

The University of Nottingham First Year Experience



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Introducing our Suite of Information Skills Interventions



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Libraries, Research and Learning Resources (LRLR) Suite of Information Skills Interventions for Taught Course Students in 2016-17

Case Study Feedback March 2016

American & Canadian Studies	"I think the one thing that's really beneficial about these sorts of courses is when it's tailor made, and I think that's when you get the commitment from School and Faculty as well as the students themselves"
Biosciences	"it was a 'no-brainer' to continue to get as much additional support for the students in these kinds of areas as possible"
Civil Engineering	"it was a bit of a thermometer this year of seeing whether we thought it was tying in well with the course and I think we're convinced it has, and we should, and would like to, have them as a firmer part of the course"
Life Sciences	"what this meant is that we could try and get some consistency across our courses... and the new suite lets us do that really, it lets us figure out which session might be appropriate at what time"
Sociology & Social Policy	"I was keen to explore the suite available and ensure students had access to the most up to date information available from experts in this area"

Dear Colleagues,

This document provides details of the 2016/17 Suite of Information Skills Interventions for Taught Course Students.

It would be greatly appreciated if **one** booking form per School/Department is sent back to us providing an amalgamated list of requests from across your School/Department. The booking form is in a separate spreadsheet and I kindly request this to be returned to LRLR Teaching and Learning Support Team at library-teaching@nottingham.ac.uk by **Wednesday 10 August 2016**. This deadline allows time for the Team to design discipline-specific iterations of the interventions according to School/Department requirements, before teaching starts in September.

We look forward to working with you!

With very best wishes,

Elizabeth Newall

Senior Librarian (Teaching and Learning Support)

Libraries, Research and Learning Resources

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Tel: 0115 82 32236

Key messages

Please read these key messages before requesting any of the interventions

Subject-specific	Interventions will be contextualised within the relevant subject discipline. This means that whilst the session overviews are generic, the delivery of each one will ensure discipline relevance by using subject-specific resources. To assist the Teaching and Learning Support Team in tailoring each intervention, academic colleagues are invited in the booking form to highlight any particular resources they want to ensure are covered.
Options	This suite of options is just that! Although there are nine UG interventions in total, Schools/Departments can select what they want from the menu to suit the needs of their students, and so can mix and match sessions as desired. For instance, two separate one hour sessions can be combined to make up two consecutive hours of teaching.
Embedded	The underlying principle of this new suite is to ensure that information skills are applied directly to coursework. As such, all interventions (except No.1 which is designed for freshers in induction week) are to be embedded within the curriculum and incorporated into regular timetabled slots, accordingly. As such, none of these interventions will be delivered as 'standalone' or 'bolt on'.
Priority bookings	In the case of repeat requests from 2015/16, priority will be given to those bookings with the highest prior attendance rates.
Learning Outcomes	The respective Learning Outcomes for each UG intervention can be integrated into module specifications. These have been written using University, as well as the latest professional, guidelines ¹ . In the list of learning outcomes, B = Behaviours and C = Competencies.
Scaffolding student learning	The first year for UGs has purposefully not been overloaded with sessions. The rationale for the suite is to scaffold student learning throughout their time at University, thus offering interventions at key transition points in the student lifecycle.
Teaching materials	In the event that the Teaching and Learning Support Team is unable to schedule a requested session, a package of teaching materials will be offered to the academic who requested the session. This package will include teaching slides (.ppt) and any worksheets that have been designed to support activities.
Online	The majority of responses to the consultation stated a preference for delivering UG sessions face to face rather than online. However, please note valuable content is available online in the UG NOOC: Your University Journey, which blends with our face to face content.
Academic staff involvement	If academic colleagues are already delivering similar sessions to those offered here and would like sight of our teaching materials, please get in touch. Furthermore, academic colleagues are encouraged to attend sessions in order to provide feedback to the Team. Session 2, in particular, benefits from academic colleagues' participation in the discussion around the importance of journals.

¹ ACRL, *Framework for Information Literacy for Higher Education*, <http://www.ala.org/acrl/standards/iframework> [accessed 25/02/2015].

