



**University of  
Sunderland**

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We'll be happy to answer  
any questions....

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Skills For Learning

**A Room Without Walls**  
Using problem based learning in a collaborative real-time  
virtual space to develop critical research skills in an FE  
college

Christine Stevenson (Academic Liaison Librarian)  
Leanne Young (Distance Services Librarian)

University Library Services 2013

## **A Room Without Walls**

**Using problem based learning in a collaborative real-time virtual space to develop critical research skills in an FE college**

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# University of Sunderland

## University Library Services

University of Sunderland

### Our Student Profile

**Total Number of Students** 19,200

**Students studying Off Campus** 6,720 (35%)

**HE in FE Students** 1,600

### Partnerships

**7 Local Partner Colleges**

**Programmes of Study (Foundation & Honours)** 30+

## Nine Quality Promises

our quality promises to you

- communication**  
You will always have the information you need to ensure that you are aware of service developments that may affect you.
- customer care**  
Every time you talk to us you will meet approachable, knowledgeable, caring staff whose key motivation is to help you and ensure you get the most out of library services.
- equity**  
No matter where you are, when or how you reach us, we will strive to deliver an equivalent library service.
- feedback**  
We will always consider your comments and suggestions and respond to you. We will take action and develop services where appropriate.
- library spaces**  
Library spaces and virtual learning environments that are responsive to your learning needs.
- knowing our customers**  
We will always treat you as an individual and where possible will deliver support and services to meet your specific needs.
- resources**  
You will have access to appropriate resources when you need them.
- customer support**  
We will give you help and support to enable you to use library resources to best effect.
- skills for learning**  
You will have the opportunity to develop information literacy skills that will help you to use library services to your best advantage, support your academic progress and your future development.

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Nine Q



# Nine Quality Promises



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Every time you talk to us you will meet approachable, knowledgeable, caring staff whose key motivation is to help you and ensure you get the most out of library services.



No matter where you are, when or how you reach us, we will strive to deliver an equivalent library service.



We will always consider your comments and suggestions and respond to you. We will take action and develop services where appropriate.



Library spaces and virtual learning environments that are responsive to your learning needs.



We will always treat you as an individual and where possible will deliver support and services to meet your specific needs.



You will have access to appropriate resources when you need them.



We will give you help and support to enable you to use library resources to best effect.



You will have the opportunity to develop information literacy skills that will help you to use library services to your best advantage, support your academic progress and your future development.

# Beginnings

Historically we've visited local partners on request to deliver library induction and one-shot information skills session

'Local' partner colleges vary in distance from 2.5 to 31 miles

Partner college students are reluctant to visit University campus

Time to re-think out library support strategy



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## Experimentation

### Recent adventures in online delivery of library skills

- Camtasia/Captivate
- Vyew
- YouTube
- Tout
- Skype
- AnyMeeting

**Could we do this with local partners?**

### Some questions

Which programmes would benefit?  
What approach would work best?  
What technology would we use?  
Will the partners be on-board?

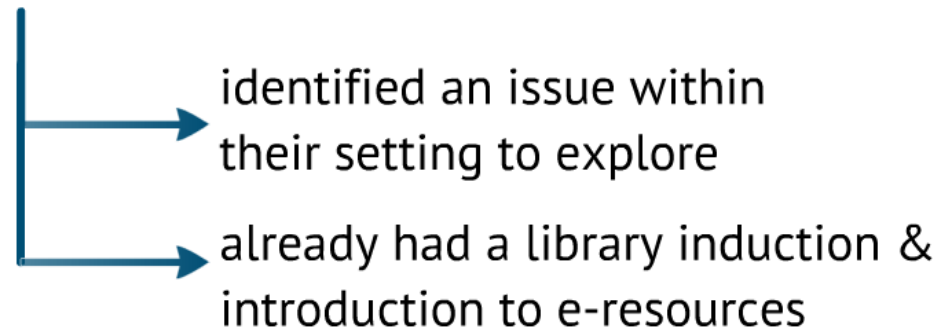
# The Project

Bishop Auckland College

2 foundation degree programmes

Education & Care / Health & Social Care

Students beginning a literature review



# Vyew

- Free version had worked well
- Easily accessible by partners (login issues)
- Inexpensive to upgrade (more users \* more online rooms)
- Temporary - time to investigate Class Live

