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sharing ideas makes them grow

Skills For Learning Wallis, 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

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

1. We will work hard to ensure you have the information you need to
   study and enjoy your time at the University.

2. We will always ensure your privacy and confidentiality.

3. We will provide you with the help you need to succeed.

4. We will always be there for you.

5. We will always respond to your needs promptly.

6. We will always ensure your health and safety.

7. We will always be fair and transparent.

8. We will always ensure that our services are accessible to everyone.

9. We will always ensure that our services are high quality.
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Nine Quality Promises

You will always have the information you need to ensure that you are aware of service developments that may affect you.

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
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.

Recent adventures in online delivery of library skills

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

Experimentation

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

identified an issue within their setting to explore

already had a library induction & introduction to e-resources
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."


- 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

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
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
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
Prepared 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
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

Thoughts from workshop 1
- Student microphones can be problematic
- Microphone feedback or students' sticky notes
- Microphone noise is key
- Microphone pass every reminder to turn off microphone

Screensharing

Workshop 2
The topic/problem relates to possible barriers to learning for specific groups and planning for diversity and inclusion.

Pull out related themes and keywords

- Exploring Topic in depth
- Drawing on own knowledge

10 Mins
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

- Theory
- Legislation and Policy
- Academic research
- Professional practice/sector

10 Mins
- Beginning a search
- Initial ideas on what to look for?
- Identifying best tools to use for search
Group 2  Activity 3

Which Quadrant fits which Resource?

- Theory
- Legislation and Policy
- Academic research
- Professional practice/sector

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

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.

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 Warnier and Lisa Power explore the crucial role that nurses can play in educating and empowering young adults.

According to new Government data, 65% 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’s 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 sexual health. Often, young people aren’t sure who to trust in a school setting, but nurses can often be seen as independent sources of health information.

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.

Nurses have an increasing responsibility around this area, 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 the Department of Health, sex education is led by the Department’s National Confidential Enquiries into Maternal and Child Health (NCEMH), which conducts research and disseminates advice to health professionals and other stakeholders. It’s second nature for them to talk to people about making their sex lives better and help clear up people’s misunderstandings and misinformation about sex. The 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 work to raise awareness and provide 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, the Higgins Trust wants to help young people get the facts right, 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 by young people.


Your summary - Type directly into this box

The Department of Health and the Department for Children have launched the ‘Sex Worth Talking About’ campaign in a bid to ensure UK adults know the facts about sexual health. Nurses may need to play a crucial role in educating and empowering young adults.

According to government data, 80% of adults believe sex is no longer a taboo subject to 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 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.
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

1st workshop
• Embedded polls - only 5 responses
• Focused on the technology
• Overall positive responses

2nd workshop
• Different approach - used a Google Form
Different approach - used a Google Form

"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"
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
Thanks for listening

We'll be happy to answer any questions.

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