The suite of information skills interventions for undergraduates is as follows:

- 1. Engaging with Knowledge: Introducing your University Libraries**
- 2. Resource Discovery: Using Library Collections for your First Assignment**
- 3. Critical Approaches to Sourcing Information on the Web**
- 4. Extending Use of Library Resources in Independent Research**
- 5. Applying Critical Appraisal to Published Literature**
- 6. Why Reference?**
- 7. Using Reference Management Software**
- 8. Researching Employers**
- 9. Taking Information Skills into Professional Practice**

No.	1
Title	Engaging with Knowledge: Introducing your University Libraries
Who	UG1
When	Week 1 only (if your timetable sits outside the standard timetable, e.g. Medicine, please mention this when booking)
Format	Lecture
Room	Lecture Theatre / Seminar room
Duration	1 hour
Session Overview	<p>Designed specifically for induction week, this first interaction with Libraries, Research and Learning Resources will enable freshers to discover how the library will underpin their University and personal journey. The relationship between use of library resources and academic achievement, and the role of reading for pleasure to support wellbeing will be highlighted. In being introduced to the real-world impact of research undertaken at the University of Nottingham, students will make the connection that academic staff are both the knowledge producers as well as their teachers, and that UoN research contributes to the ever expanding knowledge bank held in the University's libraries.</p> <p>Students will be introduced to the University's resource discovery tool, NUsearch, and hear student testimonials explaining what their University library has meant to them. Students should leave the session inspired and excited to start making their own discoveries in the University's library collections. Students will be signposted to library tours to help them get started in using the University's libraries.</p>
Learning Outcomes	<p>By the end of the session, students should be able to:</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • (B) see University libraries as friendly, comfortable and accessible places to build confidence in making use of library resources; • (B) appreciate how the library and its resources underpin learning throughout the academic journey; • (B) realise that knowledge can be contributed to, as well as consumed (ACRL) and <p><i>Professional Practical Skills</i></p> <ul style="list-style-type: none"> • (C) locate and access material and facilities at UoN libraries.

Welcome to the University of Nottingham Libraries



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Our welcome video can be found on the library homepage:
www.nottingham.ac.uk/library

Read anything good recently?



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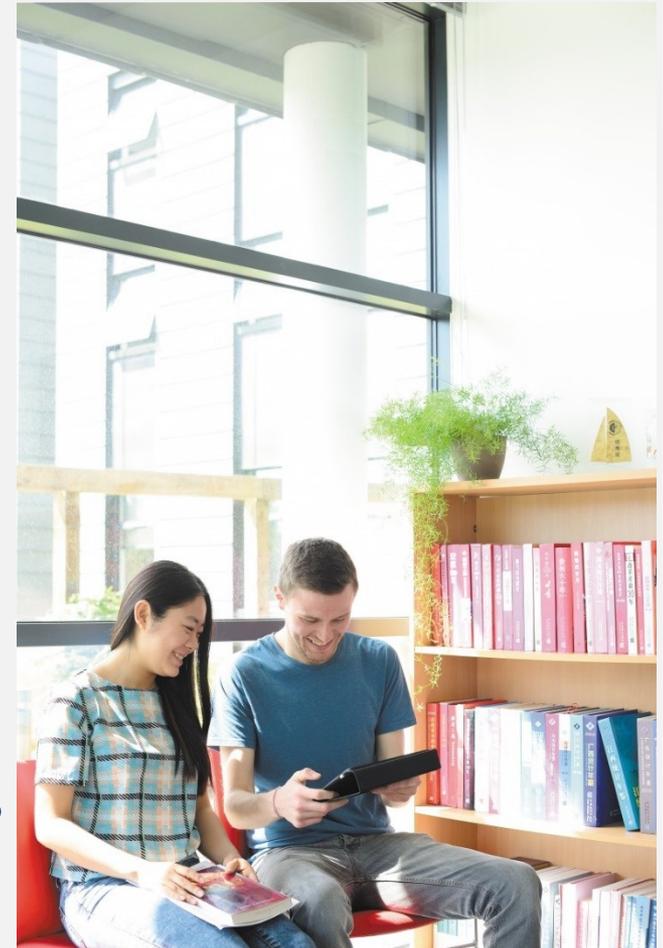
Take a moment to consider:

What was it?

It could be an article, blog, novel, report, news piece, biography, poem, obituary, manifesto ...

What was its impact?

Did it change or challenge the way you think?
Introduce you to a new idea?
Transport you to another world?
Provide you with pure escapism?
Made you want to study this particular subject?





