ALISS Quarterly
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New Developments:
Library Orientation / Information Literacy

Editorial

Welcome to the latest edition of ALISS Quarterly. It has been published by ALISS (Association of Librarians and Information Professionals in the Social Sciences).

This special issue focuses upon two themes which are of great importance to all modern library information professionals: Library inductions/orientation and information literacy. In many ways the two are intrinsically interlinked as users of library services often receive the beginnings of their information literacy training during induction sessions!

In terms of library induction it is hoped that the articles highlight examples of good practice and provide inspiration to our readers in their future planning. They include two articles from De Montford University Library. One from Kaye Towlson introduces the school's e-induction model, the other by Elizabeth Martin provides a subject librarian's viewpoint in organising and delivering student centred inductions. This is a theme taken up by other authors from Warwick, Aston and Birmingham City University who provide insight into the different methods they have used to design and deliver effective introductions to their library services for new students.

The second section focuses upon information literacy, highlighting a number of award winning projects. These include the free OSCOLA law citation tutorial developed by staff at Cardiff University, the initiatives in information skills pioneered by staff at the University of East London, which recently earned a UC&R innovation award, and the MANTRA data tutorial from Edina. The issue closes with an update from Jane Secker and Emma Conan on their work developing a new curriculum for information literacy at Cambridge University.

We hope you enjoy the issue!

Keep up to date with our website at http://www.alissnet.org.uk

We also have a new twitter channel where you can keep up to date with our latest activities. http://twitter.com/aliss_info we are using it to highlight weekly listings of new social science websites and new UK government publications online.

Remember that you can also keep up to date with ALISS news by subscribing to our free electronic mailing list LIS_SOCIAL SCIENCE at http://www.jiscmail.ac.uk/lists/LIS-SOCIALSCIENCE.html .

Heather Dawson
ALISS Secretary

Global Aspects of Public Health: an ALISS showcase event
10 November 2011

On 10th November ALISS (Association of Librarians and Information Professionals in the Social Sciences) held its first showcase event in the British Library. Its aim was to offer information professionals the chance to get information, compare and explore, major subscription and free resources that can underpin and aid research. The first event covered all aspects of public health in the developing world. A selection of the papers/ handouts can now be downloaded from the website http://www.alissnet.org.uk

- Global public health databases - http://www.slideshare.net/heatherdawson/global-public-health-databases An overview of the content of major subscription services by Ian Walker, British Library.

- Jerry Jenkins offered an introduction to the range of statistical resources offered by major international organisations including OCED, WHO and World Bank. His presentation can be viewed online at http://prezi.com/ky0t1fmurhxf/alissbritish-library-workshop-global-aspects-of-public-health-statistical-resources-available-via-international-organisations/
You can also Look at his Organ-o-Gram of resources (via Pearltrees)http://www.pearltrees.com/#/N-u=1_328129&N-fa=3070313&N-s=1_3622024&N-f=1_3622024&N-p=28096588&N-reveal=5 and download his handout of useful International organisations statistical websites http://www.slideshare.net/heatherdawson/global-health-statistical-resources-available-via-international-organisations

- Nicholas Martland Not everything is 'e', presentation gave advice on tracing public health resources which are still available in print only! http://www.slideshare.net/heatherdawson/no-10130051

- Also available is a handout – on using OECD ILibrary to trace health statistics.

- Global health recommended websites. Includes links to news aggregators, international organisations and more!

- Finally How do I get my stuff? using the British Library for research. Find out how to search/ interpret catalogue records and more! Jennie Grimshaw http://www.slideshare.net/heatherdawson/how-do-i-get-my-stuff-using-the-british-library-for-research

Induction practice at De Montfort University, a move from a didactic, face to face model to a blended, student centred delivery.
Kaye Towlson, Academic Librarian (Learning and Teaching), De Montfort University

Introduction
Previous induction experience at DMU pointed towards the need for a review of induction processes. The main problems identified with the prevalent mode of induction delivery (face to face followed by a library DVD and tour) were the decline in student attendance of arranged sessions and ad hoc tours, plus the increasing pressures placed on professional and support staff time. Furthermore, despite a noted reduction in actual attendance figures induction week remained a very busy and stressful week, not the best start for the well-being of staff. These observations coupled with the opportunity to develop an interactive library pre-induction module, the whole induction process for first year undergraduates at DMU changed.

Development and pilot
It was decided to pilot the DMU Library and Learning Services' e-induction as a means of communicating the "housekeeping" type of information to our new students, equipping them with knowledge of how to use the library and giving them an awareness of the wide range of services and support available. This was developed and delivered in collaboration with DMU Student and Academic Services and an experienced commercial partner who, placed the library induction content within an e-learning environment, sent it to appropriate student groups and analysed its usage and response. Consequently, the library e-induction was delivered alongside regulation information about University accommodation (for those who were going to live in Halls or University flats) and the "Self-Assessment Exercise (SAE)", a self-administered study skills assessment completed by all first year undergraduates at DMU.

 Library e-induction content was created by Librarians responsible for induction activities alongside the Senior Assistant Librarian of Library Public Services. The content was approved by the Library's Senior Management Team. A more student centred approach was adopted in the development of the DMU Library e-induction, conveying a positive and welcoming message, accentuating services and support. Intentionally information was offered in "bite-sized" chunks using clearly flagged subject areas: for example, "Using computers", "Finding books", "Borrowing and returning". Recurrent icons were used to identify discrete sections and different types of information. A multi-media approach was taken using relevant snippets of the existing Library DVD. This features different students explaining their use and benefit from specific library services. Photographs of the library or specific services such as the self-issue machines were included in the e-induction plus maps, links to library guides and other visual imagery. This multi-modal approach catered for the diversity of learning styles within our student population. Each section ended with two or three brief, multiple choice knowledge checking questions to ensure the students had taken in the key points of information. "Hot tips" were given at the end of each section to accentuate a particular point. The e-induction module takes approximately twenty to thirty minutes to complete but students are able to dip in and out of the module as the system remembers the point of logging-out.

This induction package was sent via e-mail to all students with a confirmed, accepted place at DMU at the end of August/early September 2011. It remains accessible to students throughout their first year at DMU. Students were expected to complete the library e-induction prior to starting University. They should come along to their face to face, timetabled library induction session with an awareness of the type of services offered and knowledge of basic rules and regulations (ie. Different study zones, how to log on to the computer, library opening hours). This knowledge was built upon by adding physical library orientation using a self – guided library trail. The trail was developed by all DMU Subject Librarians (July 2011). Each faculty group produced the trail for an individual floor of the library. The trail was then compiled, agreed upon and a development plan put into action.

It was decided to make the trail generic in content as subject specific knowledge/ instruction is embedded into the curriculum at a more appropriate part of the programme and where possible tied to a particular assignment. Experience has shown this to be a more effective time of delivery in terms of student engagement and retention.

It must be noted that this new form of induction was given to students starting a traditional programme. Distance learners still received an "induction plus" session where students receive face to face induction instruction coupled with appropriate e-resource training.

So did this new induction process work? What kind of feedback did we receive from students and staff and what are our plans for the future?

Feedback: Students
On the whole students were positive about the e-induction, 83% of students using the e-induction said they thought it useful. There was a good response rate, 81% of students receiving the e-induction completed it, a 27% increase on basic induction attendance in 2010. Much positive feedback was received, for example:

"I enjoyed the online induction and thought it was incredibly useful and informative".

"This is a good insight, and is helpful, relaxing and informative towards nervous people starting University".

"Library was fantastic, really informative and can't wait to visit it!"

"It is really handy to find out how things work such as the libraries and halls. it makes you feel a part of the uni before you go".

"Gave a lot of information which will give me more confidence when I go to use the library during my studies"

Any negative comments received focussed on students feeling that they were unlikely to remember all of the information given, that there was too much information and the package took too long to complete.

