

eLearning and Libraries

A UK academic librarian's perspective

INFORUM 2016

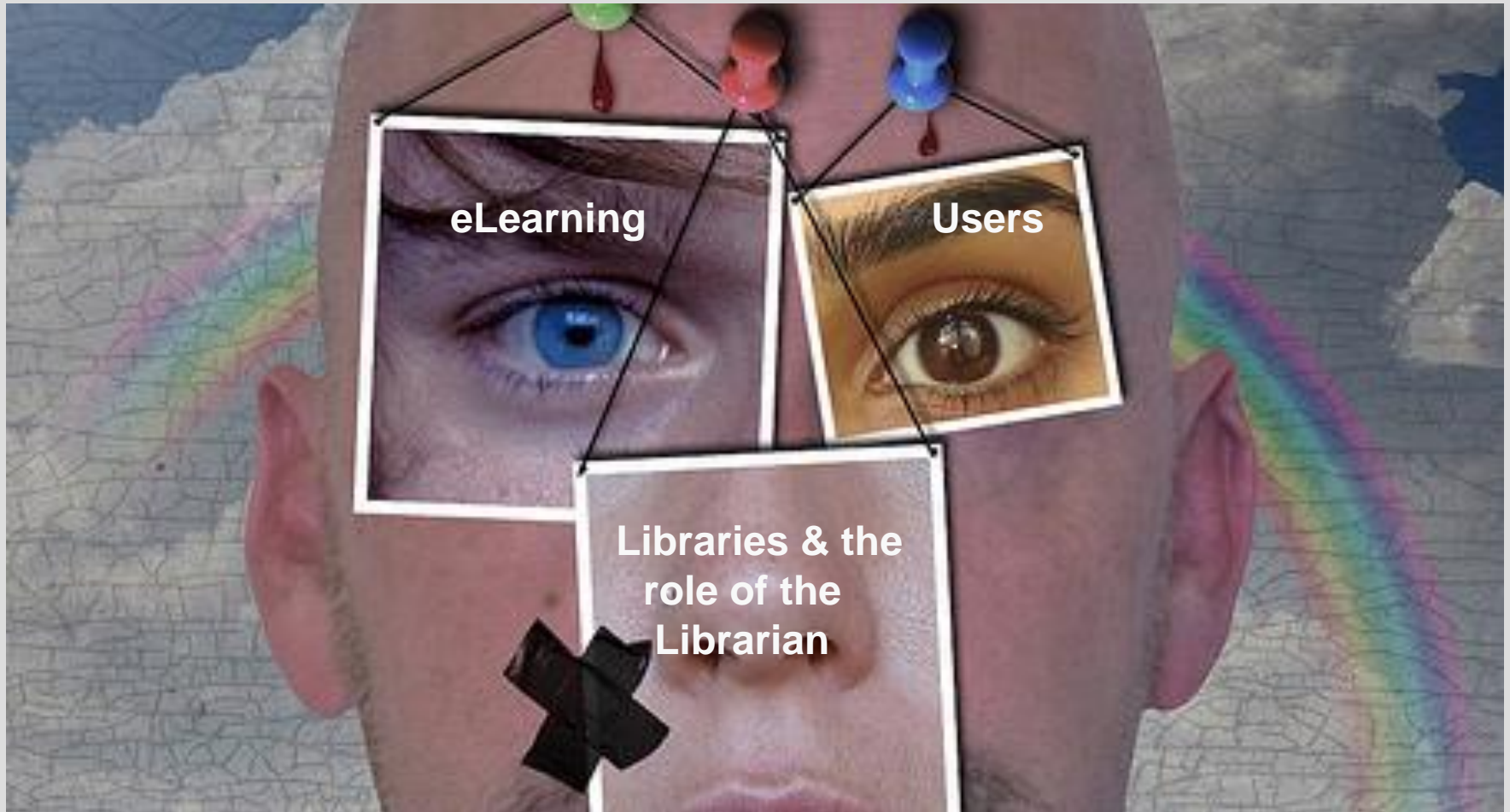
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 **@NazlinBhimani**

UCL Institute of Education Library



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Archives**





eLearning



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What is eLearning?

“eLearning ...can be defined as 'learning facilitated and supported through the use of information and communications technology'. It can cover a spectrum of activities from the use of technology to support learning as part of a ‘blended’ approach (a combination of traditional and e-learning approaches), to learning that is delivered entirely online. Whatever the technology, however, learning is the vital element.”