Welcome to Your University Journey



NOOC™
Nottingham Open
Online Course

New Starters (Year 1 / Foundation)

This course is for students starting on their journey at the University of Nottingham in the UK, China and Malaysia. Our series of two-week units, spread through the year, cover topics such as getting to know your fellow students, what to expect at university and how to make a good start on your personal study journey.

The course starts on Wednesday 14th September, but don't worry if you are joining the course later than that, you can still join in and access all of the materials. The first unit is 1. Getting ready to be a University of Nottingham student

Please regularly check [Latest News](#) for all announcements and key information



0.1 Latest News: Announcements



0.2a Introductory video (if you haven't seen it already)



0.3 What do I have to do in this course - and where do I get help?



0.3 Information about earning Nottingham Advantage Award credits from this course

UNIT 4
IN PROGRESS

World-class research at UoN



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BBC NEWS



the
guardian

THE  INDEPENDENT

The New York Times





NUsearch - UK

Discover the library's resources: Books, Journals, Online articles and more...



Search

Library Collections Articles Library Collections & Articles

Search

To use Boolean operators (AND, OR, NOT) within search phrases, you must enter them in uppercase letters. Please see the help pages for more information about searching.

Search

across a range of resources in a single search

Refine

your results, using the menu at the left of the results list

Access

via these links in results:
Preview for e-resources
Locations for printed items
Request items currently on loan

Library Collections: search for books and journal titles.

Articles: search a very large collection of journal articles and conference papers.

Other search options: even combining "Library Collections" and "Articles" in one search doesn't cover everything. If you don't find what you need through NUsearch, consider the options listed on the right hand side of the screen.

NUsearch features...

"Databases" gives access to specialist interfaces, for best database searching



Advanced Search

Build a more complex search query and increase the accuracy of your results



Databases

Link through directly to your favourite databases



eJournals

Search or browse for journal titles or try **BrowZine** to find, read and monitor major academic journals



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Discover over 700 manuscript and archive collections, as well as a large printed book collection



Reading Lists

Check the reading list for your course and get easy access to material to support your studies



UNLECC

Searches for older library material recorded on index cards that has never been added to NUsearch



UNLOC

The classic library catalogue

Nottingham Reading Programme



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<http://nottingham.ac.uk/newstarters/nrp>

No.	2
Title	Resource Discovery: Using Library Collections for your First Assignment
Who	UG1 only
When	Semester 1 (Week 3 onwards)
Format	Lecture / Workshop
Room	Lecture Theatre (BYOD) / Computer Teaching Room
Duration	1 or 2 hours (see below)
Session Overview	<p>Aimed at first year undergraduates, this session will support students in their transition to university by introducing a range of print and digital academic resources within their subject discipline. Students will explore literature searching techniques as they prepare to write their first assignment; encouraging confidence to search independently beyond a given reading list.</p> <p>In the one hour version (2a), students will use NUsearch (UoN resource discovery tool) and reading lists to access different types of scholarly literature in print and digital formats. A guided discussion will enable students to explore the scholarly purpose of journals and how these too can be accessed via NUsearch.</p> <p>The two hour version (2b) will build on this to incorporate an introduction to key databases as appropriate to the discipline, as well as an opportunity to consider strategies for effectively managing the volume of reading. If preferred, the two hour version can be split into two, one hour, sessions over separate weeks (2c + 2d).</p>
Learning Outcomes	<p>By the end of the session, students should be able to:</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • (B) recognise that scholars may use a range of vocabulary / terminology to describe a specific area of research; • (C) develop knowledge of different types of literature and when to use them for different academic purposes; <p>Professional Practical Skills</p> <ul style="list-style-type: none"> • (C) access and manage module reading lists to identify information to support learning; • (C) identify, locate and access key UoN resources to find relevant information; • (C) employ an effective search using appropriate terminology and database functionality to identify relevant literature on a given subject; • (C) identify the different components of a reference to effectively follow up further reading from other sources;

What's in a number...?



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39,990

Number of unique
serial/journal/periodical titles on
subscription at UoN

844

Number of journal titles available in
print only

5,000,000

GBP spent per annum on
subscriptions at UoN

5,100,000

Number of articles either downloaded
or read online last year

Activity:

What is the purpose of journals?

