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Library

Educating at scale: sustainable library learning at the University of Melbourne

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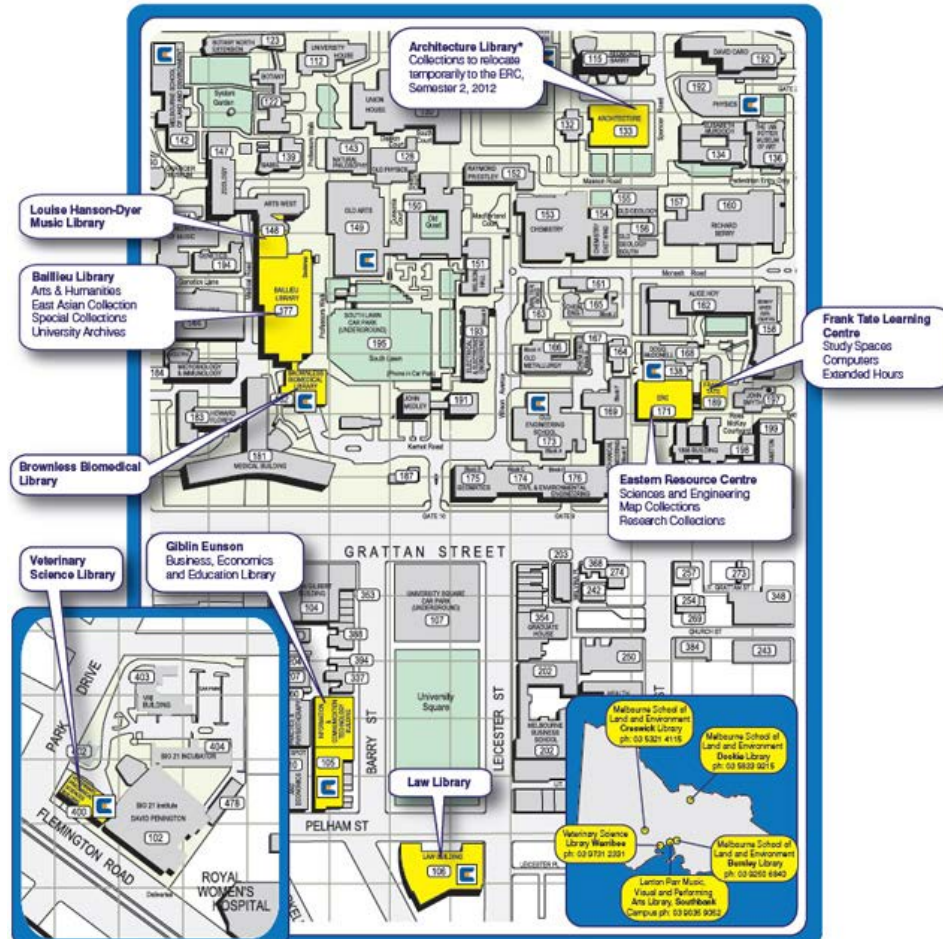


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“To deal with the tension between emerging client needs, existing values and competing demands within finite resources we willplan and operate in ways that are financially, technologically and environmentally sustainable”

Melbourne's scholarly information future (2011)



- Generic, co-curricular
- Not structured
- Too much, too little
- No guidelines, standard approach or agreed service levels
- Hard to manage
- 48 to 37 FTE liaison roles, 20 L&T focussed



Reactive, ad hoc, unscaleable,
inequitable, unsustainable.....