# Features

- Collaborative white board
- Chat
- Editing tools eg. pens, highlighters
- Free version allows 10 consecutive - our upgrade allows 40
- Enables immediate feedback
- Screensharing
- Video conferencing
- Ability to upload files, videos etc.
- Asynchronous & Synchronous

# Problem Based Learning (PBL)

"PBL begins with real-world, open-ended, complex problems which students analyze and solve. In the process of solving the problem students work co-operatively to find and evaluate the resources they need."

Enger, K.B. et al (2002) 'Problem-based learning: evolving strategies and conversations for library instruction', Reference Services Review, 30 (4)

- Good fit with the vocational nature of programme - they are already working with real world examples
- Lecturer wanted to develop independent thinking & help make a connection between work setting and academic study

learner centred

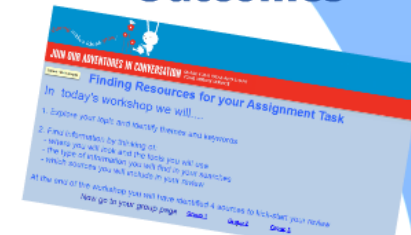
active learning

# Planning

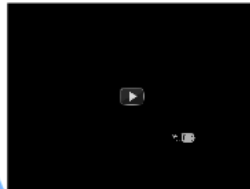
## Working with the Programme Leader

- Discussed the module content
- Requirements of assignments
- Identified appropriate time for online workshops
- Gaps in students' understanding
- Gave a demo of online rooms & a link to explore

## Learning Outcomes



## Preparing students for the workshops



provided link to the online rooms

students explored the room in advance

created an online tutorial video

Programme Leader divided class into groups of 3

Each identified a real-life problem linked to their work settings

# Outline



**JOIN OUR ADVENTURES IN CONVERSATION** SHARE YOUR IDEAS AND SHAPE YOUR LIBRARY SERVICE

Select / Edit shapes

## Finding Resources for your Assignment Task

In today's workshop we will....

1. Explore your topic and identify themes and keywords
2. Find information by thinking of:
  - where you will look and the tools you will use
  - the type of information you will find in your searches
  - which sources you will include in your review

At the end of the workshop you will have identified 4 sources to kick-start your review

Now go to your group page [Group 1](#) [Group 2](#) [Group 3](#)



have identified 4 sources to kick-start your review  
page [Group 1](#) [Group 2](#) [Group 3](#)



**Today's workshop will begin on Wednesday 13th February @ 12:30pm**

**In preparation, please print out and read one of the texts you found during workshop 1**

## **Evaluating, Summarising & Referencing**

**In today's workshop we will....**

1. Ask some critical questions of the resources we found in workshop 1
2. See if we can define plagiarism
3. Have a go at summarising and paraphrasing from a piece of text

Now go to your group page [Group 1](#) [Group 2](#) [Group 3](#)



- Gave a demo of online rooms & a link to explore

## Preparing students for the workshops



provided link to the online rooms

students explored the room in advance

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# The Workshops

2 workshops

90 mins each

3 activities per workshop

Librarians as facilitators -  
providing guidance & prompts

"Start with Self"

drawing on own experiences

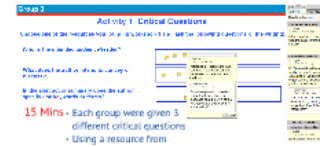
## Workshop 1

## Workshop 2



### Thoughts from workshop 1

- Student microphones can be problematic
- We can leave feedback on students' sticky notes
- Timing activities is key
- When technology goes awry, remember to turn off webcam!



