INTEGRATING LIBRARY INFORMATION RESEARCH SKILLS TRAINING (LIRST) INTO THE CURRICULUM, A CASE STUDY AT THE UNIVERSITY OF THE FREE STATE (UFS)

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OVERVIEW

Introduction and Background

Brief literature overview

Law Faculty experience

Natural and Agricultural Sciences faculty experience

Humanities Faculty experience

Education Faculty experience

Theology Faculty experience

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INTRODUCTION AND BACKGROUND

The University of the Free State Library and Information Services visited Deans with a proposal to embed Library Information Research Skills Training into modules

Deans escalated the request to faculty committee meetings for further presentations

Departments contacted the library to set up meetings

For the purpose of research on this programme, ethical clearance was sought

Study guides were exchanged between the library and departments

Marks allocations were agreed upon

The unit is compulsory and credit bearing for the module being embedded in.

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CONTINUED

This programme is included in the core curriculum modules and research methodology modules of faculties and departments

Librarians are embedded into the respective modules blackboard organisations

Lesson plans are developed

Pre and post evaluation questionnaires are used to gather feedback from students

Module content customised activities are developed for respective modules

Results are viewed and shared by facilitator and the librarian

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LITERATURE OVERVIEW

The literature notes that infusing information literacy into the curriculum assist in preparing students for critical thinking for the world of work (Andrews, 2015:2).

A number of researchers such as Adams, Beutow, Edlin, Zdravkovic and Heylingers (2016:222) and Polkinghorne and Witlon (2010:458) have explored the concept and the significance of embedding information literacy (library information research skills training) after research was conducted in addressing complaints that emanated from academics about the quality of students' research work.

Shannon & Shannon (2016: 466) argues that embeddedness of librarians in information literacy should be introduced early, in introductory courses, when students would begin to understand their information needs in context and be introduced to the variety of sources and resources available for their use.

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FACULTY OF NATURAL AND AGRICULTURAL SCIENCES (NAS) EXPERIENCE

Partnerships have been formed with departments to embed research literacy skills as a unit in modules.

- The training programme began with the Urban Geography Department In 2017.

- Urban Geography: reduction in student requests.

- 2018 collaboration with the Centre of Teaching and Learning

- 2019 Librarians created own Library portal (NAS Library Portal) on BlackBoard

- Students' names are uploaded onto the portal enabling them to access it .

- The Portal includes the pre-post evaluation and activities/test and a google evaluation form link

- Departments participating have made LIRST compulsory and count towards final semester marks.

- LIRST has been made a part of the students' timetable as lecture/training session where attendance is mandatory.

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FACULTY OF NATURAL AND AGRICULTURAL SCIENCES EMBEDDED DEPARTMENTS

URBAN GEOGRAPHY | **2017- 18 Total: 112 students (2nd-year)**

•2019 – A group of 58 students were **trained** on the following dates: 15 - 16 March, and 25 -& 26 March 4hrs and 30 Marks allocated

GEOLOGY | **2019 Total: 24 students (Honours)**

•15 March: 2 hours allocated for 1st training including test, 30 marks allocated
•29 March: 2 hours allocated for 2nd training included test.

QUANTITY SURVEYING AND CONSTRUCTION MANAGEMENT | **2019 Total: 27 students (3rd-year) and 58 students (Honours)**

•26 July (3rd years): 2hrs allocated for training with the assessment being written on separate dates, 30 Marks allocated
•16 July (Honours): 2hrs allocated for first training, 2nd training to follow.

SOIL, CROP AND CLIMATE SCIENCE | **2019 Total: 41 students (Honours)**

•25 July: 2hrs allocation for training. A test of 20 Marks was written on a separate day. The test covered Kovsiecat , Referencing & E-resources were combined.

URBAN AND REGIONAL PLANNING | **October 2019, Honours students**

•Customization of training programme for module has been completed.

AGRICULTURAL ECONOMICS | **2020, 3rd year students**

•Customization of training programme for module to be completed.

PLANT SCIENCES | **2020, 3rd Year students**

•**Customization of training programme for module to be completed**.