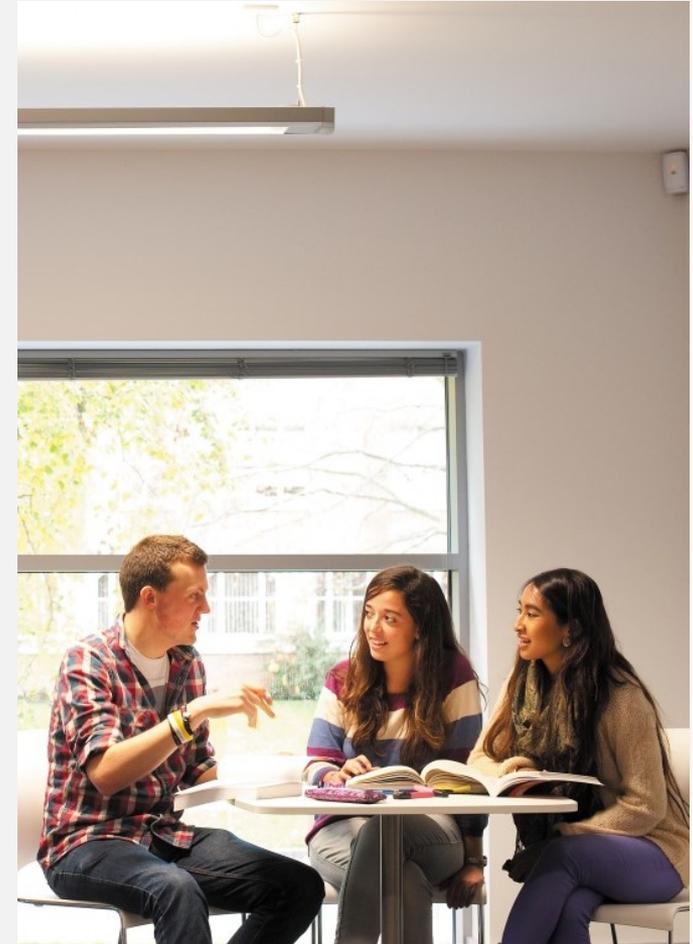


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Jot down the two questions below; and then discuss them in groups of 4-5:

1. What is the purpose of journal publications / why do academics publish in them?
2. Why use journal articles in undergraduate study?



Environment and Planning A

DESCRIPTION

AIMS AND SCOPE

EDITORIAL BOARD

ABSTRACTING / INDEXING

SUBMISSION GUIDELINES

Environment and Planning A is an international peer-reviewed journal concerned with contemporary issues at the interface of human geography, environmental studies, and urban and regional research. We are especially keen to publish agenda-shaping papers that advance knowledge and that tackle questions of significance for social science and society at large. Innovation is a priority for the journal—whether this is defined in theoretical, methodological, or in other terms. Substantively, the horizons of *Environment and Planning A* are wide, but issues of particular concern for the journal include: the governance and contestation of environmental change; globalization and development; urban and regional restructuring, innovation, and creativity; metropolitan policy, planning, and governance; political ecology and resource management; urban cultures, lives, and technologies; spaces of finance, risk, and speculation; and geographies of transformation in housing, labour, and commodity markets. To these ends, *Environment and Planning A* embraces an array of theories, methods, and approaches, especially where these engage with research traditions, evolving debates, and new directions in urban, regional, and environmental studies, in human geography, and in closely allied fields.

Paul Stenner, Andrew Church, and Mark Bhatti

Human—Landscape Relations and the Occupation of Space: Experiencing and Expressing Domestic Gardens

Environment and Planning A July 2012 44: 1712-1727, doi:10.1068/a44376

[Abstract](#) [Full Text \(PDF\)](#) [References](#) [Request Permissions](#)

Georges A Tanguay and Ian Gingras

Gas Price Variations and Urban Sprawl: An Empirical Analysis of the Twelve Largest Canadian Metropolitan Areas

Environment and Planning A July 2012 44: 1728-1743 doi:10.1068/a44259

[Abstract](#) [Full Text \(PDF\)](#) [References](#) [Request Permissions](#)

Andrew C G Cook, James R Faulconbridge, and Daniel Muzio

London's Legal Elite: Recruitment through Cultural Capital and the Reproduction of Social Exclusivity in City Professional Service Fields