### Screensharing



The topic/problem relates to possible barriers to learning for specific groups and planning for diversity and inclusion

## Pull out related themes and keywords



COMMENTS

Filter Search Summary

10 topic(s) on this page

▶ would schools have t... sammie

▼ can the setting obtain ... sammie

sammie  
Feb 13 (26 days ago)

can the setting obtain support from outside agencies towards improvement of there facilities and teaching methods

Reply

▼ what support is there... sammie

sammie  
Feb 13 (26 days ago)

what support is there available for these children outside of the educational setting

Library Staff  
Feb 13 (26 days ago)

that's a good point Sammy. Are there specialist organisations which provide support to children and their parents/cares

▼ is there support or sc... sammie

sammie  
Feb 13 (26 days ago)

is there support or schemes available to include parents or caregivers

Reply

10 Mins

- Exploring Topic in depth
- Drawing on own knowledge

Move on to Activity 2

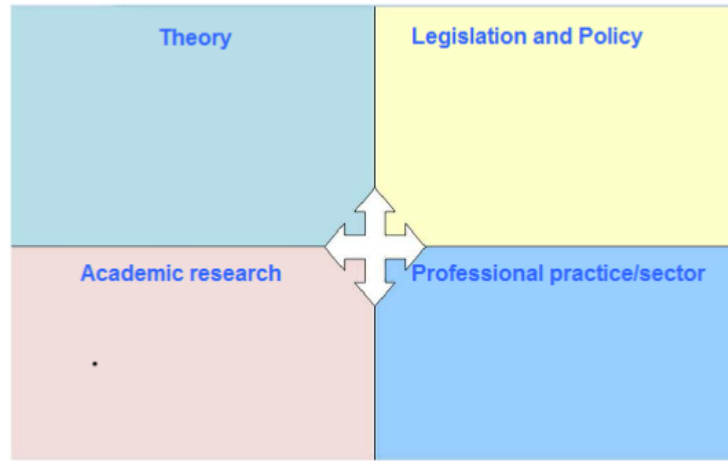
# Group 1

What are you looking for and where will you find it ?

A great place to start looking for all your resources is the [Library webpage](#)



You need at least one resource for each information quadrant



### Feedback

(from Leanne & Christine)  
You've found some great websites to search for information about Sexual Health. These may provide useful information about the professional practice aspect of the topic as well as legislation and policy.

In addition to web sites you could also search Discover for academic research on the subject (for example peer reviewed articles). Discover also links to open access journals.

The textbooks on the Library Catalogue (including ebooks) can provide a good theoretical knowledge of the topic.

# 10 Mins

- Beginning a search
- Initial ideas on what to look for?
- Identifying best tools to use for search

COMMENTS ▾

Filter Search Summary

14 topic(s) on this page

▼ <http://www.nat.org.uk/> Billie Hayes

Billie Hayes  
Jan 30 (1 month ago)  
<http://www.nat.org.uk/>

Reply

▼ <http://www.cddft.nhs.uk/> Billie Hayes

Billie Hayes  
Jan 30 (1 month ago)  
<http://www.cddft.nhs.uk/our-services/division-of-women-children-and-sexual-health/sexual-health-services.aspx>

