Newcastle University | University Library

Working in Partnership
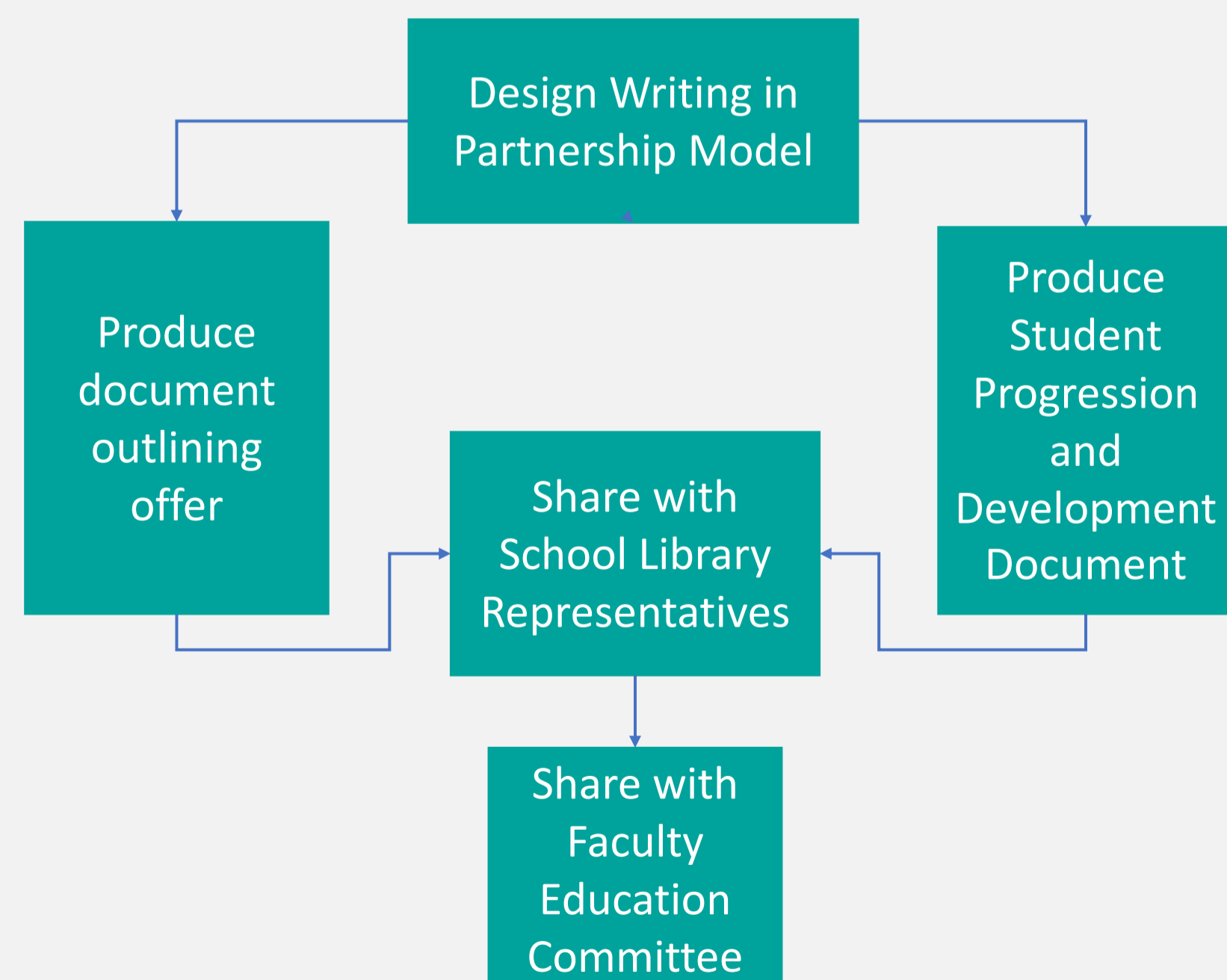## Developing Students' Graduate Skills in collaboration with the Library

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The Aim

- To **align our teaching** offer **to the University's Education Strategy and new Graduate Framework**.