It is felt this perception is coloured by the receipt and access to the library e-induction in tandem with Hall information and the "Self-Assessment Exercise". To counteract this

clearer definition between these three discrete activities, the ongoing accessibility of the e-induction and the ability to complete the induction module in parts or chunks should be made explicit to students.

Library Trail
The library trail was given to groups attending their timetabled induction slot. Attendance rate for these sessions was 59% (similar to attendance in previous years). Feedback from this group was mainly positive, for example:

- Very helpful, interesting, helps develop library confidence
- Good fun, bonded with course mates
- Good idea to encourage us to independently search out things
- Fun and useful to look around the library
- This way of showing the library is better than following a teacher

As to be expected not all comments were totally positive, the following concerns emerged:

- Request for a staff mediated tour of the library (3%)
- To be shown a specific subject sector (3%)
- Library trail confusing or difficult to follow (0.3%)
- Desire to be shown a specific activity (0.3%)

Addressing student feedback
Issues raised through feedback in response to both strands of the induction process highlight concerns of the expected transition phase between further and higher education. Some students are reluctant to engage in or are threatened by self - guided study/ exploration with no clear definition of right or wrong answers. This is supported by some informal discussions with academic staff.

A couple of students mentioned that they were unlikely to remember all of the information given or that there was too much information. To counteract this, we need to stress the ongoing accessibility of the e-induction, clarify its aim to foster an awareness of how the library works and the amount and breadth of library support available. Emphasis should be placed on communicating the double stranded nature of the library induction process, how the two strands fit together, how they benefit the student and what future training or library input (ie. Subject specific) can be expected.

All these concerns may be addressed by a brief face to face introduction prior to handing out the library trail. This will enable clearer communication of induction aims, set the context and inform students of future library curriculum input.

Feedback from library staff
Library staff feedback indicated that induction week was much less stressful for staff, both professional and support with the loss of tours and without the need to deliver full induction sessions as in previous years. An enquiries survey conducted in week one identified an increase in requests for using items such as photocopiers, computers and self-issue. Arguably, the e-induction and library trail had made users aware of the services

and confident enough to ask about using them; this is a positive effect. We are exploring the development of a series of "Kimberlin shorts" or "how to" videos to address this issue.

Future plans
On account of positive feedback received from both staff and students, this two strand approach to induction will be continued and further developed to accommodate student/staff feedback received and the staff experience of development and delivery.

Making Library Induction Valued and Valuable.
Elizabeth Martin, De Montfort University.

Background
When I first started my role as Engineering Librarian in 2005 library induction for the Faculty of Technology students at DMU consisted of a half hour slot in one of the large lecture theatres in the Engineering Building. Usually we were sandwiched in between Security, Health and Safety or the Students Union, not a great combination. The students were usually half asleep by the time our session started. This was often our only opportunity to see computing and engineering students, so we succumbed to the temptation to cram in as much information as possible. This was a nightmare to deliver, huge lecture theatre full of bored students who glazed over as soon as we started talking about number of loans, library catalogues etc, etc. Also we had to deliver this session at least eight times over a two day period; it was easy to lose the will to live. The feedback wasn't particularly good and more important were we encouraging students to use the library?

Time to Review and Evaluate
Several developments inspired me to review and evaluate exactly what we were doing and more important WHY we were doing it.

- Our new Learning Zone opened in 2007 and we introduced self service.
- Centre for Learning and Study Support (CLaSS), Maths Learning Centre and IT training all joined us in the Kimberlin Library.
- I had managed to increase the amount of teaching embedded within modules to the extent that we were now seeing all Engineering 1st years and most of the 2nd/3rd year Computing students for information literacy sessions.

It seemed an ideal time to change what we were offering new students. So, I met with the Heads of Departments within the faculty and also with the faculty staff responsible for timetabling. After much discussion we decided on a new format:

- We would use a smaller room in the Queens Building (Engineering Building next to the library).
- Timetable a maximum of 70 students in each slot.
- Slots would be for 1 hour.
- There would be a short presentation followed by a tour of the library.

I know this was not a completely unique or revolutionary change and many institutions were already doing something similar, but for the faculty this was something very different!

I decided that the learning outcomes would be very simple and that the aim would be for students to take just three key points away with them

- The Library is a great place to work in; it has a range of study spaces and facilities and a huge amount of useful resources (physical and electronic).
-

- Library staff are friendly, approachable and helpful.
- Contact point, myself and the other subject librarian within the faculty.

Teething Problems

I recruited five volunteers from within our library staff and put together a tour guide. We met to talk about the aims and objectives of library induction and to iron out any problems about the logistics of six simultaneous whistle stop library tours. I stressed the need to be friendly, informal and to be really concise in the information given to the students.

Students were timetabled to attend by their course leader and I was slightly horrified when I received the timetable and found that the library sessions were on the hour every hour for two whole days. I had to negotiate a break for lunch but decided to just try it and see how we coped. I started the session with a short chat (ten minutes maximum) about what the library could do for them in terms of support and resources plus what they could expect from a subject librarian. The team of tour guides then arrived. We split the students roughly into 5 to 6 groups and each tour guide took their group to the library for a short tour. This process was repeated approximately eleven times; it was hectic and also exhausting as we were on the go constantly for the two days but generally the students seemed more engaged and at least they had now all set foot in the library! However there were huge demands on staff time and some logistical problems involved in touring so many students in relatively small groups.

The faculty organises feedback for the whole induction week, so we were really interested to see the response to the new style library induction. The feedback was generally much more positive, with some very encouraging comments about how friendly the library staff were. During the first term, anecdotal evidence from library and academic staff seemed to indicate that Technology students were making much more use of the library and I had an increased number of emails and requests for 1:1 tutorials.

Self- guided Library Trail

We have now been running this style of library induction for five years, with a few small changes. Course leaders often come along to the sessions and add a few comments at the beginning during my informal chat. This is a great opportunity for them to reinforce the value of the library resources. We also used a library DVD for a couple of years to give a flavour of the range of resources we offer. But we have been victims of our own success, other faculties have started to use this model and the result has been too many tours in the library at the same time and not enough staff to take the tours. So for induction this year (2011) we have introduced the self- guided library trail for all first year undergraduate students, not just the Faculty of Technology. This is delivered in tandem with an e-induction emailed to students prior to induction week. In Technology we have adapted this format, the students are timetabled to attend in the Engineering building and I gave a similar introductory chat and handed out copies of the library trail. I then walked the whole group over to the library and set them off in small groups to do the trail. Early indications from the feedback we collected in the library are very positive but I look forward to hearing the faculty feedback.

Conclusion

Although I still meet students who have only set foot in the library on that one occasion, these are few and indications are they are often users of the library e-resources. Overall feedback from students of their experience of the new format of induction is positive. In Technology we have adopted this new two strand approach but integrated it into our previously successful formula to good effect, maintaining a less formal approach combined with an opportunity for self guided study.

Over the last five years the success enjoyed in the implementation of the clearly defined library induction process has raised my profile in the Faculty of Technology. This has generated more curriculum embedded teaching with enthusiastic tutor support and again raised the Library and Learning Services' input and value within the faculty. A must in these "value" driven times.
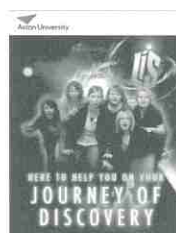
Regenerating Library Services for New Students

Clare Langman and Nicola Dennis, Information Specialists, Aston University Library & Information Services

Evolution of induction methods

Aston University is a medium sized institution with around 10,500 students (just over 9,000 FTEs). We normally see an intake of around 3,700 students each year. The induction process used to involve taking students on a physical tour of the building in small groups. Over the last 6 years an induction project team has been formulated to create induction themes, reusable learning objects and initiate the involvement of all library staff in providing a welcoming, friendly and responsive programme of activities for all new students.

