
Available from Middlesex University's Research Repository at http://eprints.mdx.ac.uk/21650/

Copyright:

Middlesex University Research Repository makes the University's research available electronically.

Copyright and moral rights to this thesis/research project are retained by the author and/or other copyright owners. The work is supplied on the understanding that any use for commercial gain is strictly forbidden. A copy may be downloaded for personal, non-commercial, research or study without prior permission and without charge. Any use of the thesis/research project for private study or research must be properly acknowledged with reference to the work's full bibliographic details.

This thesis/research project may not be reproduced in any format or medium, or extensive quotations taken from it, or its content changed in any way, without first obtaining permission in writing from the copyright holder(s).

If you believe that any material held in the repository infringes copyright law, please contact the Repository Team at Middlesex University via the following email address:

eprints@mdx.ac.uk

The item will be removed from the repository while any claim is being investigated.
Jeux sans frontières
It’s a library knockout

Adam Edwards and Vanessa Hill
Game plan

• Issues
• Ideas
• Solutions
• Plans
Issues

• Not embedded
• Inconsistent provision
• Repetitive
• Bad timing
• Lack of information skills
• Teaching methods…….
Librarians as teachers

Teaching skills

• Too generic
• Tools based
• Didactic
• Uninspiring
• Too much
• Unfamiliar subject

Montiel-Overall (2007)
Student research

- Answers
- Facts
- References
- Reporting back
- Easy option
- Fear

Librarians reinforce this!

Norgaard (2003)
Get the ball rolling

Move from

“...lifting and transporting textual substance from one location, the library, to another, their teacher’s briefcases.”

To

“..searching, analyzing, evaluating, synthesizing, selecting, rejecting...”

Kleine (1987)
Inspiration

- Less is more
- Cloning
- Discussion
- Learning by doing
- Learners, not the taught

Chen and Lin (2011), also Teaching information literacy in HE workshop, CILIP, 2010
Games should be...

• Fun
• Quick
• Simple
• Easy
• Need or objective

Boyle at LILAC 2011
Tactics

- Collaboration
- Menu
- Problem based
- Interaction & exploration
- Skills not techniques
- Fun

Deep Learning

Game-based activities

- Who we are and what we do
- Thinking about resources
- Keywords
- Hands on try it out
- Evaluation
Thinking about keywords

http://www.flickr.com/photos/rossjamesparker/89414788/
The real thing

Your first piece of coursework for CCM2426 will be based on the Cornish Villages 4G trial

• Keywords
• Alternative keywords
• More specific keywords
• Related subjects
Audience participation

• Thinking about resources
• Evaluation

• Other activities:
  • Evaluation game
  • PG keywords
  • What do you think of it so far?
  • Thinking… written
Measurable impact

- Survey of CCM2426 students
- 66 attendees, 22 non-attendees

<table>
<thead>
<tr>
<th>Marks</th>
<th>Attendees</th>
<th>Non-attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonest mark</td>
<td>65%</td>
<td>50%</td>
</tr>
<tr>
<td>Highest mark</td>
<td>90%</td>
<td>75%</td>
</tr>
<tr>
<td>Lowest mark</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Bibliography commonest mark</td>
<td>7/10</td>
<td>5/10</td>
</tr>
</tbody>
</table>

Smith, Edwards (2012)
Measurable impact 2

The graph compares the percentage of students in Attendee and Non-Attendee categories across different mark percentages. Attendee students show higher percentages across most mark ranges compared to Non-Attendee students.
What they used and why

<table>
<thead>
<tr>
<th>Search tools used</th>
<th>Attendees</th>
<th>Non-attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google</td>
<td>68%</td>
<td>63%</td>
</tr>
<tr>
<td>Wikipedia</td>
<td>38%</td>
<td>27%</td>
</tr>
<tr>
<td>Summon</td>
<td>68%</td>
<td>40%</td>
</tr>
<tr>
<td>Library catalogue</td>
<td>30%</td>
<td>59%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation criteria</th>
<th>Attendees</th>
<th>Non-attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current</td>
<td>89%</td>
<td>59%</td>
</tr>
<tr>
<td>Relevant</td>
<td>76%</td>
<td>59%</td>
</tr>
<tr>
<td>Academic authority</td>
<td>67%</td>
<td>41%</td>
</tr>
<tr>
<td>Easy to read</td>
<td>24%</td>
<td>45%</td>
</tr>
</tbody>
</table>

Smith, Edwards (2012)
Things to consider

• Good students
• Do they remember?
• Impact
  • 2nd year survey again
• Non-attendance
  • Less than 90% is serious

Bevitt et al (2010)
Going the distance

• Roll-out framework
• Develop activities
  • Marking schemes
  • Life after Uni
• Improve attendance
• (Re)validations

http://libguides.mdx.ac.uk/lifeafteruni
Game, set and match

- Successful collaboration
- Changes have worked
- Teaching is more fun
- Impact…

...Library training gets you better marks!
Adam Edwards
Liaison Manager Science and Technology
Middlesex University
a.edwards@mdx.ac.uk
References


References 2

• Kleine, M. (1987), What is it we do when we write articles like this one-Or how can we get students to join us?, *Writing Instructor* 6, 151.


