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

Andrea Phillips

Associate Director, Library Liaison & Learning
“To deal with the tension between emerging client needs, existing values and competing demands within finite resources we will .....plan and operate in ways that are financially, technologically and environmentally sustainable”

Melbourne’s scholarly information future (2011)
Library learning service – the challenge

- 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
What to do?

Reactive, ad hoc, unscaleable, inequitable, unsustainable…….
Scholarly literacy service blueprint

- Service model
- Service strategy
- Scholarly literacy framework
- Job design
- Organisational capability
Service model
Service strategy
Service strategy

- Equity
- Collaboration
- Sustainability
- Curriculum innovation
Priorities
Scholarly literacy framework
# Scholarly literacy framework

**MELBOURNE’S SCHOLARLY LITERACY FRAMEWORK**

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

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

Based on Australian and New Zealand Information Literacy Framework (ANZIL, 2004), the Research Skill Development Framework (Willis & O Regan [2009]), and 2013 / Elements of Digital Literacy (2012). This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

[UNIMELB library](unimelb.libguides.com)
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

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>DIRECTED RESEARCH</th>
<th>GUIDED RESEARCH</th>
<th>INDEPENDENT RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine the information needed</td>
<td>Clarifies understanding of the set task, including identifying key concepts, and establishing the type and scope of information required</td>
<td>Develops manageable research questions within clear task parameters, and determines the type and scope of information required</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>*MGMT20001 Organisational Behaviour (1800) Lvl 2</td>
<td>*MGMT30012 Manag’t Consulting Lvl 3 – 5%</td>
<td>70% of total commencing Hons students:</td>
</tr>
<tr>
<td></td>
<td>MGMT10002 Principles of Management (350) Lvl 1</td>
<td></td>
<td>Accounting Hons</td>
</tr>
<tr>
<td></td>
<td>MGMT20004 Manag’ Human Resources (200) Lvl 2</td>
<td></td>
<td>Economics Hons</td>
</tr>
<tr>
<td></td>
<td>FNCE30004 Asian Capital Markets (50) Lvl 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*(MGMT30012 Manag’t Consulting (80) Lvl 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Find information using an appropriate method</td>
<td>Seeks information using a basic strategy and tools appropriate to the information need, reviews results for relevance and refines strategy as needed</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>*MGMT20001 Organisational Behaviour (1800) Yr 2</td>
<td>*MGMT30012 Manag’t Consulting Lvl 3 – 5%</td>
<td>Accounting Hons</td>
</tr>
<tr>
<td></td>
<td>MGMT10002 Principles of Management Yr 1</td>
<td></td>
<td>Economics Hons</td>
</tr>
<tr>
<td></td>
<td>MGMT20004 Manag’ Human Resources Yr 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FNCE30004 Asian Capital Markets Yr 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*(MGMT30012 Manag’t Consulting Yr 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Evaluate information and the process used to find or generate it</td>
<td>Evaluates the suitability of information and reflects on how the research process meets the requirements of the task against basic or task-specific criteria</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>MGMT20001 Organisational Behaviour (1800) Yr 2</td>
<td>*MGMT30012 Manag’t Consulting Lvl 3 – 5%</td>
<td>Accounting Hons</td>
</tr>
<tr>
<td></td>
<td>MGMT10002 Principles of Management Yr 1</td>
<td></td>
<td>Economics Hons</td>
</tr>
<tr>
<td></td>
<td>MGMT20004 Manag’ Human Resources Yr 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FNCE30004 Asian Capital Markets Yr 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*(MGMT30012 Manag’t Consulting Yr 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B.Comm goals

- Embed in first year core subject
- Increase embedding in capstone subjects
- Reach remaining 30% honours students
Job design
2014: Generalist model

FACULTY OF ARTS

LL Social & Poli Sci
LL History & Phil
LL Culture & Comms
LL Languages & Linguistics

Liaison Support
Liaison Support

NB: Number of staff is only for illustrative purpose - does not reflect true numbers
2015: Specialist Model Matrix 1 - By Discipline

FACULTY OF ARTS

School of History & Philosophy
School of Social & Political Science

LL (L&T)  LL (Research)
Liaison Support

School of Culture & Comm
School of Languages & Linguistics

Senior LL (eLearning)  LL (Research)
Liaison Support
2015: Specialist Matrix 2 - By Domain

FACULTY OF ARTS

Research Team

LL (Research)  LL (Research)

L&T Team

Senior LL (eLearning)  LL (L&T)

Liaison Support

NB: Number of staff is only for illustrative purpose - does not reflect true numbers
Organisational capability
Researching History: Home

How to use Researching History

**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

- Service model
- Service strategy
- Scholarly literacy framework
- Job design
- 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.
We are seeing more:

- 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.
Next steps

**Melbourne’s Scholarly Literacy Framework**

- Search
- Evaluate
- Organise
- Create
- Connect

**Scholarly Literacy**

**Information Literacy**

**Digital Literacy**

Building critical literacies for learning and research in a digital society
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
Want more information?

www.library.unimelb.edu.au/teaching