- To encourage a **collaborative and consistent approach to the planning of embedded information and digital literacy skills** across all Faculties.

- To ensure **students develop a broad range of relevant information and digital literacy skills** at a pace suited to their stage and course of study.

Opening a dialogue

Greatest benefit to the student is achieved when academics and librarians work together to develop appropriate training (Peters, Jones and Matthews, 2007). Our first step therefore was to engage academic colleagues in a dialogue around both our offer and the skills students could be expected to gain at each stage of their degree course.
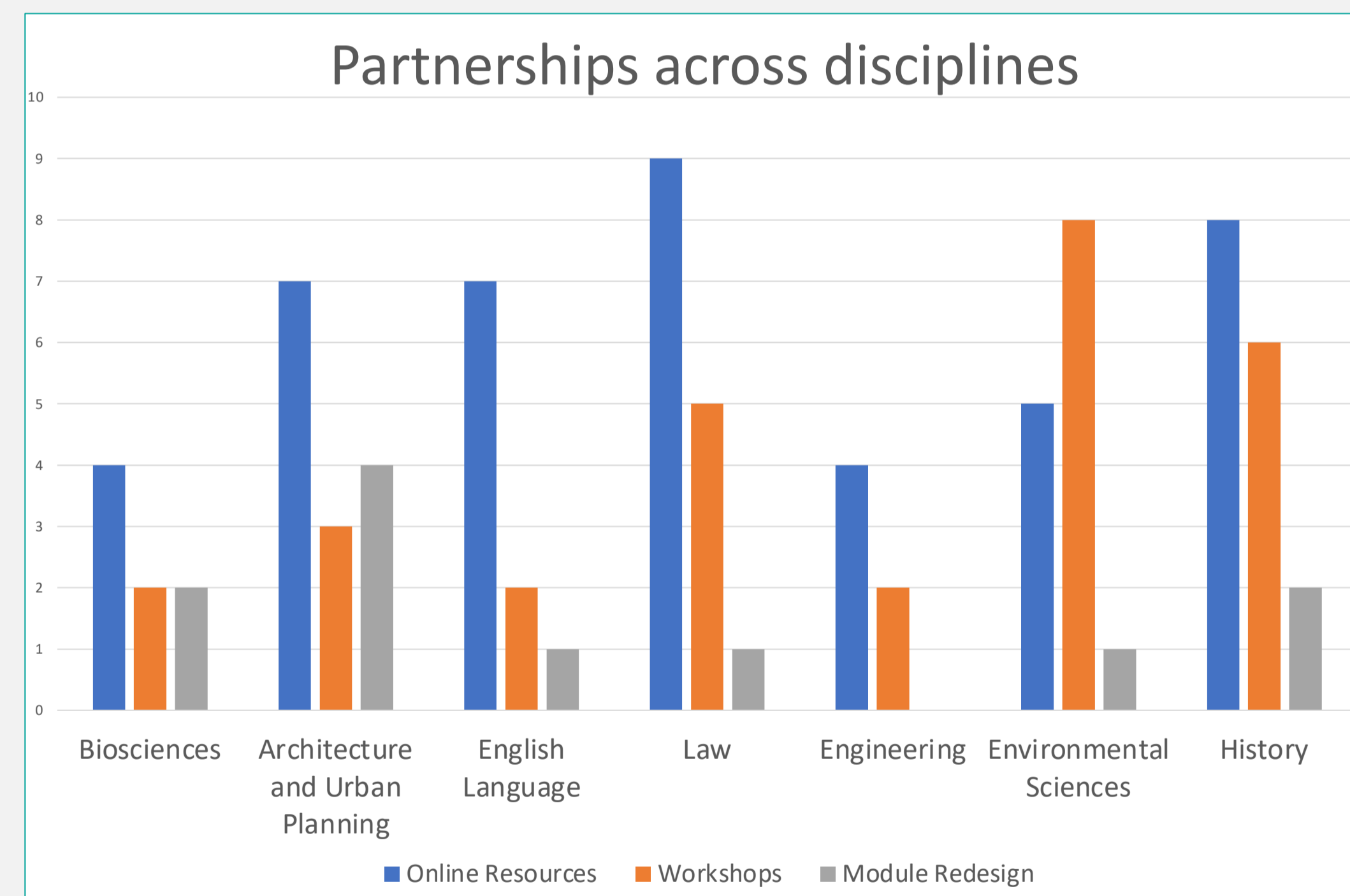
```
Design Writing in Partnership Model
        ↓                    ↓
Produce document      Produce Student
outlining offer       Progression and
        ↓             Development Document
Share with School Library Representatives
        ↓
Share with Faculty Education Committee
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"I think this will help raise awareness amongst academics of how you can help us – not just to deliver a library session for the first years in induction but throughout the whole student journey."

- Senior Lecturer, Newcastle University Business School

"The Library team were happy to extensively consult at all stages, particularly with regard to how their resources could complement our new emphasis on skills-based training for our students."

- Senior Lecturer, History, Classics & Archaeology

Partnership in Practice

Following their introduction, our Working in Partnership documents have helped us to initiate **positive conversations with academic colleagues** across several Faculties:

Partnerships across disciplines (bar chart showing Online Resources, Workshops, Module Redesign across Biosciences, Architecture and Urban Planning, English Language, Law, Engineering, Environmental Sciences, History)

We were also able to **adapt our documents to respond to the challenge of online learning** in 2020, **producing a Supporting Flexible Learning webpage** as a guide to our approach.

Developing Graduate Skills