Reply

▼ <http://www.mesmacnhs.uk/> Billie Hayes

Billie Hayes  
Jan 30 (1 month ago)  
<http://www.mesmacnortheast.com/>

Reply

▼ <http://www.fpa.org.uk/> Billie Hayes

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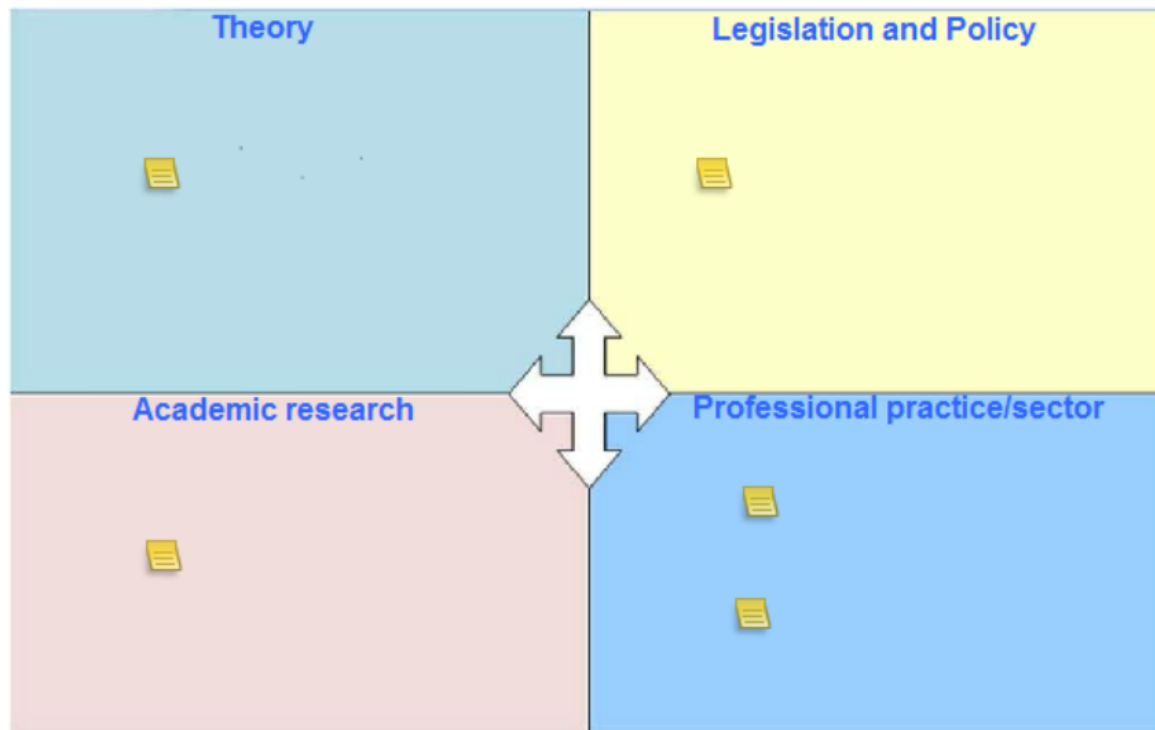
Reply

▼ <http://www.rapecrisis.org.uk/> Billie Hayes

Billie Hayes  
Jan 30 (1 month ago)  
9 more...

## Group 2 Activity 3

### Which Quadrant fits which Resource?



- 30-45 Mins**
- Using the themes & keywords from Activity 1
  - Searching the tools identified in Activity 2

COMMENTS

Filter Search Summary

5 topic(s) on this page

▼ Gifted & talented lear... sammie

sammie  
Feb 13 (26 days ago)

Gifted & talented learners :creating a policy for inclusionDetail Only Available By: Hymer, Barry. London :David Fulton in association with the National Association for Able Children in Education 01/01/2002 x,115p : ill ; 30cm. Language: EnglishSubjects: Gifted children -- Education -- Great Britain; Inclusive education -- Great BritainDatabase: The Library Catalogue University of Bedfordshire

Library Staff  
Feb 13 (26 days ago)

Great find - 2002 though, perhaps something more recent?

Reply

▼ Academic Journal... sammie

sammie  
Feb 13 (26 days ago)

Academic Journal . The Identification of Gifted and Talented Studg more...Detail Only Available By: Siti Estimah Mohd

# Thoughts from workshop 1

Student microphones can be problematic

We can leave feedback on students' sticky notes

Timing activities is key

When technology goes awry, remember to turn off webcam!

## Group 3

### Activity 1: Critical Questions

Choose one of the resources you found in workshop 1 and ask the following questions of the writing:

Who is the intended audience/reader?

What does the author intend to convey or discuss?

In the abstract or summary does the author specify any keywords or terms?

- 15 Mins • Each group were given 3 different critical questions
- Using a resource from workshop one

The screenshot shows a comment thread with three empty rectangular boxes on the right side, intended for taking notes. The comment thread includes:

- A comment from **Lesley** (Feb 13 (26 days ago)) with the text: "Professional Health care staff, Teachers (secondary school), Mental Health care workers Academic's".
- A comment from **libraryhelp** (Feb 13 (26 days ago)) with the text: "Something else to consider related to this is Does the language and the style of the text reflect the audience it is intended for?".