Scholarly literacy service blueprint

Service model

Service strategy

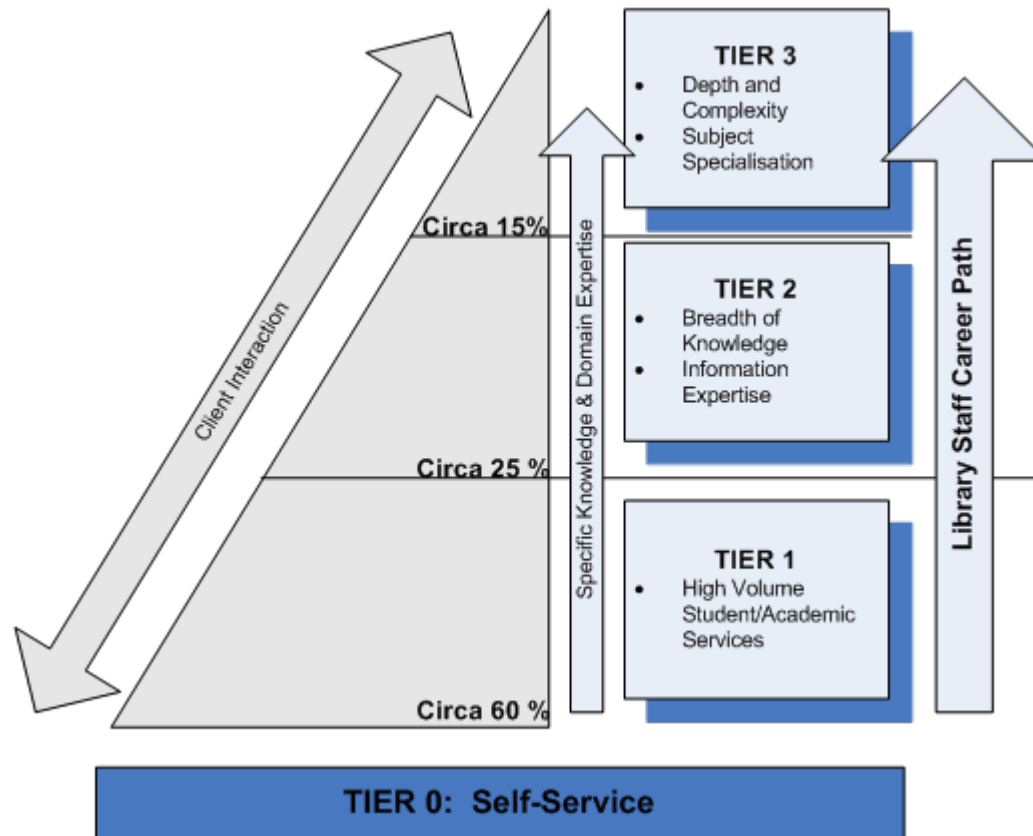
Scholarly literacy framework

Job design

Organisational capability



Service model





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Service strategy



Equity

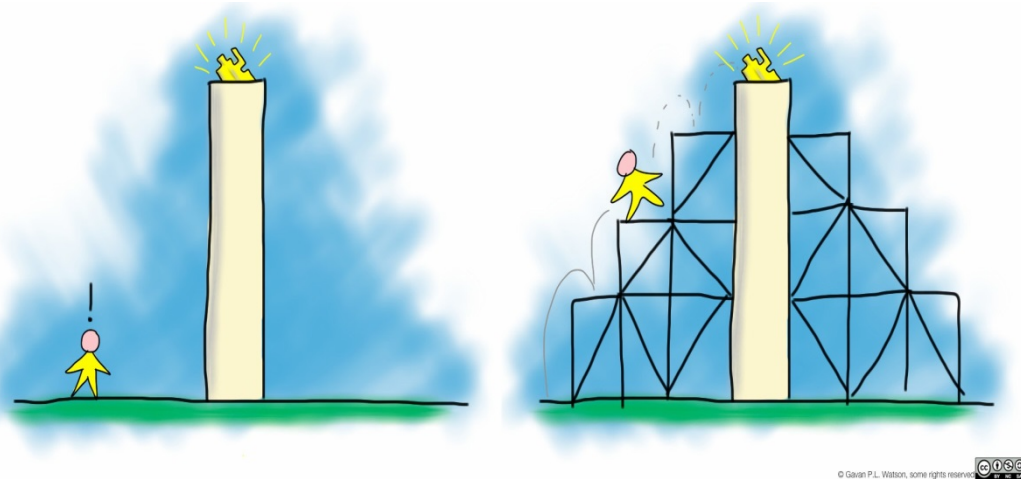
Collaboration

Sustainability

Curriculum innovation



Priorities





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Scholarly literacy framework