The induction project team is led by an information specialist and the membership is voluntary. There is an expectation that membership includes staff from each team within the library covering Public Services, Information Resources and Information Services. Previous themes have included a focus on the LOST and HEROES television programmes which we have used to create posters, postcards and presentation slides. The reusable learning objects were created through the work of Library staff and in collaboration with students and academic staff. They include a series of talking heads focussing on a particular aspect of the library service or resources, demonstration videos – for example a member of staff using the self-service machines and captivate tutorials highlighting the best way to use the Library Catalogue.

The aim for the induction programme is to make the students feel welcome, show them that library staff are friendly and approachable and enable them to utilise the printers / photocopiers, find a book on the Library Catalogue and issue a book using the self-service machine. Any other additional information they retain is a bonus. This year the theme centred on the Doctor Who series as the ground and first floor of the Aston University Library building was recently refurbished so we focused on the idea of "Regeneration".

Building relationships within the University

Student attendance on our induction programme is usually around 65%. This response has been achieved through the relationships built across the University and with external partners. It has taken time and persistence in continually liaising with different departments the University now automatically includes Library & Information Services in the activities. Examples are being able to provide information in the "Accommodation Welcome Pack" provided by Estates, have a stand at the Information Fair and timetabled slots in students induction programme.

The Induction Team have also liaised with different partners across the University to help boost their profile with the students through the Library Induction programme. These partners include the Learning Development Centre (LDC) who support students with their academic skills while at University, the University bookshop and the University
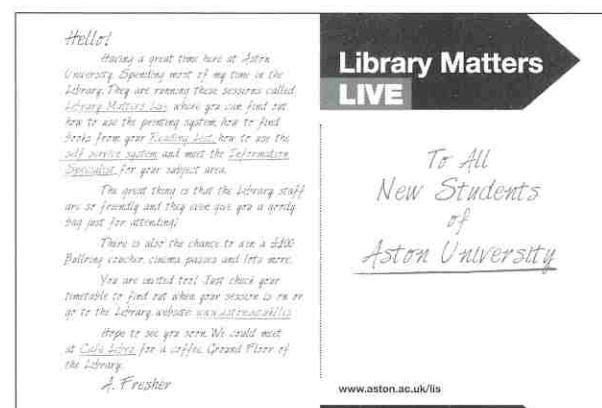
Sports and Recreation department. These services have provided material for the induction "goody bags" and the LDC also contributed a video highlighting their services and study space which we used as part of the library's welcome slides.

We have also built relationships with external partners such as design companies that have worked with the Library Induction team to create designs for our suggested themes. Our Doctor Who theme resulted in the creation of a series of posters, postcards and even a moving image for the video totem. Finally, the Library Induction team liaise with long standing database providers or newly subscribed services to provide additional material for the goody bags and if possible prizes for the induction feedback prize draw.

Engaging students on arrival

Over the last few years a lot of effort has gone into engaging with students before they actually enrol. This year a collection of postcards were designed for students to (hopefully) keep and pin to their noticeboards/fridges. . The postcards were designed to be brief but informative and included information that students regularly ask about. For example, how many books they can take out, opening hours and what sort of help they can get from the Library. They were designed around 4 themes; Help and Enquiries, the building, services and study spaces and Information for International Students. A postcard covering library services and facilities is put into the Residences packs and given to all students who live on-campus (around 2500).

We also distributed postcards during the Move-in weekend when the Library was used as a central point for parents and students to sit and have coffee. Library staff welcome students and parents to the Library and promote the Library Matters Live sessions. Library Matters Live invitation postcards were handed out to students, promotion via the LCD screens throughout the Library as well as posters on the A frames outside of the building.

The main Induction period at Aston University spans 2 weeks. The first week is International Orientation Week and focuses on the International Students. This year, for the first time, we held welcome talks for International Students which supplemented the Library Matters Live sessions. These appeared on the academic timetable and were classed as compulsory. Attendance was strongly encouraged from the Pro Vice Chancellor downwards. The talks ran throughout the day, starting on the hour and lasting 30 minutes. They involved using a mixture of Power point and the key parts of the LIS website. The main message was that LIS staff are friendly, approachable and there are lots of routes they could take too to get help. We also covered issues such as Copyright and using an academic library in the UK which are often new concepts for International Students.

The second week is for home and EU students, entitled Fresher's Week. An Information Fair is held twice during the fortnight which LIS are involved in. LIS has a stall with a promotional poster display, staffed by LIS staff wearing Need Help T Shirts. The main point of our attendance is that we present LIS as a friendly, welcoming service and encourage students to attend Library Matters Live. We hand out theme branded paper bags containing a few chocolates and an invitation. All students we speak to are offered the chance to enter a prize draw to win one of the smaller prizes e.g. cinema tickets.

Library Matters Live

Library Matters Live sessions are timetabled over a 2 week period in consultation with the Schools. Each degree programme is timetabled to arrive at a particular time, with the maximum of 60 students per session. Sessions were advertised on the LIS Induction webpage, on the Library LCD screens, via the VLE and the Library Blog.

The sessions comprise of 3 zones; On arrival, students are met by an Information Specialist (IS) or Information Resources Specialist (IRS) in the "Getting Started" zone. Staff give a general welcome to LIS and the Learning Development Centre via a power point presentation and short video. Following the Getting Started presentation, students are divided into 3 groups and sent to one of 3 demo points. One group stays with the IS/IRS and receives a Catalogue Demonstration, one group are taken over to the Reserve and Collect Zone, staffed by an Information Assistant and watch a demonstration of how to use self service facilities, including issue, return, renewing, paying fines and collecting reservations. The third demo point involves a Printing and Photocopying demonstration, staffed by a Public Services Assistant, supplemented by a short video clip showing how to top up a printing account. The students moved round the zones after 10 minutes. Evaluation forms are handed out which students are asked to complete and hand it in to the Library Help Desk at the end. The incentive is a Goody Bag and entrance in to a prize draw. Every student who attended did hand in a form which was useful in terms of recording attendance statistics. All forms with a comment or suggestion were entered into a prize draw to win an iPad

2, £150 Waterstones voucher, £100 Bull Ring Gift card or £50 voucher to spend in the campus bookshop. Prizes were kindly donated by database suppliers, with the Bull Ring card paid for by LIS.

Student reaction

Overall feedback was really good, with lots of students giving really positive comments. The following give a flavour of the sorts of comments they made.

"Poster campaign is really cool!" (UG student)

"Loved the Dr Who Design" (UG student)

"I'm so grateful to be here!" (UG student)

"Really well organised, much better than my previous uni" (PG student)

There were also lots of comments which will be used to feed into the planning for next years' Induction.

What didn't work well

Induction 2011 was the first time we had run the sessions in this format on the Ground Floor. The Ground Floor is one of the major spaces available for social study so it gets very busy. Although a portable mic system was used for the Getting Started presentation, there were lots of problems with crowd noise and both students and LIS staff not being able to hear. However, holding the sessions on the Ground Floor meant all the demonstration points were located close together which made it easy to move the groups around.

The other aspect of Induction which didn't work that well was that two of the Schools left it too late to put the induction sessions in the students copy of the timetable. For this reason attendance by students from these Schools was significantly lower than the other Schools. Attendance from the students in the Schools who had booked in advance and had included the sessions in their timetables was really good this year.

Conclusion

Library Matters Live has good endorsement from the senior management team within the university as well as the management within the Library and is viewed as an important part of the academic induction programme. The Induction team has built up the profile over a period of 6 years getting involved with different activities over time. The involvement of all the library staff has been key to our success. It is very much a team effort spanning all levels of staff in the Library and only works because we have had buy-in from people. The Induction sessions have evolved in answer to student feedback, which has been really useful in telling us what students want from an Induction. By keeping it as a basic introduction to LIS services and facilities rather than the traditional Induction into a specific subject area, students are kept interested as it something they need to know there and then, and making it more interactive in future will hopefully continue to engage them with LIS.