Environment and Planning A July 2012 44: 1744-1762, doi:10.1068/a43605

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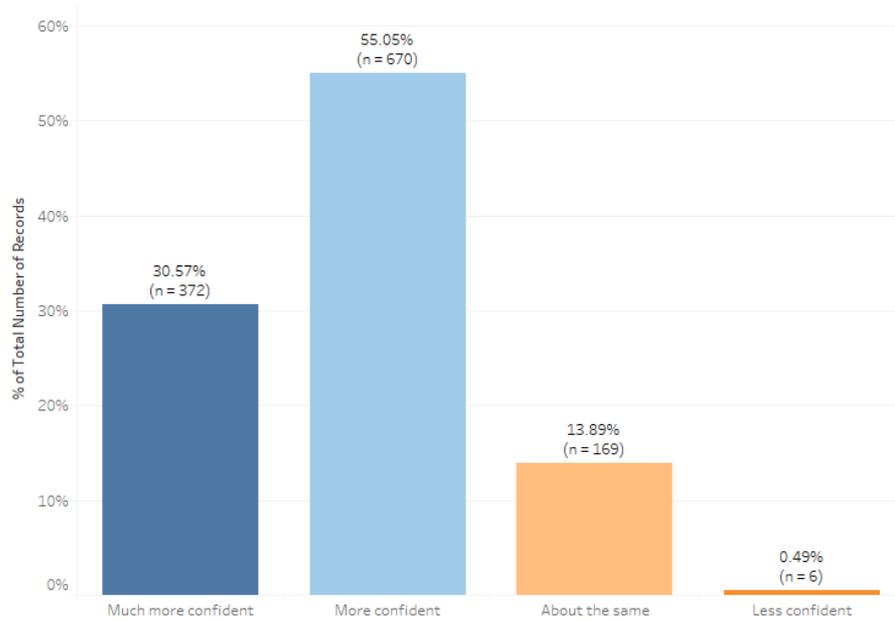
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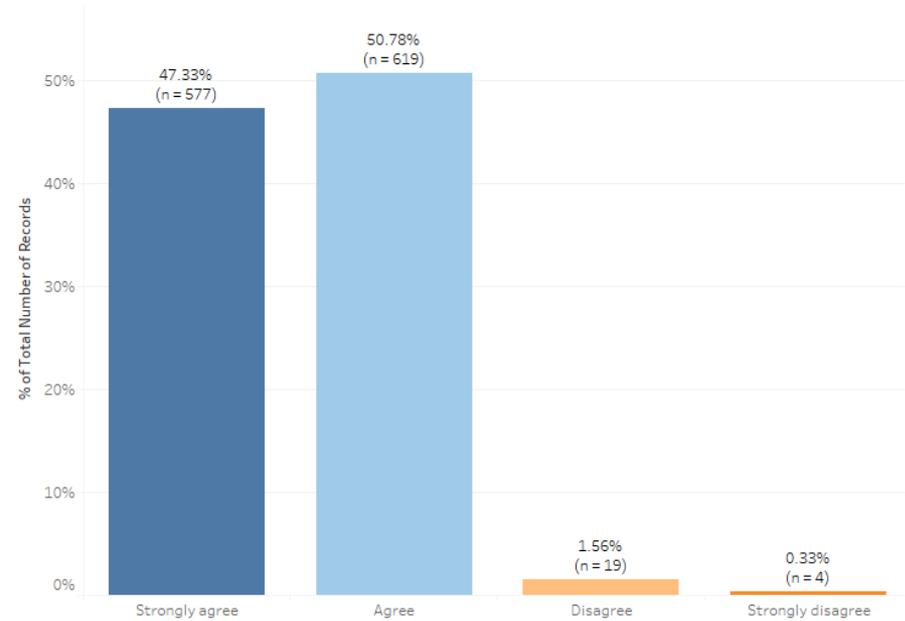
Impact (Intervention No.2)



Responses to 'objectives' questions



Responses to 'evaluation' questions



Selected questions

- Q5 Employing an effective search using appropriate terminology and database functionality to identify relevant literature on a given subject
- E1 I will apply what I learnt to my studies and coursework

Point of exit surveys:

- **86%** gained confidence in employing an effective search... to identify relevant literature on a given subject
- **98%** agreed they will apply what they learnt to their studies and coursework

Library Futures: Understanding the user of tomorrow



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Library Futures
Understanding the user of tomorrow

Project outline and terms of reference

Please acknowledge receipt to
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December 2016

alterline

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Any questions?



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