MELBOURNE'S SCHOLARLY LITERACY FRAMEWORK

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

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



Legend



= Learning outcome is being taught in curriculum in a core or compulsory subject



= Learning outcome is being taught in the curriculum in elective subjects only. Opportunity exists to expand embedded skill development within the cohort.



= This learning outcome is not being taught at all in the curriculum. Possible gap to be addressed.



Mapping scholarly literacy in curriculum B.Comm.

SCHOLARLY LITERACY FRAMEWORK

| STANDARDS | DIRECTED RESEARCH | GUIDED RESEARCH | INDEPENDENT RESEARCH |
|--|--|--|---|
| 1. Determine the information needed | <p>Clarifies understanding of the set task, including identifying key concepts, and establishing the type and scope of information required</p> <p>*MGMT20001 Organisational Behaviour (1800) Lvl 2</p> <p>MGMT10002 Principles of Management (350) Lvl 1 MGMT20004 Manag' Human Resources (200) Lvl 2</p> <p>FNCE30004 Asian Capital Markets (50) Lvl 3</p> <p>(MGMT30012 Manag't Consulting (80) Lvl 3</p> | <p>Develops manageable research questions within clear task parameters, and determines the type and scope of information required</p> <p>MGMT30012 Manag't Consulting Lvl 3 – 5%</p> | <p>Formulates a complex line of scholarly inquiry, and employs strong disciplinary knowledge and awareness of a sophisticated range of information sources to determine the type and scope of information required</p> <p>70% of total commencing Hons students:</p> <p>Accounting Hons Economics Hons</p> |
| 2. Find information using an appropriate method | <p>Seeks information using a basic strategy and tools appropriate to the information need, reviews results for relevance and refines strategy as needed</p> <p>*MGMT20001 Organisational Behaviour (1800) Yr 2</p> <p>MGMT10002 Principles of Management Yr 1 MGMT20004 Manag' Human Resources Yr 2 FNCE30004 Asian Capital Markets Yr 3</p> <p>MGMT30012 Manag't Consulting Yr 3</p> | <p>Seeks information using a range of advanced strategies and tools appropriate to the information need (including discipline-specific tools), reviews results for relevance and refines strategies as further information is discovered</p> <p>MGMT30012 Manag't Consulting Lvl 3 – 5%</p> | <p>Seeks information using a range of comprehensive or systematic strategies and a wide variety of discipline-specific and multidisciplinary tools appropriate to the research need, and regularly reviews and refines strategies to ensure ongoing currency and relevance of results</p> <p>Accounting Hons Economics Hons</p> |
| 3. Evaluate information and the process used to find or generate it | <p>Evaluates the suitability of information and reflects on how the research process meets the requirements of the task against basic or task-specific criteria</p> <p>MGMT20001 Organisational Behaviour (1800) Yr 2</p> <p>MGMT10002 Principles of Management Yr 1 MGMT20004 Manag't Human Resources Yr 2 FNCE30004 Asian Capital Markets Yr 3</p> <p>MGMT30012 Manag't Consulting Yr 3</p> | <p>Evaluates the suitability of information and reflects on how the research process meets the requirements of the task against discipline-specific or task-specific criteria</p> <p>MGMT30012 Manag't Consulting Lvl 3 – 5%</p> | <p>Evaluates the suitability of information and reflects on how the research process meets the requirements of the task against both discipline-specific and self-defined criteria</p> <p>Accounting Hons Economics Hons</p> |



- Embed in first year core subject
- Increase embedding in capstone subjects
- Reach remaining 30% honours students