Get Started at the University of Warwick Library

Emma Cragg and Katharine Widdows

After the Library's restructure, two years ago, central library orientations became the responsibility of the newly formed Enquiry Support Team, managed by Katharine Widdows. In the first year (2009-10) they adapted existing 'familiarisation sessions' into "Check It Out" sessions, consisting of a short tour of the Library's key service areas and some basic information about other library services. The sessions were intended to compliment the subject specific inductions delivered in departments by the Academic Support Librarians (ASLs). Time pressures meant that this ran on a very small scale and was not widely publicised. Only 76 students attended.

In the second year (2010-11), with more time to prepare, Check It Out was vastly improved. Consultation was sought across other teams within the Library to ensure content was appropriate and current. The sessions were split into two parts; the tour of key service areas followed by a presentation including a catalogue demo and introduction to the role of the ASLs. All staff were invited to take part and could volunteer either to deliver tours, deliver presentations, or both. This allowed staff who were less confident giving more formal presentations to get involved. It also provided the opportunity for back room staff that don't usually interact with students to take part.

Taking inspiration from a talk by Aston University at an EMAlink event and with the support of Warwick Library's Marketing Advisory Group an extensive Check It Out marketing campaign was created. This campaign was submitted to CILIP's Publicity and Public Relations Group Marketing Excellence Award and won a bronze award[1]. A range of channels was used to get information about the sessions out to students. This included promotional tickets sent out to all new students in their University welcome packs. As a result we saw a 717% increase in attendance.

Student feedback in 2010-11 was 96% positive. As in 2009-10, this was collected and evaluated as the sessions ran so that changes could be made as we went along to improve later sessions. This required a lot of work communicating the changes with over 25 members of staff who had volunteered to run sessions. One of the key areas that came up in the feedback was the cross-over between Check It Out content and that being delivered by the ASLs in their subject inductions. For the type of basic, practical information covered in the sessions students really appreciated the hands-on style of the tours.

The huge increase in attendance set ideas forming about how the sessions could be developed for future years. The positive student feedback meant that although there were minor changes to be made to content and delivery the focus for development was on the staff side in how the sessions were organised.

In October 2010 the core Enquiry Support Team consisted of Katharine and one Library Adviser, Natalie Hodgkiss. Katharine and Natalie co-ordinated this large and complex programme with support from 5 part time temps to help run their core enquiry service during its busiest period. Although they had sought input from other teams within the Library to develop content and deliver sessions, this was largely informal. The majority

of the administration and infrastructure work around the programme was dealt with by just two people. When Check it Out was finished Katharine began a review of how it had worked and recognised a potential increase in attendance year on year and the need for closer working with the ASLs. There was also a request from senior management to create a website to support new students all year round. Given the increase in scope of the project it soon became clear that orientation had become too big for one small team to manage. It needed a committee made up of representatives from all teams across the Library.

At the same time Emma Cragg, the Academic Support Librarian for Business, was conducting a review of subject inductions delivered by the ASLs in departments. The key points of crossover between the two reviews were that induction should be a library-wide activity with input from all teams and that work was required to avoid duplication of content between the central programme and the departmental sessions. We decided to join forces and create a committee with representatives from all divisions of the Library, making Emma the chair in order to support co-ordination of content across both generic and subject specific induction activity. The committee would allow a fully joined up approach to induction, with orientation sessions providing a basic, practical introduction to the Library the ASLs would be freed up to deliver more subject based material in their departmental sessions. Once this was proposed it was immediately supported by senior management and the Induction Planning Group (IPG) formed in June 2011. The remit of the group was to oversee the development and implementation of the central orientation programme.

The first stage in development of the programme was the creation of a set of supporting web pages[2]. This had been identified as a goal for the previous year, but there was not sufficient staffing resource within the Enquiry Support Team to complete it. The increased resource of the IPG made it possible this year and it became a central component of induction provision. The University's Web Publishing Service was commissioned to design and build the pages. At the same time as the web development the programme's brand was redeveloped. With induction materials available online all year round we were looking for something that was not tied to the face-to-face sessions, like Check It Out had been. And so Get Started was born. This formed from the idea that Library inductions should provide signposts to more information about the service. The image of a signpost was common throughout all materials produced along with three categories to group content under; "how do I?", "where can I?" and "who do I ask?".

For the creation of the initial web content we had a deadline of mid-August when all new students would receive Welcome Packs from the University including information about Get Started. The structure of the website was already set out so it was easy to identify what content needed to be created. Under the three themes there were a set of core questions that we wanted the web content to answer. For the "how do I?" theme short videos were created, the rest were text based. Creation of this content was divided up among members of the IPG based on areas of expertise, e.g. Customer Services staff created the how do I manage My Library Account video.

The addition of online content allowed us to think more creatively about what we wanted to offer from the face-to-face sessions. Feedback from last year's Check It Out highlighted a problem of duplication between content on the central induction sessions and those being run in departments by the ASLs. In response to this we decided to cut the presentation element, allowing us to make orientation of the Library a purely practical experience.

There were some key elements of the presentation that needed to be kept in the face-to-face sessions, e.g. searching the catalogue. To incorporate this it was decided that the session would take the format of a tour, stopping at eight themed stations across the Library's first two floors. One station was set up to display video content that had been created for the website, this covered a demonstration of how to search the catalogue and manage your My Library Account.

All students who attended the sessions were given a Library bag in exchange for a completed feedback form. The feedback this year was 95% positive. Students were asked which aspect of the sessions they found most useful; the highest responses for this were the demonstrations of the self-issue and return machines, the Library Catalogue video and the provision of a general orientation of the Library.

We are currently gathering feedback from staff. From our perspective moving the responsibility for the inductions to the Induction Planning Group took the pressure off the Enquiry Support Team and allowed them to dedicate more staff time to the Enquiry Service from the start of term. Having input from staff in all teams of the Library at the planning stage gave those involved a greater sense of ownership over the programme than had been possible when staff from outside of the Enquiry Support Team had solely been involved in delivery. The additional resource of the IPG also means that the programme can continually be developed and improved. The IPG will continue to meet throughout the year to plan for induction 2012 and beyond.

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2   http://go.warwick.ac.uk/lib-getstarted

Using Rounds for Student Induction
Christiana Titahmboh: Liaison Librarian-Learning & Teaching, Birmingham City University

Background
At Birmingham City University, Liaison Librarians in the Learning & Teaching Team are required to undertake the Post Graduate Certificate in Learning & Teaching in Higher Education. The rationale for this is to support professional development and improve the quality of our Information Literacy activities with students. After the initial shock of becoming a student again and having to do assignments and meet coursework deadlines, the course became quite enjoyable. In the end, a lot was gained from the course as I was able to develop my reflective practice skills and to become more innovative in my teaching techniques and the tutorial support I provide to students. The course gave me the confidence to explore new ideas and to put into practice some of the techniques I discovered while doing the course. One of these techniques is using Rounds with groups. Gibbs and Habeshaw (1992) offered 253 ideas to help people who teach generate their own ideas for their teaching and using Rounds in teaching is one of the ideas they explained.

What was the Inspiration?
While the PG Cert course has been the main inspiration for using rounds in student inductions, other key factors were the need to incorporate more active participation from the students. Inductions have the tendency to become one-sided sessions, with usually the Librarian presenting the information while the students sit and listen. Brown, Downey & Race (1997) suggest a bit of enthusiasm when doing user education as "it is a fair assumption to expect them [students] to regard it as a fairly boring process".

While It can be argued that tours are a much better alternative to classroom presentations because with tours the students get to walk around and actually get to see the various resources a tour is not always a feasible option due to large student numbers and the intensity of the induction weeks.

Another reason for the incentive to try out a different method of induction was the desire to have a break from the repetitive nature of inductions. This repetitiveness has the potential of making library inductions a bit robotic and dull and lacking in student-student and Librarian-student interaction and engagement. I wanted instead to provide an opportunity for the students to not only receive information but to also give feedback on the information they received.

It was within this background of wanting to enliven my teaching, to incorporate student participation and feedback and to improve students' learning (Gibbs & Habeshaw, 1992) that I had the inspiration of putting into action some of the ideas and techniques I encountered while doing the PG Cert course.