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FEEDBACK FROM NAS FACULTY

Lecturer: **One lecturer was pleased to announce at the Faculty board meeting that a student approached her and told her that she was very happy with the library research skills training provided and the lecturer thanked the faculty librarians.**

Students verbatim

- **"I did not know that we could download books from the library and information services, also did not know how to find more information from other library resources".**
- **"We thank you so much for such an exposure. We learn something new all the times. I even wish that we were equipped with these information gathering skills as early as we could get a chance."**
- **"GREAT PRESENTATION NEEDS TO BE DONE OFTEN WITH FIRST YEARS"**

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Collaboration across all Law departments

Stake holders involvement (Acting Dean and two facilitators)	LLB Review 2016 report compiled for (CHE)	Formal collaboration agreement to include LIRST to a core curriculum module (LILS1514) which is Introduction to Law and Legal Studies	Compulsory and credit bearing for all first years from 2017	The LIRST unit is included in the faculty time table	Face to face and hands on embedded training is provided

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FACULTY OF LAW CONTINUED

In 2018 assessment activities were allocated 10 marks

In 2019 the assessment activities has been increased to 40

Online Test for 1 hour

Number of Students Trained 2019 (805)

Optional test

Best mark for the best test

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FACULTY OF LAW FEEDBACK

A letter of appreciation was sent to the LIS Director acknowledging the contribution to the module

→

Students feedback verbatim:

→

That I can also email myself law cases and reports

→

I now understand how to use law journals and to find law reports and legislation much more easier than to just go to the internet which would be much more time consuming than using the library and information services provided by the university.

→

I learnt a lot from the training, I can now find cases, articles, journals and more. Altough I am still learning to do it better. I know how to search different categories, keywords, act numbers and volumes.

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FACULTY OF HUMANITIES EXPERIENCE

Criminology (CRIM 1514)- Introduction to Criminology (1st Semester

Assessment mark contributes to Final mark for predicate

Two assessments of 15 Marks each. 30 Marks converted to 5% of Final predicate mark.

The unit is included in the Module curriculum

821 students divided into two groups per lecture

Two lectures per module outcome - class (4 lectures) total

Lecture and Facilitator training.

1 hour test per assessment – 2 assessments

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FACULTY OF HUMANITIES EXPERIENCE -SOCIAL WORK

Library Information Research Skills Training into selected modules: Social Work (3rd year Social work students).

- Social Work (SWE 3215) - SOCIAL WORK RESEARCH
- Assessment mark contributes to Final mark for predicate
- Two assessments of 15 Marks each. 30 Marks converted to 5% of Final predicate mark.
- The unit is included in the Module curriculum
- 71 students, two lecture sessions
- Lecture was practical, students used Mobile devices

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FACULTY OF HUMANITIES FEEDBACK

STUDENT FEEDBACK (CRIM 1514)

- I know that I can be able to retrieve academic information from it, that includes the books, journals and articles, the services somehow helps with referencing the information that one took from this service for maybe assignment purposes. I also know the I can be able the get the details of the book or article that I used.
- What I have learned about the library AND information services is that we can search for multiple information about the course you are doing for example articles, journals, or even books and find information online.
- That the online library is so full of content and you can access so much information without being in the library.
- I now know that there are a variety of books available and that there are simple ways in which I can search for books. It is simple as using the books heading, the author of the book or the headings in the book.

STUDENT FEEDBACK (SWE3215)

- The training activities were used in the completion of assignments, because referencing of sources being used is always important. accessing relevant articles from different sites helped as well. Activities that were done during the training were that of browsing through the different websites we can use to access sources easily which are relevant to our field.
- The students should have more of the library practical sessions.
- Do it in the first year classes so that everyone has a clear idea on to use these the resources.
- There are a lot of resources available for students to use.
- The presentations were practical and helpful.
- There should be a module about the library services in first year

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FACULTY OF EDUCATION EXPERIENCE

The facilitator – School of Social Science and Language Education.

This year pilot study, next year fully embedded.

LLST 1513 – Lifelong Learning Skills for Teachers (NQF level 5 / 12 credits).

Classes (864) attended 15 May 2019 and 17 May 2019 – two classes of 50 minutes each on each day.

Theme 11 – Lifelong learners are Information Literate.

Embedded on his Blackboard portal with videos, activities and pre-preparation.

Because of numbers of students (1218 enrolled) – we decided on using smart phones for their hands on experience.

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GOOGLE FORM QUESTIONNAIRE

QUESTIONS   RESPONSES   425

LLST 1513 Education

The purpose of this evaluation tool is to assess your experience of the integration of smart technologies as learning devises on how to access scholarly information resources from the LIS databases into the teaching and learning experience as education student.

Please answer all the questions so that the LIS is in a better position to improve and enrich your learning experience with regard to how you access scholarly information resources to support your academic work.

