

The background of the slide features a large, faint watermark of the University of Edinburgh seal. The seal is circular, with the words "THE UNIVERSITY OF EDINBURGH" around the perimeter. In the center is a shield with a cross, a sunburst, and other heraldic elements.

The librarian as a collaborator in teaching and learning

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Outline

- Context
- How collaboration developed
- Collaboration in traditional learning
- Backwards and forwards
- Collaboration on online learning
- Benefits
- Problems
- Where do we go from here?
- Summary

Context

- Colleges at the University of Edinburgh
 - Medicine and Veterinary Medicine (CMVM)
 - Science and Engineering
 - Humanities and Social Sciences
- Library liaison mirrors College structure
- User population in CMVM = 6537
 - 3477 undergraduates and postgraduates
 - Ratio of liaison librarians to students 1:1159
- Learners, teachers, researchers and clinicians

How collaboration developed



**Closer working with
Teaching Organisations**

- Ad-hoc information skills classes for students and staff (using CD-ROMs)
- Information skills for honours students
- Timetabled sessions for undergraduates and then postgraduates
- Evidence-based medicine
- Transkills
- Study skills
- Problem-based learning (PBL) facilitation
- Communication skills
- Embedded sessions for different years
- Contribution to book written by Medical Teaching Organisation

Collaboration in face-to-face teaching

- Teaching Organisations
 - “Yes”, “Yes”, “Yes”
 - And then worry about it ...
 - Building on connections
 - Study skills led to PBL and communication skills
 - Can lead to other projects
 - Book chapter, Vet Digital Museum, NAVLE website
 - Can give an ‘in’ to highlighting and developing other library resources/services
 - Standing item at Curriculum meetings
 - NAVLE website
 - Increases visibility of service
- Course organisers
 - Assisting with courses can lead to Information Skills being embedded in these courses
 - Bring prepared to be part of the team – e.g. assisting with OSCEs
- New skills
 - Curriculum involvement
 - Theme co-leader for EBM course
 - Marking
 - OSCE participation – scary!

Collaboration in online teaching

- Can be more inclusive of other specialisms
 - Teams made up of elearning specialists, academics and others
- Information skills teaching is more structured and embedded
 - More preparation time
 - Written format for what was taught face-to-face
 - Developing different types of assignment
 - MSc Translational Medicine
 - Iterative
 - Timetabling can change to fit course better
- Developing a different type of relationship with students
 - Don't give face-to-face feedback to students
 - Primary contact is by email or virtual learning environment
- Different types of student
 - e.g. Professionals doing CPD courses
 - Part-time and distance learning students
- Physical campus v online campus
 - Students can't follow their classmates to see where a class is being held

Benefits

- Increased knowledge of the curricula
- Building links with teaching staff
 - Can lead to other projects
- Working in multidisciplinary teams
- Learn new skills
 - OSCEs
 - Marking and written feedback
 - elearning
 - Move out of 'comfort zone'
- Increase visibility of the service
 - Remind teaching staff of the traditional services available
 - Discussions on new service developments to support teaching
- Recognition
 - Curriculum executive
- Develop new services
 - Can be rolled out to other courses

Problems

- Different kind of role
 - Having to deal with student progression
 - More formal
- Traditional face to face courses
 - Facilitating/enabling
 - Can be viewed as 'not an academic'
 - In more formal courses will have to deal with non-attendance, non-completion of tasks
 - OSCEs
- Online courses
 - Students need resources now
 - Need to ensure speedy resolution of access problems
 - Budget – who pays for what?
 - Access to resources readily available to face-to-face students
 - ILLs, books
- Time and resources
 - New material might be needed
 - New software might be needed
 - More commitment of liaison time

Where do we go from here?

- More embedding of information skills
 - Both in traditional and online courses
 - Increase in involvement in teaching and assessment
 - e.g. more critical appraisal
- More online courses
 - Both MSc and CPD
- More collaboration
 - Sharing experience with liaison colleagues in other areas
 - MSc in eLearning

Summary

- Connections
 - Champions
 - eLearning colleagues
 - Library colleagues
- Willingness to participate stresses that the Library is a partner in teaching and learning
- It's challenging and fun!

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