How does it work?
The standard practice for a library induction is to see the students in a room and do a presentation on the library followed by opportunities for questions. Depending on the group, this can either be an engaging session with some interesting questions at the end

or it can be a one sided session with the Librarian doing all the talking with minimal active participation from the group or interaction among the group.

Using rounds, the session starts with the presentation or a library tour, if one is offered. Then, for the final part of the induction, the students sit in a circle, and take it in turns to share an opinion with the rest of the group, (Gibbs & Habeshaw, 1992).

For example, the cue from the Librarian could be:
- Now that you have listened to the presentation (had a tour of the library please share with the rest of the group one piece of information you found interesting or useful".
  OR
- Now complete "one thing I did not quite understand is …"

Alternatively, at the start of the session, the students could be asked to make note of the resources or services that they would expect from a university library and then at the end of the presentation they could be asked to:
- Say to what extent their expectations were met.

Where the contribution of a student is in the form of a question or necessitates a correction or further clarification, the rest of the group is first given a chance to provide an answer or explanation and the Librarian can provide extra information or clarification if required.

On occasions when I have used rounds, the group size has been between 13 and 23. Nonetheless, it will also work with larger groups by breaking the group into smaller groups. Students make individual notes and discuss these within their smaller groups. Some of these are then shared with the whole group. The individual notes can then be put up on a flipchart or a "washing line". The "washing line" technique is one which I came across at workshop which involves participants writing down ideas on pieces of paper and then attaching these with pegs on a string like a washing line.

The time available in which to carry out a presentation and the round is an important factor. The group size and the level of study (undergraduate or postgraduate) will have an implication on the time required. Bigger groups and postgraduates will require more time. Rounds work well with smaller groups. For a small group of undergraduates, rounds can be incorporated in a 30 minutes induction session. However, for large groups or postgraduates 45 minutes to one hour works better.

What was the verdict?
It was quite daunting the first time I tried rounds, as I could not anticipate the level of engagement from students. Rounds have been well received in all the sessions in which I have tried it. Student participation in the round sessions is significantly higher compared with a standard library presentation. Generally at the end of a standard presentation students are asked "Are there any questions"? This question can either be met with either a flood of questions. Hopefully these questions are asked by a number of different students and not just from one or two domineering student. On the other hand, an invitation to questions can be met with complete silence.

Most often, Librarians have limited influence on the choice and layout of the rooms used for inductions as most Inductions are an item on the induction programme usually carried out in a room within the faculty with the rest of the programme for the day. Sometimes, there is therefore little flexibility in the layout of the room or the arrangement of the furniture. A session using the rounds format will work better in a classroom with students seated round clusters of tables or chairs.

The seating of students around a table or clusters of tables encourages communication and participation. As the students are seated facing each other, this automatically creates an atmosphere of openness and willingness to participate. This outcome may be different if the seating arrangement is different, for example in rows.

It helps if at the start the students are informed that at the end of the presentation or tour, they will be asked to share their opinion on the library. This way they would not be taken by surprise and they would have had some time to think of their contribution Another advantage of given them prior warning is that they would become more attentive as they are aware that they would be expected to make a contribution at the end.

The discussion and interaction among the group could be quite engaging and it could also encourage peer – peer learning. It aid recall of the information which in turn enhances retention of knowledge. The discussion provides an opportunity to correct any misunderstood information and also validate knowledge.

The Induction season at universities can be quite a demanding time for Librarians. The group learning opportunity offered by using rounds could take away some of the pressures and could provide few minutes of breaks for the Librarian from leading the groups (Race, 2000).

Rounds encourage active participation from all as everyone is given an equal opportunity to participate and not just limited to the few "pushy and dominant" students (Race, 2000). Less confident students are given the opportunity to ask a question they may not otherwise have had the courage to ask, for fear of drawing attention to themselves.

Up-to-date knowledge of users' satisfaction with the service is essential (Brophy, 2005). Rounds provide instant informal feedback on the service when students are asked to share a piece of information they found useful or to list their expectations of a university library. This information can be used as valuable feedback to improve the service. The flipcharts or washing line ideas generated can be collated for this purpose.

Rounds are a different way of delivering library inductions. Rounds encourage student engagement, equal opportunity for student participation and peer - peer learning. Rounds can also aid recall of information and provide valuable student feedback on services. The room layout and group size are however important issues to consider.

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Developing a New Curriculum for Information Literacy: Reflections on our Arcadia Fellowship Research

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From May until July 2011 we were seconded to the Arcadia Programme at Cambridge University as research fellows, with a remit to create a new and innovative curriculum for teaching information literacy in higher education. We had ten weeks in which to research and develop a practical structure that would comprehensively meet the ongoing information needs of students entering universities over the next five years - whilst retaining enough flexibility to be implementable in any higher education establishment. It was quite a tall order, but we hope that what we produced is going to be useful for the library and education community. The feedback to date has certainly been extremely positive. We also proved that having time away from your day job is invaluable as a professional and you really can achieve something quite significant in a relatively short space of time.

To ensure that the curriculum would be grounded in relevant and current research and informed by existing best practice, we undertook both a wide-ranging review of published literature and a modified Delphi study, consulting experts in the information and education communities. From the outset, we were keen to situate the research within the wider academic context, rather than identifying it exclusively as a 'library' initiative. This approach is in line with the recent movement to integrate various facets of training and support provided by lecturers, learning or educational developers, libraries, careers services and other academic support services. Whilst each of these departments may offer excellent provision, if each one works in isolation then a fragmented approach results, leading to confusion or conflict in students' understanding of how and where to find information and what to do with it once found. Unless provision is joined up across an institution, students will not receive the support required to master each step of their academic development.

We also found it necessary to clarify (and to some extent rehabilitate) the definition of our basic term. Information literacy is not a skill, or a knack. It is not 'something the library teaches', nor merely knowing how to create complex searches in a specific database. Nor indeed is it solely a matter of being able to cope with 'information overload'. It is a complex, high-level set of abilities that resides within the individual learner, enabling him or her not only to seek out information but also to assess it for bias; to evaluate its worth and relevance to the learner's own needs, as defined by the task in hand; to analyse its argument and the grounds on which the argument is made; and finally to be able to assimilate new information, even if that conflicts with previously held beliefs or convictions. As such, it is the hallmark of the discerning scholar and also of the informed citizen. Therefore in our research the definition of information literacy we took was UNESCO's Alexandria Proclamation of 2005, which defines it thus:

> Information literacy empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion in all nations.

Being information literate goes far beyond the academic context, towards an understanding of 'lifelong learning' which is closely associated with the emergence and development of our social and personal identities. As independent, lifelong learners, we can generate strategies for dealing with new information contexts: for assessing, analysing and assimilating new knowledge, or for reappraising our existing beliefs in the light of new data.

Within HE institutions, however, the term 'information literacy' is prey to misunderstanding. The historic tendency to situate its teaching within the library has led to a confusion - in the minds of some library staff as well as academic colleagues - between information literacy and bibliographic instruction. Knowing when and how to use library resources is a part of being information literate in the academic context, but only a part: the information landscape of higher education, especially in a digital age, encompasses more than the library.

Our findings from both the review of published literature and the Delphi consultation strongly suggest that a conceptual fracture has occurred in HE between what is thought of as 'library skills' - functional skills such as catalogue use or database searching - and the 'academic' competencies such as critical evaluation, synthesis, and writing appropriately for a given audience. Yet all these capabilities, dealing as they do with information seeking, handling and management, reside within the greater field of information literacy in a complex assembly of abilities that underpins all learning activity.