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Job design



2014: Generalist model

FACULTY OF ARTS

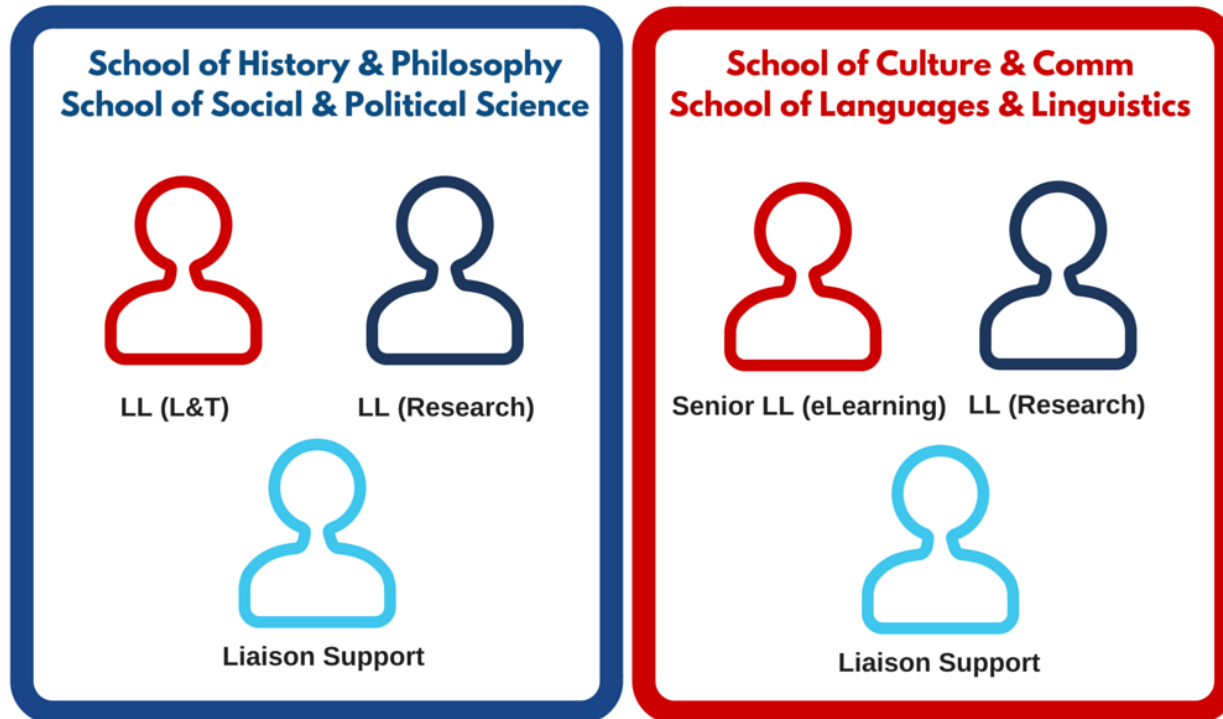


NB: Number of staff is only for illustrative purpose - does not reflect true numbers



