In real-time or in your own time?

Delivering tailored skills support to distance learners

LEANNE YOUNG
Distance Services Librarian
University of Sunderland
Library & Study Skills
LILAC 2018
University of Sunderland

NE coast of England
(London and Hong Kong)

7000 off campus
(approx. 19,000 students)

11% Distance Learning

89% TNE
Timeline of Skills Support for distance learners

2010 - 2013
- Skype with groups upon request
- Captivate Tutorials
- PDF Guides on library website

2013 - 2015
- Webinars open to all
- Experimenting with software (Anymeeting/Vyew)

2015 - 2017
- Embedded VLE guides
- Webinars within the VLE
- Partnership materials to re-use YouTube video playlists

2017 - Present
- Tailored skills support
- Skype meetings
- VLE quizzes & discussions
- Engagement with students
Independent Learners Library Support Model

This document describes library and skills support for distance learning. It aims to support staff in encouraging use of the resources and support available.

The Distance Learning Library Service includes:

- Dedicated support from the Distance Services Librarian
- Full access to e-resources including ebooks, journal articles & subject databases
- Free document delivery service for when resources are not available online
- Study Skills support through online guides, Canvas and synchronous skills sessions
- 24/7 support via Library Talk including email and livechat

We are happy to discuss ways we can support you and your students.

Get in touch with the Distance Services Librarian if you’re developing an independent learning programme.

Online Skills (Guides & Videos)

A range of online skills resources are available at the UL&SS web pages.

This online provision enables students to easily access support at times best suited to their needs. Content is provided in different formats to suit individual study preferences:

- PDF guides
- Step-by-step videos
- Links to library blog posts
- Direct links to partner providers

Online provision is continually reviewed and developed.

Intended audience:
Students preferring a self-directed approach
How to access:
Self directed at library.sunderland.ac.uk/services-and-support/skills/

Embedded Skills

Librarians will work with you to embed study skills into IDL programmes. Examples include:

- building activities into induction
- synchronous skills support through webinars and live chats
- asynchronous discussions on study skills topics

The Distance Learning Librarian and Study Skills Support Team will work with you to design session content and delivery.

Intended audience:
Contextualised skills delivery to a whole cohort or group
How to access:
Programme Leader to discuss with Distance Services Librarian

One-to-one support

One-to-one support is available to distance learners using Skype or Canvas.

Intended audience:
Students with specific study skills queries that require in-depth support
How to access:
Students book online at library.sunderland.ac.uk/services-and-support/skills/

Your subject Liaison Librarian will help with collection development and My Module Resources queries; the Distance Services Librarian will work with them, coordinating and providing skills support for distance learners.

Distance Services Librarian
Leanne Young,
tel: 0191 515 3391 (4050 internal)
leanne.young@sunderland.ac.uk
Initiate planning conversations with programme leaders

TNE Library Support Model

This document describes library and skills support for TNE. It aims to support academic and partner staff in encouraging use of the resources and support available.

The Distance Learning Library Service includes:

- Dedicated support from the Distance Services Librarian
- Full access to e-resources including ebooks, journal articles & subject databases
- Frequent document delivery service for when resources are not available online
- Study Skills support through online guides, Canvas and synchronous skills sessions
- 24/7 support via Library Talk including email and live chat

Clearly defined & articulated Skills Offer

Circulated to academic programme teams

Online Skills (Guides & Videos)

A range of online skills resources are available at the ULASS web pages.

This online provision enables students to easily access support at times best suited to their needs. Content is provided in different formats to suit individual study preferences:

- PDF guides
- Step-by-step videos
- Links to library blog posts
- Direct links to partner providers

Online provision is continually reviewed and developed.

Intended audience:

Students preferring a self-directed approach

How to access:

Self directed at:

library.sunderland.ac.uk/services-and-support/skills/

Induction material for partners

Partner staff are encouraged to use our welcome and support videos. There is a Powerpoint for TNE support which can be adapted.

How to access:

Available to download at the Partner Staff Library web pages

library.sunderland.ac.uk/services-and-support/off-campus-support/partner-staff

Skills & induction via Skype

University libraries can assist with induction or provide information skills in real time using Skype.

Intended audience:

Customised skills delivery to a whole cohort or group

How to access:

- Partner staff or programme leader book online at:
  library.sunderland.ac.uk/services-and-support/services-for-staff/study-skills/study-skills-request-form/

One-to-one support

One-to-one support is available to distance learners using Skype or Google Hangouts.

Intended audience:

Students with specific study skills queries that require in-depth support

How to access:

- Students book online at:
  library.sunderland.ac.uk/services-and-support/skills/

Your subject Liaison Librarian will manage collection development and My Module Resources; the Distance Services Librarian will work with your Liaison Librarian, coordinating and providing skills support for distance learners.

Distance Services Librarian

Leanne Young,

tel: 0191 515 3391 (4050 internal)

leanne.young@sunderland.ac.uk

Support for partner staff

Teaching staff and librarians at partner colleges may access library e-resources where licenses allow to help prepare teaching or to support students in use of e-resources.

Library introduction or refresher sessions can be provided to partner staff via Skype or Google Hangouts:

- Group development sessions
- One-to-one support

Let us know how we can work with you to encourage use of the Sunderland Distance Learning Library Service.