Fundamental to the new curriculum, therefore, is a vision of information literacy as a continuum that encompasses this broad range of abilities, from functional skills through to high-level cognitive processes, culminating in the individual's capacity to manage his or her own learning. This vision informed the 10 strands into which the curriculum is divided, each of which reflects an aspect of this continuum and contains multiple levels of development. Our ten strands are outlined in more detail in the diagram below (See Figure 1).
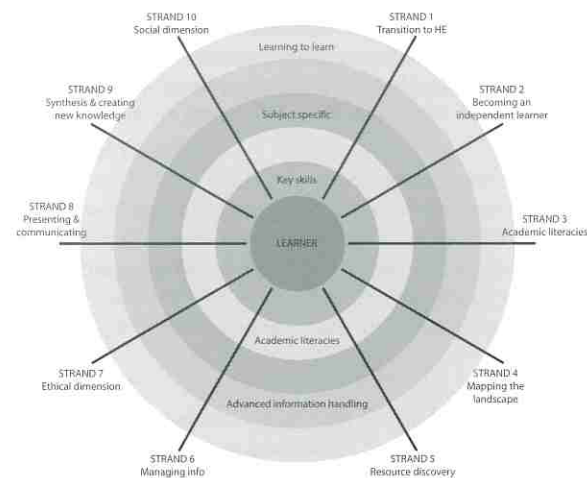

Figure 1: The New Curriculum for Information Literacy: circular model

The strands fall into five broad learning categories:

Key skills such as storing information, note-making, reference management, using alert services

Academic literacies including academic writing and rhetoric, critical analysis and textual interrogation

Subject-specific competencies - mapping a discipline-contextual information landscape, including identifying key resources for a particular subject

Advanced information handling including ethical aspects of obtaining and using information, presenting and communicating findings appropriately, and formulating research questions

Learning to learn which focuses on developing reflective awareness and becoming an independent learner; also includes the transition from school to higher education, and the social dimension of information

The full curriculum includes detailed learning outcomes and sample activities and assessments for the elements within each strand. The curriculum, together with supporting documentation, can be found at http://newcurriculum.wordpress.com/project-reports-and-outputs/. Also available are separate reports on the expert consultation process and the theoretical background to the research, together with an executive summary.

In ten weeks we were able only to delineate the need for a new approach to information literacy in higher education and to create a curriculum which we hope offers a holistic, modular and practical structure for implementing that approach. The next step will be to explore ways in which the curriculum can actually be put in place in Cambridge and in other institutions. We are therefore delighted that two further Arcadia Fellows, Dr Helen Webster and Katy Wrathall, are currently doing just that during the Michaelmas Term 2011-12. You can read more about how Helen and Katy will be taking the New Curriculum forward at http://arcadiaproject.lib.cam.ac.uk/projects/strategies-for-implementation.html. In addition, we are keeping our website at http://newcurriculum.wordpress.com up to date with reports from the various workshops and conferences we are attending.

Citing the Law Using OSCOLA - A Free Online Tutorial for the Legal and Higher Education Communities

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This September Cardiff University's updated 'Citing the Law' online tutorial won 2nd place in Jorum's Learning and Teaching Competition[1]. This article describes the inspiration behind the tutorial, its content, how it has developed and the uses it has been put to.

Inspiration for the tutorial
The decision to create an online tutorial was prompted by Cardiff Law School's decision to adopt the Oxford Standard for Citation of Legal Authorities (OSCOLA) as its referencing style, from September 2006. Law Library staff realised that training all students and staff face-to-face in the use of OSCOLA would be very time-consuming at an already busy time of year. Instead, e-learning was identified as the most efficient and effective way to train students and staff and would provide guidance at the point of need 24 hours a day, 7 days a week.

Staff first searched for any existing OSCOLA e-learning resources which might be promoted to students and staff. Discussion with other Law Librarians via the LIS-LAW mailing list confirmed that no e-learning resource had been developed in this area[2].

If the Law Library staff at Cardiff University were to develop a tutorial to address this training need, would other Law Librarians also be interested in using it? A 2006 JISC project had found that law library resources were being designed exclusively for the local environment and were not generally suitable for reuse elsewhere[3]. Since we had identified that there was a gap in the legal training landscape for an online OSCOLA resource, we wondered whether this might be an opportunity to design something more repurposable.

Wider use outside of Cardiff?
Further discussion on the LIS-LAW mailing list indicated there was significant interest in a resource that could be shared between universities and tailored to specific needs. We also realised that creating a reusable resource would have benefits for Cardiff University too – we could utilise the expertise of external partners, bid for funding to help with development costs, enhance our profile, contribute to developing the community of practice[4] and greater usage of the resource would make our efforts more worthwhile.

What's in the tutorial?
The tutorial aims to help students avoid plagiarism and understand how to correctly cite the sources they use, according to the OSCOLA style. The first part of the tutorial introduces the concept of referencing and explains why and when students need to include a reference and how to insert a footnote in Word.

The tutorial then highlights how to cite key sources such as books, journals, cases, government reports, websites and newspapers. Examples of how these sources are cited in the text of a document and in a footnote put the OSCOLA standards in context.

To help students' understanding of OSCOLA, and hopefully make it more fun, we included interactive exercises, quizzes and diagrams throughout the tutorial. Each page of the tutorial is brief and easily accessible via a menu which remains on the screen allowing students to dip in and out of the tutorial as they need.

Working in partnership
Throughout the process of creating content for the tutorial, we worked in partnership with others to ensure it accurately reflected OSCOLA's rules and could be used and adapted by others.

Sandra Meredith, editor of OSCOLA, checked the tutorial's accuracy and provided invaluable advice in interpreting the rules and creating examples. Sarah Carter (Kent), Alison Pope (Staffordshire) and Cardiff staff and students provided valuable alternative perspectives and constructive feedback on the tutorial's text and structure.

Making the tutorial content available to others
With the wider community in mind, we designed the tutorial as repurposable learning objects to enable others to make use of the whole tutorial or extract individual elements. A grant of £5,372 from the UK Centre for Legal Education (UKCLE) enabled us to ask Dr Ian Bradley, an educational technologist within Cardiff University, to undertake the technical development.

The tutorial itself was built using dynamic HTML with Javascript. As well as creating the complete tutorial, each interactive element or diagram was also packaged separately. These bite-sized learning objects were designed to be able to be slotted into other online or printed guides. Branding, which can deter other institutions from using a resource, was kept to a minimum and we ensured that each learning object was stand-alone with no cross-references to other parts of the tutorial, to enable repurposing.

The finished tutorial and individual learning objects were loaded on Cardiff University's Information Literacy Resource Bank[5][6] and also deposited within Jorum, providing another route for download and reuse by other UK HE institutions.

Feedback from Cardiff University and beyond
By September 2006 the tutorial was ready. Academic staff loaded it into relevant Blackboard (our VLE) modules, a link to the tutorial was added to key library web pages, it was promoted in Cardiff Law School's handbooks, classes and assessment outlines and was used as a visual aid in the first year lecture on writing. Staff and students welcomed the clear guidance and examples.

> "I cannot stress how valuable I think the resource will be to existing students such as myself and also to incoming students this semester. I quite simply can't

fault it and really like the way you used those diagrams on the how to cite cases pages in particular."
Daniel Wiggins, Student, Cardiff Law School.

Take up of the tutorial by other institutions was swift; by November 2006 ten other universities had reported that they were using the tutorial in their classes or pointing to it from their web pages. By February 2007 the number of other universities using the tutorial rose to over twenty – we also saw a change in usage as some universities had now not just linked to the tutorial on the Information Literacy Resource Bank or downloaded the tutorial files from Jorum to use locally, but they had also tailored the tutorial with their own branding or assimilated it into larger online learning packages. Feedback illustrated some of the ways in which the tutorial was being assimilated into teaching or made available for students at the point of need:

> "The tutorial on OSCOLA is excellent – a must for the [IALS] electronic law library and VLE."
> *Steve Whittle, Information Systems Manager, Institute of Advanced Legal Studies.*

> "Last night was my first chance to try it out on a group of part time LL.B who are just embarking on their project, and who have "referencing jitters" !!
> They declared it far superior to my help sheet (not surprisingly) and it made demonstrating the points so very easy on screen."
> *Alison Cousins, Senior Information Adviser, London South Bank University.*

Even the template itself was repurposed. Dennis Warren, Law Librarian at La Trobe University, re-used the template, layout, design and overall style of our tutorial to develop a tutorial for the Australian Guide to Legal Citation[7].