2015: Specialist Model Matrix 1 - By Discipline

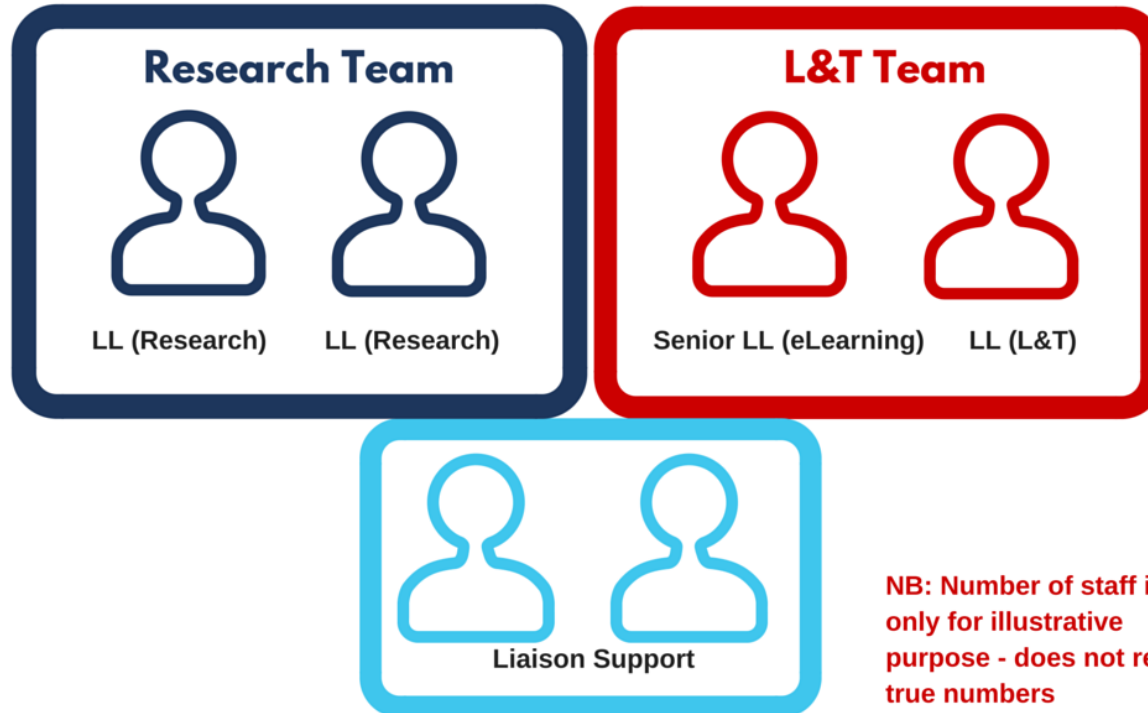
FACULTY OF ARTS





2015: Specialist Matrix 2 - By Domain

FACULTY OF ARTS



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true numbers**



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Organisational capability



Library / LibGuides / Researching History / Home

Researching History: Home

- [Home](#)
- [Intro survey](#)
- [Module 1: Sources for historical research](#)
- [Module 2: Finding sources](#)
- [Module 3: Evaluating secondary sources](#)
- [Module 4: Analysing primary sources](#)
- [Module 5: Referencing sources](#)
- [Final survey](#)
- [Help](#)

Welcome!



How to use Researching History from unilibrary on Vimeo.

Navigation

****IMPORTANT NOTE BEFORE YOU BEGIN:****

****You must be logged in to the LMS to use Researching History (otherwise the quizzes won't work and your lecturers won't know you have completed the modules!)****

Intro survey:
Rate your library research skills

| | | | | |
|--|--|---|---|---|
| Module 1: Sources for historical research | Module 2: Finding sources | Module 3: Evaluating secondary sources | Module 4: Analysing primary sources | Module 5: Referencing sources |
| How to identify the best sources for historical research | How to find scholarly sources using the library's search tools | How to judge the value of a source to your essays | Things to consider when looking at different kinds of primary sources | The importance of referencing and using the Chicago style |