The screenshot shows a forum page with a comments section. The comments section is titled "COMMENTS" and includes a "Filter Search Summary" bar. Below this, it says "9 topic(s) on this page". The visible comments are:

- A comment from **debiiii** (Feb 13 (26 days ago)) with the text: "tutors, students. people who are wanting basic information and statistics.".
- A comment from **Gayle** (Feb 13 (26 days ago)) with the text: "Professional health care workers, people woking in education or youth work and organisations involved with youths, academics,".
- A comment from **libraryhelp** (Feb 13 (26 days ago)) with the text: "This audience is quite diverse. Do you thing all would find it useful and interesting?".



## Plagiarism - Where do you draw the line

In the list below, number 1 is plagiarism, number 6 is not.

In your group, decide where you would draw the line in the list between what is and what is not plagiarism. (Use the pen tool to draw your line)

- Defining Plagiarism
- Determine good academic practice

10 Mins

1. Copying a paragraph verbatim, (word for word), from a source without any acknowledgement.
2. Copying a paragraph and making small changes e.g. replacing a few verbs, replacing an adjective with a synonym. Source is included in the references.
3. Cutting and pasting a paragraph by using sentences of the original but omitting one or two and putting one or two in different order, no quotation marks. Including an acknowledgement in the text e.g. (Jones, 1999) plus inclusion in the reference list.
4. Composing a paragraph by taking short phrases of 10-15 words from a number of sources and putting them together, adding words of your own to make a coherent whole. All sources are included in the reference list.

---

5. Paraphrasing a paragraph with substantial changes in language and organisation; the new version also has changes in the amount of detail used and the examples cited. Acknowledgment included in the text e.g. (Jones, 1999) and in the reference list.
6. Quoting paragraph by placing it in block format with the source cited in the text and in the list of references.

Task based on exercise in Carroll, J. (2002), A handbook for deterring plagiarism in Higher Education. Oxford: Oxford Brookes University





## Summarising and Paraphrasing (in your own words)

Now try summarising this piece of text (use the highlighter pen tool then type your summary at the end)

Original passage:

Let's talk about sex. In a bid to ensure UK adults know the facts when it comes to sexual health, the Department of Health and the Department for Children, Schools and Families, together with the National Chlamydia Screening Programme have launched the 'Sex Worth Talking About' campaign. Jason Warriner and Lisa Power explore the crucial role that nurses can play in educating and empowering young adults.

According to new Government data, 85% of us think sex is no longer a taboo topic of conversation—but does that mean we're getting our facts right? The Government launched a new campaign, called 'Sex Worth Talking About', at the end of November. It's aimed at ensuring that adults—particularly younger adults—know what we're talking about when we discuss sex, contraception and sexual health. Apparently three in four of us are willing to offer advice irrespective of whether we think we have our facts right. Currently almost one in three people never discuss sexual health matters with their partner.

A quarter never talk about contraception, and one in five don't even know the facts about pregnancy. So, how can nurses help? School nurses play a vital role in supporting young people, not only by providing accurate information, but also by helping young people make vital choices about their own sex lives. Often, young people aren't sure who to trust in a school setting, but nurses can often be seen as independent adults with expert knowledge. Making sex and relationship education compulsory, as the Government promises, will help greatly in the long run, but nurses are in a unique position to help right now.

All nurses have some responsibility around this issue, whatever healthcare setting they work in. Nurses are often seen as more approachable and easy to talk to about personal issues within a confidential healthcare setting. There are many opportunities to talk to patients about sex, whether it's during a 'well-person' check at a general practice, or occupational health in the workplace.

At Terrence Higgins Trust we support young people with their sexual health, including contraception services and other STI screening. It's second nature for them to talk to people about making their sex lives healthier and help clear up people's misunderstandings and misinformation about sex. Terrence Higgins Trust provides ongoing support and training to ensure that our nurses are fully up to date with testing technologies and issues regarding sexual health. We would like to see all nurses receive more support and training about sexual health, whether they be a student in the first year of their course or a matron on an acute medical ward.

You never know who's going to need an HIV test or a differential diagnosis, or just want to have an informed chat about how to manage sex with their illness. Above all, at Terrence Higgins Trust we think we need to get it right with young people, for the sake of future generations. Our lobbying manifesto, 25 Things The Government Can Do, includes demands for on-site sexual health services in schools and colleges, increased awareness among primary care staff, and a sexual health information resource for young people.