Our Student Development and Progression document links to the following **Graduate Framework strands**:

Critical Thinkers
We **engage students in critical thinking** around the resources they choose for their work; justifying these decisions and understanding where information comes from helps them to **identify and select appropriate academic knowledge and express informed views.**

Digitally Capable
In line with JISC's (2019) Digital Capability framework we focus on developing information literacies by **improving students' capacity to Find, Evaluate and Manage digital information**, making use of active and blended digital learning opportunities where possible.

Curious
Our teaching sessions and online guides embedded in the VLE **promote independent exploration of resources and tools** available to our students.

Skills Audits
Digital self-assessment tools aimed at undergraduate and postgraduate levels were created and embedded in Canvas modules and on the ASK website to **encourage student engagement with their own information and digital skills** development.

Next Steps

- To develop a booking system that **encourages a collaborative dialogue with academics** at the point of request.

- To collaborate with academic staff in **reviewing lessons learned from a year of online teaching**, with the aim of developing a mix of non-synchronous, synchronous and Present in Person (PIP) options for 21/22.

References

ANCIL (2011) 'Use ANCIL in your institution.' *A New Curriculum for Information Literacy*. 25 August. Available at: https://newcurriculum.wordpress.com/using-ancil/ (Accessed: 26 February 2020)

JISC (2019) *Jisc digital capabilities framework: The six elements defined*. Available at: http://repository.jisc.ac.uk/7278/1/BDCP-DC-Framework-Individual-6E-110319.pdf (Accessed: 26 February 2020)

Newcastle University (2019) *Graduate Framework*. Available at: https://www.ncl.ac.uk/careers/planning/graduateframework/ (Accessed: 26 February 20202)

Peters, K., Jones, R and Matthews, D (2007) 'Training for Independent Learning.' *InfoSkills*, 5(1) pp. 4-8

SCONUL (2015) *Seven Pillars of Information Literacy*. Available at: https://www.sconul.ac.uk/page/seven-pillars-of-information-literacy (Accessed: 26 February 2020)