Scholarly literacy service blueprint

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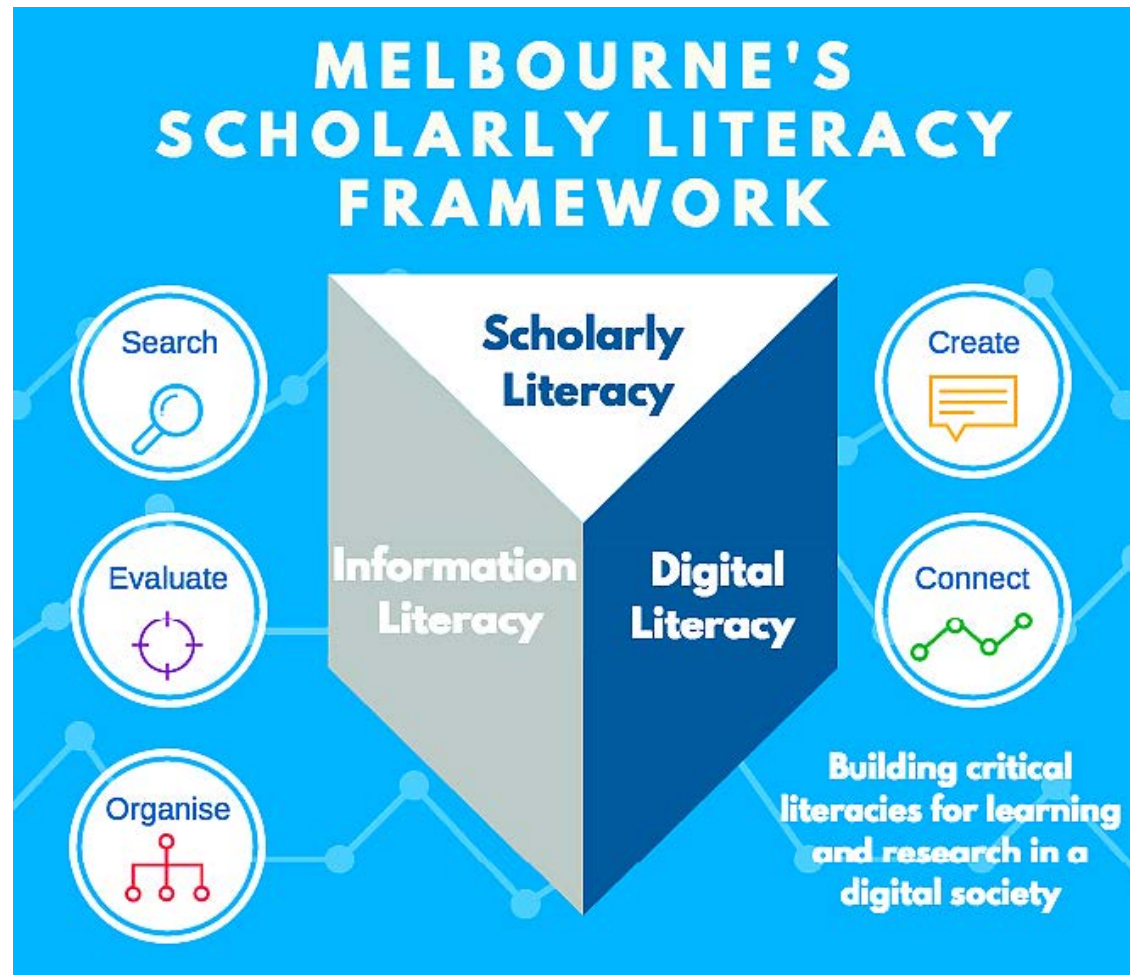
Organisational capability



- 2015 delivered 797 sessions to 26,233 students
- Greatest progress: embedding in curriculum
- Biggest challenge: whole of course
- Least progress but greatest achievement: digital learning
- Highest priorities: increased digital learning; more incremental, scaffolded student learning; discipline-specific issues.



- ✓ More purposeful structured engagement with academics
- ✓ Teaching into curriculum in a broader range of courses
- ✓ Increased confidence and sharing amongst librarians
- ✓ Increased partnerships with academics
- ✓ New levels of innovation
- ✓ Increased awareness about sustainability and cost-time effectiveness.





Acknowledgements

Megalith http://freestock.ca/ireland_g53-poulnabrone_dolmen__hdr_p1689.html

The Scream, Edvard Munch

https://en.wikipedia.org/wiki/The_Scream#/media/File:The_Scream_by_Edvard_Munch,_1893_-_Nasjonalgalleriet.png

Cake - Scott Beale / Laughing Squid laughingsquid.com.

Social media image - mkhmarketing.wordpress.com

Tree root <http://tinyurl.com/j24347s>

Scaffolding <http://tinyurl.com/zf8xugc>



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Want more information?



www.library.unimelb.edu.au/teaching