Time for a reboot?
After its initial launch in 2006 usage of the tutorial remained strong and has been one of the top two most well-used resources on the Information Literacy Resource Bank each month. In November 2010 however, Oxford University produced a new fourth edition of OSCOLA. To remain relevant, the tutorial would need to be updated. Whereas in 2006 Cathie authored the tutorial, this time it was a team effort with Law Librarians Matthew Davies and Lynn Goodhew. We consulted with the law library community again via LIS-LAW, who confirmed that a revision to the tutorial would be most appropriate in early summer, to avoid confusion for students mid-year.

A number of additions were also identified, reflecting the changing legal information environment. In March 2011 a referendum result devolved more powers to the Welsh Assembly enabling the Welsh Assembly to create its own Acts. The way we communicated information had also moved on, with new electronic formats such as blogs potentially offering important sources of information.

We were also aware through our own observations and feedback from others that there were some areas where the tutorial could benefit from additional content. We added guidance on referencing materials from the European Union, European Court of Human Rights and the devolved bodies in Scotland and Northern Ireland. A new section was

created on compiling bibliographies and the structure of the tutorial was reorganised slightly to give it a better flow.

We again needed help with technical development and the UKCLE provided a second grant of £1603 to enable Dr Ian Bradley to build the updated tutorial.

Feedback and usage after the re-launch

The tutorial[8] was re-launched in July 2011 to give universities time to explore it before the start of the new academic year. Feedback for the tutorial has again been very encouraging, for example:

> "I think it is excellent, particularly the new section on bibliographies. I like the way activities have been incorporated as well, extremely useful for us all. Everyone is very happy with it and it has now incorporated into the standard set of weblinks which appear in all law VLE modules."
> *Chris Smart, Academic Liaison Librarian, London Metropolitan University.*

> "Here at Bangor I refer to it during sessions on referencing and in the handouts. I also place a link to it on Blackboard."
> *Mairwen Owen, Law Librarian, Bangor University.*

> "We introduced the OSCOLA referencing style for our law students this year and are currently linking to the 'Citing the Law' online tutorial from our Legal Referencing webpage. We encourage our students to use this resource and I am very glad that such a tutorial is available and updated - this meant I did not have to create something entirely from scratch this year which was very much appreciated. I am interested in re-using the materials and incorporating the examples and quizzes into our own suite of information literacy tutorials, succeed@solent."
> *Hannah Young, Information Librarian, Southampton Solent University Library.*

The tutorial is used heavily both in Cardiff and elsewhere. Since its relaunch, the tutorial has received over 42,000 page views per month on the Information Literacy Resource Bank. Less than 9% of these visitors were located in Cardiff, illustrating the wide use made of the tutorial across the UK and beyond. These figures exclude usage by institutions downloading the files from Jorum to host locally.

Conclusion

The Citing the Law tutorial has fulfilled the need to support Cardiff University students as they cite their sources using OSCOLA. However, by designing with sharing in mind, benefits have been reaped not only by Cardiff, but the wider community too. We benefited from obtaining funding for the technical development and had the satisfaction of knowing that the resource is widely used. We have also benefited from shared expertise and we would like, in particular, to thank our volunteers who reviewed the 2011 update – Sandra Meredith (Oxford), Mairwen Owen (Bangor), Patrick Overy (Exeter), Joanne Knox (Ulster) and Lillian Stevenson (Aberystwyth).

The Jorum Learning and Teaching Competition was decided by an open vote on Facebook between the 6 shortlisted finalists. Thank you to everyone who voted for Citing the Law!

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Research Data MANTRA: an online training course

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Introduction

Effective research data management is gaining increasing importance as funding bodies, publishers, and research institutions voice concerns about the loss of data associated with publicly-funded published research and its lack of availability and accessibility beyond the life of the research project. The pressure on academics to manage, document, share and preserve their data is not balanced by incentives, support or mechanisms for them to do so. It is recognised that for cultural change to occur, postgraduate and early career researchers must receive proper training to reinforce good practice learned within their disciplines. With a view to closing a major gap in this area, the Research Data MANTRA training project has developed sharable online training materials which will contribute to long-term culture change, raise awareness, and increase skills in research data management.

Background: Research Data MANTRA project

The Research Data MANTRA training project (September 2010 – August 2011) was funded by the UK Joint Information Systems Committee (JISC) Managing Research Data programme. The aim of the project was to develop a structured programme of online resources that can be customised and repurposed for use in different disciplines as well as an on-demand resource open to all University postgraduate students and early career researchers.

The project was led by the Data Library team at EDINA, part of Information Services at the University of Edinburgh. The team worked closely with the University of Edinburgh's School of Social and Political Studies, the School of GeoSciences and the Doctorate in Clinical Psychology to target the resources towards their doctoral training programmes.

While many of the issues and skills relevant to effective research data management are shared across disciplines, the application of these skills and knowledge takes place within a disciplinary context. The organisation and style of PhD training also varies amongst different schools/programmes. This project explicitly addressed these challenges by working with three different PhD programmes to develop resources tailored to their specific context and requirements. Furthermore we have used this approach to develop a modular set of online resources that can be customised and repurposed for use in different disciplines as well as an on-demand resource open to all University postgraduate students and early career researchers.

A major output of this project is an online course which reflects good practice in research data management grounded in three disciplinary contexts: social science, clinical psychology, and geosciences. In addition to an online module that students can work

through at their own pace, the course includes practical exercises in handling data in four software analysis environments: SPSS, NVivo, R and ArcGIS. The course is available via a stand-alone website as well as SCORM-compliant packages deposited in JorumOpen and Xpert to be used by other interested Higher Education and Further Education Institutions, with their own branding.

A number of recent and current activities at the University informed this project. These include research and development projects funded by JISC, led by the Data Library:

- DISC-UK DataShare, 2007-2009.
- Data Audit Framework Edinburgh Implementation, 2008.
- LAIRD (Linking Articles Into Research Data) 2009-10 (internally funded).
- RADAR (Researching a Data Asset Registry) 2010-11 (internally funded).

They also include University activities led by Information Services top management:

- Research Computing Survey and Strategy, 2007-8.
- Research Publications Policy requiring academics to deposit their research outputs in a publications repository (as open access where appropriate), from January 2010.
- Formation of the Institute of Academic Development from the Transkills initiative, 2010.
- Research data storage working group draft recommendations, October 2010.
- Research Data Management Policy, passed by University Senate, May 2011.

A fuller description of the context and background to the research data management activity at Edinburgh is available in a paper published by the International Journal of Digital Curation (Rice & Haywood, 2011).

Research Data Management Training course (MANTRA)

The Research Data MANTRA course is an open, online training course intended for self-paced learning by PhD students and early career researchers in the initial stages of their research careers or by anyone interested in learning more about research data management issues.

The course is intended to increase researchers' awareness of data management issues. It supports statements about good practice in research data management with real life stories and scenarios. It is designed to be fun, relevant, useful, interactive and timely (FRUIT) for those pursuing a research project. The accompanying software modules for data handling skills give a deeper grounding within particular analysis environments.

The course content consists of an online module and four software modules. The online module is organized in eight learning units as:

1. Research data explained: introduces the learner to the concept of research data, what constitutes research data, and how it differs from other types of information.
2. Data management plans: focuses on the concept of data management and how to create a data management plan.

3. Organising data: introduces the learner to the concept of research data organisation or housekeeping, explains why it is important, and what constitutes good data file management.

4. File formats and transformation: is about data file formatting, compression, normalisation, and other kinds of data transformation, and why such skills are useful in a research context.

5. Documentation and metadata: focuses on the importance of documenting data during a research project and purposes of metadata.

6. Storage and security: raises awareness about the issues involved in storing, securing and backing up your research data.

