, co-teaching and collaboration is arranged.

7. Reading lists need to be added to our Reading List Service (Leganto) in order for them to be checked and have material in the Library on time for your students. Our liaison librarians can help you with adding new lists and editing existing lists to match the new modular approach to courses.