Email address *

Valid email address

This form is collecting email addresses.   Change settings

1.   Do you have a smart device?

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I had 425 responses to the questionnaire out 864.

Their overall experience was quite positive and they enjoyed the session.

It was a first time for 61,8% of the students to access scholarly information resources.

92,5% agreed that smart technology should be encouraged and supported as teaching and learning devices.

Comments by students:

- It makes things easier and it is interesting
- I think all first year student year[sic] students should be taught about this.☺
- it helps a lot
- it helps us to learn easily and effectively
- Should be mandatory for all learners to do it.

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FACULTY OF THEOLOGY EXPERIENCE

Inception of module in Theology Faculty

- First Years: TIST 1522; THAT 1524 and TBIB 1514
- 2018: Meeting with Lecturer (TIST 1522), followed-up with e-mails, telephone calls, presentations at the Faculty Board
- Agreed on three Class periods plus one Tutorial Session for TIST 1522

First Pilot Programme

- Pilot done in Second Semester: August 2018 (TIST 1522)

Feedback and second pilot inception

- Feedback from first lecturer prompted second lecturer (THAT 1524 & TBIB 1514) to request the Module to be presented for 2 other classes

Second Pilot Programme

- Pilot done in Second Semester: September 2018 (THAT 1524) and April 2019 (TBIB 1514)

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FACULTY OF THEOLOGY CONTINUED

Activities & Assignments

Lectures:

- TIST 1522 - 4 Lectures (Week of 20 - 24 August 2018)
- THAT 1524 - 3 Lectures (Week of 17 - 21 September 2018)
- TBIB 1514 - 1 Lecture (Week of 8 April 2019)

Surveys (Complete Online on BlackBoard)

2 Tests (Complete Online on Blackboard & Graded Automatically):

- Pre - Training Questionnaire (To determine training needs)
- Post - Training Questionnaire (To determine whether there are further training needs)

- Library Searches
- Library E-resources & Referencing

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FACULTY OF THEOLOGY FEEDBACK

Outcomes of Module

Students reached:

- TIST 1522 First Years (49 students in total)
- THAT 1524 First Years (89 students in total)
- TBIB 1514 First Years (82 out of possible 142 students in total)
- LIRST now part of Course Module & was repeated in September 2019

Feedback from lecturers

- Students still struggling with Referencing (more focus on that)

Some student feedback (mostly positive):

- I understand the library better now
- It is much more easier to look for books
- I enjoy going to the library
- I now know how to look for journal articles

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RESULTS

Programme	Total students per programme	Number attended	Number wrote	Number passed	Pass mark not achieved	Pass rate
Introduction to legal studies	805	805	805	677	128	84%
Geography (second year)	58	58	58	54	4	93%
Quantity Survey-Research Report	52	52	52	52	0	100%
Quantity Survey-Introduction to Research Methodology	27	27	27	27	0	100%
Soil, Crop and Climate Sciences(Honours)	41	41	36	35	1	97%
Geology (Honours)	24	24	24	24	0	100%
Criminology (First years)	890	821	821	636	185	77%
Lifelong learning skills for teachers	1218	864	892	742	140	83%
Introduction to the study of Theology	280	220	220	204	16	93%
Social Work	71	71	70	68	2	97%
Total number of programmes: 10	3466	2983	3005	2519	476	84%

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LIRST IS EMBEDDED IN THE MODULES BELOW

1. BIRD/BIRR 3722   - Quantity Survey-Introduction to Research Methodology
2. CRIM 1514   - Introduction to Criminology
3. CRPR/QRPR 6808   - Quantity Survey- Research Report
4. GEOH2614   - Urban Geography
5. GLGY6816   - Geology: Plate tectonics
6. LILS1514   - Introduction to Law and Legal Studies
7. LLST 1513   - Lifelong Learning Skills for Teacher
8. SCCS 4808/6808   - Soil, Crop and Climate Sciences
9. SWE3215   - Social Work
10. TBIB 1514   - Introduction to the Bible
11. THAT 1524   - Vitality of African Theology
12. TIST 1522   - Introduction to the Study of Theology
13. URUT6803   - Research in Urban Development Theory

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CONCLUDING REMARKS

Feedback presentations are done during Faculty Board Meetings

Report forms part of the Executive Committee of Senate

Feedback is also requested by the Library Senate Committee

The results are also presented in the LIS annual report

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Thank You. Re a leboga. Dankie

Questions?

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