7. Data protection, rights and access (in development).

8. Preservation, sharing and licensing (in development).

Each unit in the module ends with an interactive summary and 'next steps' where the learner is guided to the recommended resources for further information on the topic.

The online module was created using the Xerte Online Toolkits (XOT) authoring tool developed by the University of Nottingham in close collaboration with JISC TechDis. XOT is an open source content creation tool that allows non-technical staff to quickly and easily build rich, interactive and engaging resources with high levels of accessibility already built in. The selection of the XOT open source authoring tool meant that multiple authors worked to an agreed limited set of templates, ensuring a common look and feel to all the modules regardless of the author, topic or selection of media. This also ensured a high level of reusability and portability of the modules, and ease of updating.

The software modules for data handling skills are designed to be self-paced practical exercises in four software packages (SPSS, R, ArcGIS, NVivo) which are widely used by researchers in different fields. They were written by expert data analysts in each software

domain. These practical exercises may be downloaded together with the zipped open data files included, and printed for convenience of stepping through the exercise on a computer. Some experience with the software is a prerequisite.

Although the MANTRA training course is one of the first steps in a long term cultural change and awareness raising programme it has already been well received by lecturers and the data management and curation community internationally. Delivery of the course within the University of Edinburgh has become part of the Information Services Plan, 2011-12. This will be undertaken in collaboration with the Institute for Academic Development. In the short term, we will work closely with our stakeholders in the graduate schools to embed these resources in existing courses and with the Institute for Academic Development to roll it out to all postgraduate and early career researchers. The Data Library will help ensure that future versions get deposited in JorumOpen and Xpert for community use and that the online hosted course remains up-to-date.

References

Course website:
http://datalib.edina.ac.uk/mantra

EDINA and Data Library:
http://www.ed.ac.uk/schools-departments/information-services/about/organisation/edl

Institute for Academic Development:
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'Help! I've Got an Assignment to do…' Info Skills at the University of East London

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Abstract:
In July 2011 UEL's Library and Learning Services team received the UC&R Innovation Award for our web based resource, Info skills, and our proposal to host a one day conference on innovative approaches to information skills training. This article outlines the background to the project and the development of Info skills.

For some time we had wanted to develop an online information skills programme for students at UEL, especially given increasing numbers of distance and work based learners and a high proportion of students who simply prefer to learn online. Ideally we felt that the information skills programme, or learning tool, should be open access, making it as simple as possible for all our students to use, both on and off campus, and providing help with making the transition from school or college into higher education. Our aim was not simply to help students make better use of the library and its collections but also to engender a better understanding of the importance of information skills as part of learning in HE and academic development.

We took inspiration from Staffordshire University whose Assignment Survival Kit (ASK) enables students to develop information skills within the context of planning and completing their assignments. We were very keen to ensure our students at UEL understood that time spent learning information skills is an important investment if they are to succeed at university and we wanted to provide them with options about the way they learn these skills. Our approach was to make the online option complementary to face to face sessions, but also building in some interaction and 'self testing' tools for those who miss out on face to face information skills training.

In May 2010 we were awarded funding by UEL's Director of Academic Practice and Student Experience to develop an online resource. One of the drivers for the university was the need for an improved study skills offer for our students and the library project was seen as a pilot for the development of more online study skills support.

Many of our students come to university with limited information literacy and without a clear idea of the expectations regarding referencing or academic writing. A large majority of our learners are 'first generation' university students and we also have a high proportion of international students who are unfamiliar with UK libraries and our higher education system. It was clear to us that we needed to help all students not only to access and use our resources effectively, but also to develop critical skills when selecting and evaluating resources and referencing skills to avoid plagiarism.

Within UEL we are fortunate to have some professional expertise in learning design and learning technology to call on and two colleagues from the university's distance and e learning team were able to help us realise our vision of an interactive online tool that really appeals to learners. Acting as joint project managers our colleagues Sue Harrison

and Erica Plowman kept us on track, with Erica leading discussions on how we saw the 'learning tool' working and helping us to narrow our focus to level one students. Once we had clarified our audience and intended outcomes for the info skills tool Erica mapped the required content onto a clear structure of 4 sections – identifying, finding, evaluating and referencing information. Once this structure was agreed we commissioned our team of Subject Librarians, working in pairs or individually, to develop the content for relevant sections. Some of this content already existed in other forms but we wanted to ensure we removed any duplication of resources and provide a fresh approach to some of the critical information and support we were already offering. It was very important to us that the tool should be 'owned' by our Subject Librarians who are responsible for developing and delivering information skills training across the university. Without their buy- in this resource might prove a very expensive white elephant, and we recognised that we would rely heavily on the team to work with academic colleagues to promote it to students.

Once we had developed content for one or two of the key sections we organised focus groups with both library staff and students to gather feedback on a range of things including the look and feel of the resource, content, and the usefulness of the various media (video, demonstrations, and downloadable guides). Students told us that they liked the videos, that they wanted all content available in a range of media to suit different learning styles and that they enjoyed using the quizzes to test their own knowledge of a topic. In particular they were very keen on the content we had provided on referencing and academic integrity, which can be a challenging area for many of our students. Taking on board these comments, and the views of library staff, we were able to make some changes and continue to develop the resource in line with our users' needs.

Erica, our Learning Designer, helped us to edit all the content into manageable length and to develop a consistent and 'user friendly' style for the text. We were also able to embed our online chat service 'Ask a Librarian' within Info skills to facilitate on the spot help for students who need a more personal touch when using our resource. This service is very popular with our students and provides an immediate virtual link with library staff for our off campus students and for those who prefer to communicate online for whatever reason.

Given the strong emphasis within the university on providing an outstanding student experience, and our own aspirations to develop a strong partnership with our students, it was very important to us to include their contributions and some of the student videos we made are really quite inspirational. We were able to film international students, UK based students, mature students and younger students talking about what they had learned from their own experiences of using the library and its collections and services and the development of their information skills. One of the university's Student Liaison Officers, himself a recent graduate, provided us with a really lovely film encouraging new students to make the most of the rich library resources available to them to help them achieve their academic goals.

We also included films of academic staff to reinforce the message that developing information skills is an integral part of learning at undergraduate level, with lecturers speaking about how to use Google more effectively for researching topics and how

important it is to evaluate resources before deciding to use them. There is also a video about the importance of referencing correctly and the potentially serious consequences of failing to do so.

One of our aims in developing Info skills was to offer learning support via a choice of media to appeal to a range of learning styles. We were also clear that while the resource needed to be structured in a way that allowed progression through the sections it also had to allow students to 'dip in' for specific help or as a refresher on what they had already learned. From the start we intended that items of content should be usable outside the tool, so for example videos could be used by Subject Librarians within their own tailored training sessions or by academic staff teaching on the compulsory level one skills module, and as the academic year has progressed we are increasingly seeing this happening.

An unexpected outcome of the project has been its value for UEL partner colleges. The ability to access, via the web, an open educational resource like this is invaluable to students at partner institutions as well as to 'pre entry' students, supporting their learning but also providing a flavour of the skills they will need to do well at university.

Currently we are evaluating Info skills with a view to improving and enhancing it for next academic year and we are hosting a conference on innovative approaches to information skills on 13th January 2012, entitled 'Going it alone', where we hope to be able to share our findings. Hits on the Info skills site are increasing and we have received lots of wonderful comments about it – it was even promoted by our VC at his start of year address for staff. More recently members of academic staff have approached us about using the tool within their own assessed modules and Subject Librarians are working with them to enable this to happen.

In the longer term we would like to look at developing some additional content for postgraduate students in particular, focusing on some of the more specialist information skills they might require, and of course we will continue to review and update Info skills to ensure it remains relevant and useful to our undergraduate students. We are always very pleased to receive feedback from colleagues so if you have time to look at Info skills please do send us your views.

References:
http://www.uel.ac.uk/infoskills
http://www.staffs.ac.uk/ask/