Programme/Centre Leaders

Let the Distance Services Librarian know if:

- You are visiting a partner - we are happy to give you a refresher or arrange to link up via Skype while you're there
- You become aware of any library issues affecting student use of library resources
- You are introducing a new programme or working with a new partner - we can discuss with you how best we can provide support

Library Talk

Students and staff can contact University of Sunderland Library & Study Skills 24/7 via Library Talk.

librarytalk@sunderland.ac.uk
Asynchronous Skills

Asked about the best way to find:
• a peer reviewed journal article – 84%
• A specific newspaper article – 21%
• Case law – 53%
Asynchronous Skills

INDUCTION TESTS

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Induction Test 1</strong>&lt;br&gt;Multiple due dates</td>
</tr>
<tr>
<td><strong>Induction Test 2a (Library)</strong>&lt;br&gt;5 pts</td>
</tr>
<tr>
<td><strong>Induction Test 2b (Library): Searching and Referencing Discussion</strong>&lt;br&gt;0 pts</td>
</tr>
<tr>
<td><strong>Induction Test 2c (Library): Referencing</strong>&lt;br&gt;100 pts</td>
</tr>
<tr>
<td><strong>Induction Test 3: Plagiarism</strong>&lt;br&gt;Multiple due dates</td>
</tr>
<tr>
<td><strong>Induction Test 4: Academic Writing</strong>&lt;br&gt;Multiple due dates</td>
</tr>
<tr>
<td><strong>Induction Test 5: Marks and feedback</strong>&lt;br&gt;Multiple due dates</td>
</tr>
</tbody>
</table>

---

**Q1** I have chosen the title “Effects of climate change on human health.”

1. I entered the Library website (library.sunderland.ac.uk) to search for relevant information regarding my topic.
2. I decided to breakdown my topic title and searched for ‘climate change and health’ and selected the journal articles which brings me to the Single sign on services where I entered my username and password.
3. This brings me to 1,735,261 articles, I decided to refine my search by selecting the date of publications 2012-2018 and this brings me to 210,335 articles.
4. I again refine my search by selecting the academic journals which left me with 154,214 articles.
5. I then selected the climate change which was found in the subject and obtained 5772 articles.
6. Finally I choose health in the subject and obtained 332 results from which I choose “Warnings: climate change is dangerous to your health [in case you were not sure].”
7. I have chosen this article as it takes into consideration various issues concerning the impact of climate change on the health of human beings, which includes many its impacts on health and also recent statistics.

---

**Q2** I found the Library resources very useful and it will be of great help searching for academic materials throughout the course. At this stage I don’t have any questions about Discover.

---

**Leanne Young**<br>20 Sep 2017

Great! Using the built in refining options on Discover is a great way of narrowing down a search. It sounds like you knew exactly what you’re looking for so when you’re looking for information for your assignments an additional method may be doing an advanced search where you can use a variety of your own keywords.

---

**Leanne (Librarian)**

Edited by [Name] on 18 Sep 2017 at 13:24
Webinars & Recordings

3 Webinars

- Welcome/induction
- Advanced Searching
- Academic writing & critical thinking

188 attendees Sept/Oct

- 173 PGCE or Education

Webinars & Library Support

The library will be holding a number of webinars and we welcome all students to attend.

Most webinars are now completed. The introductory webinar will be repeated on 16th and 17th October for anyone who misses the opportunity to ask their library questions. We ask that you book a place as soon as each webinar is advertised. Book a place by clicking on the link. You can choose the date/time that is best for you (all times listed are UTC time).

Webinar 1: Using the Library as a Distance Learner

An introduction to using the library off campus - how you can find relevant information for your assignments, including e-books, newspaper articles, and more. You'll have an opportunity to ask questions too.

- Monday 16th October, 1pm-2pm
- Tuesday 17th October, 2pm-3pm

Download webinar materials:
- Watch a recording of this webinar [Using the Library as a Distance Learner]

Webinar 2: Finding Journal Articles - tips for advanced searching on Discover

In this webinar, we looked at developing a search strategy and building advanced searches to help you find relevant resources among University sources on Discover.

Download webinar materials:
- Watch a recording of this webinar [Finding Journal Articles - tips for advanced searching]
- Download the PowerPoint presentation (.pdf)

Webinar 3: Academic Writing and Being Critical

Thinking critically is a skill that you will need in many aspects of your studies. You will need to think and write critically in your assignments, and we looked at how to avoid being descriptive in your writing and how to ensure you write academically.

Download webinar materials:
- Watch a recording of this webinar [Academic writing and Being Critical]
- Download the PowerPoint presentation (.pdf)
Webinar feedback

“Extremely useful webinar. Especially the bit about additional characters to allow for quick searching of multiple variations of a term.”

“Thanks to everyone for this webinar. It has really improved my understanding of what is required of me.”

“Great to know you can link to google scholar very useful tips! thanks!”
Material on library web pages

- Online induction video playlist
- Study Skills Guides
- Skype (one-to-many)
- Materials for partners

2016/17 4 Skype sessions – 100 students
2017/18 6 Skype sessions – 155 students
Conclusion

“Instructors must examine course content, learner motivation and needs, and learning outcomes before deciding on the types of interaction to be woven into the course work.”

Watts, L. (2016) Synchronous and asynchronous communication in distance learning: a review of the literature, *Quarterly Review of Distance Education*, 17 (1) pp.23-32