Extract from: Warriner, J. and Power, L. (2009) Let's talk about sex. British Journal of Nursing 18 (22), p. 1356

Your summary - Type directly into this box

The Department of Health and the The Department of Children have launched the 'Sex worth talking about' campaign in a bid to ensure the UK adults know the fact about sexual health. Nurses may need to play a crucial role in educating and empowering young adults.

According to government data, 85% of adults believe sex is no longer a taboo subject of conversation, this would indicate we are getting the facts right, however three out of four refuse to offer advice irrespective of whether we think our facts are right.

One in five don't know the facts about pregnancy this is why school nurses, independent adults with expert knowledge take responsibility to be seen as approachable and informative about sexual health and get it right for the sake of future generations.



- Identifying key information
- We provided an example

# 20 mins

# Reflection

## PBL Approach

- Collaboration and preparation is time consuming
- Activities needed careful management
- Alignment with curriculum
- Link between work & study
- Lecturer involvement during workshop was vital
- Mirrored students' real life settings
- Increased engagement
- Works best with groups

## Technology

- Overall well received
- Students' ability to log on in advance
- Clear expectations on both sides
- Plug-ins need to be up-to-date e.g. Flash
- No software to install
- Editing tools were well used
- Need a back-up plan

# Evaluation

Please complete this short survey

QUIZPOLLPLUGIN

Session 1 - Finding Resources for ...

2. How easy did you find using the online tools? (Chat, sticky notes, etc.)

- A. Very easy
- B. Quite easy
- C. Quite difficult
- D. Very difficult

[Edit](#) | [View Results](#)

2/5

Submit

## 1st workshop

- Embedded polls - only 5 responses
- Focused on the technology
- Overall positive responses

## 2nd workshop

- Different approach - used a Google Form



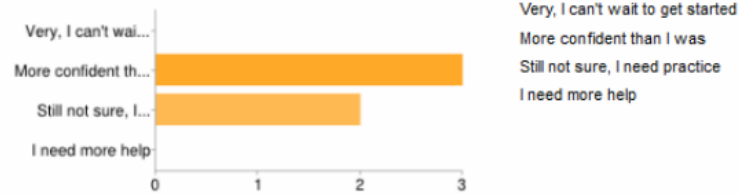
What was the most useful thing you learned today?

1. I learned to remember to switch of microphone when chatting to leanne!
2. how to access e journals quickly and easily
3. Finding relevant e books
4. how to find search and refine for books ect and it was easier than thought

# Workshop

## Different approach - used a Google Form

How confident are you now that you will be able to use the following to find information for your assignments? - Discover to find journal articles



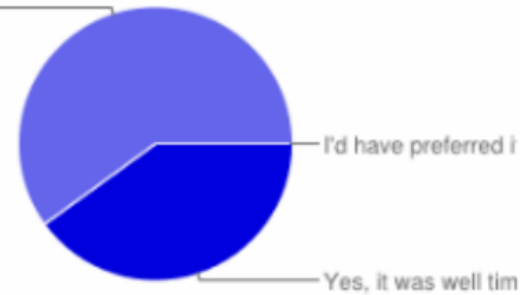
How would you Rate the Technical Aspects of the Session? - Overall



"Waste of time....felt the sessions should have been provided in week 1 or 2 but not on-line! for younger class mates it may be easier but for a techno-novice like myself I hated doing this online stuff. I'd rather speak and interact with people face to face"

Did this workshop happen at the right time in your course?

It should have been earlier [3]



Yes, it was well timed  
It should have been earlier  
I'd have preferred it later

# Next Steps

- Complete final workshop
- More in depth evaluation
- Discuss impact measures with partner college lecturer
- Trial using Class Live
- Share findings with partners and library staff
- Identify which programmes would benefit from PBL approach

you

# Thanks for listening

We'll be happy to answer  
any questions....

## Contact details:

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christine.stevenson@sunderland.ac.uk @chrissielib

sharing ideas makes them grow