JISC (2012) from: <http://www.jisc.ac.uk/elearning>

Learning



“Knowledge” equals body of information

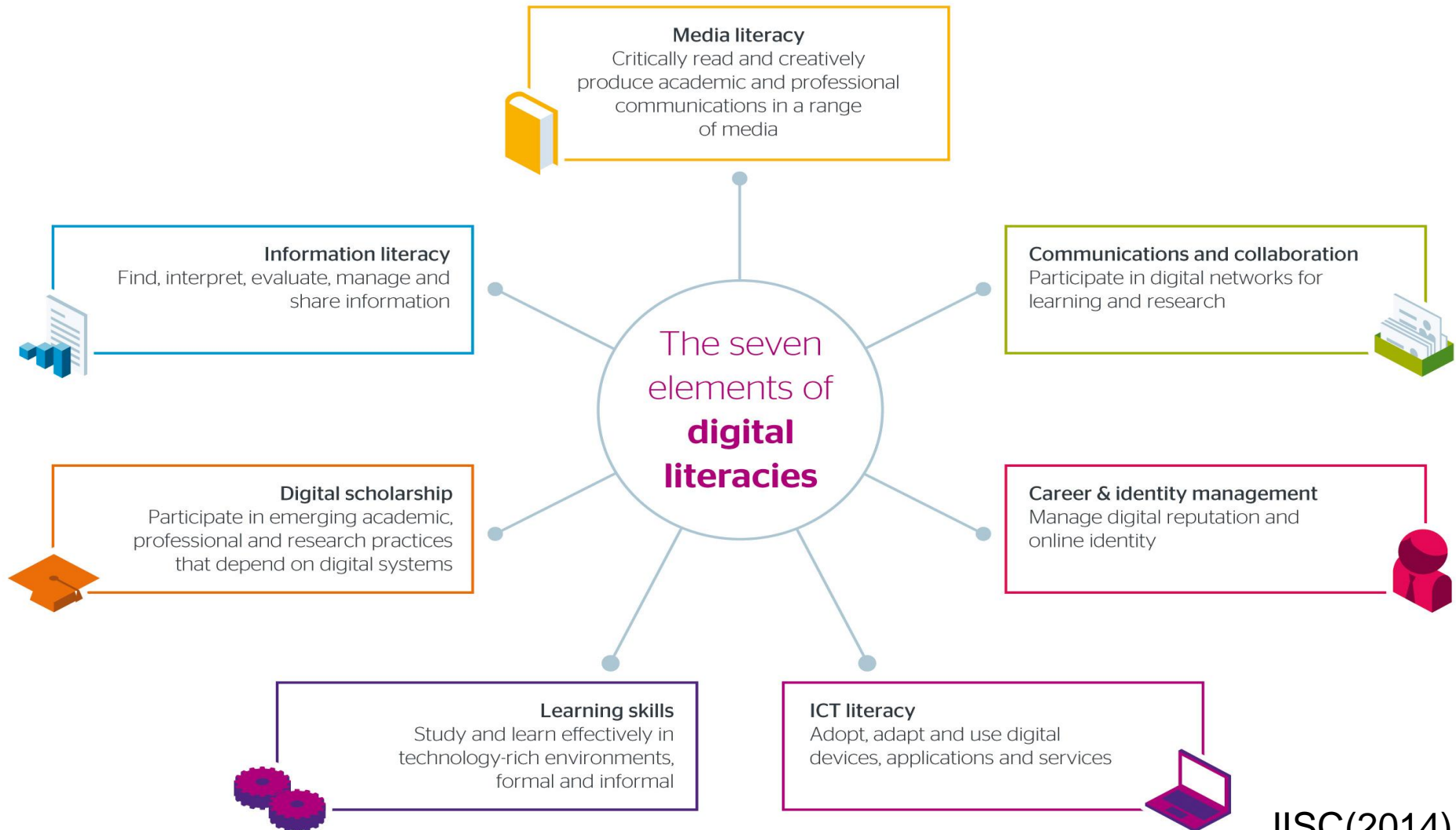
“Understanding” equals comprehending and appreciating meaning which equates to learning

To achieve the above requires “skills”, defined as the capacity for carrying out a complex and well-organised pattern of thinking or behaviour in order to achieve a particular goal.

In libraries, users need skills and competences to be able to search, find, access, synthesize, critically evaluate, use, manage and present the information in an ethical manner.

Source: OECD. (2016). Global competency for an inclusive world. Paris: OECD, p. 19.

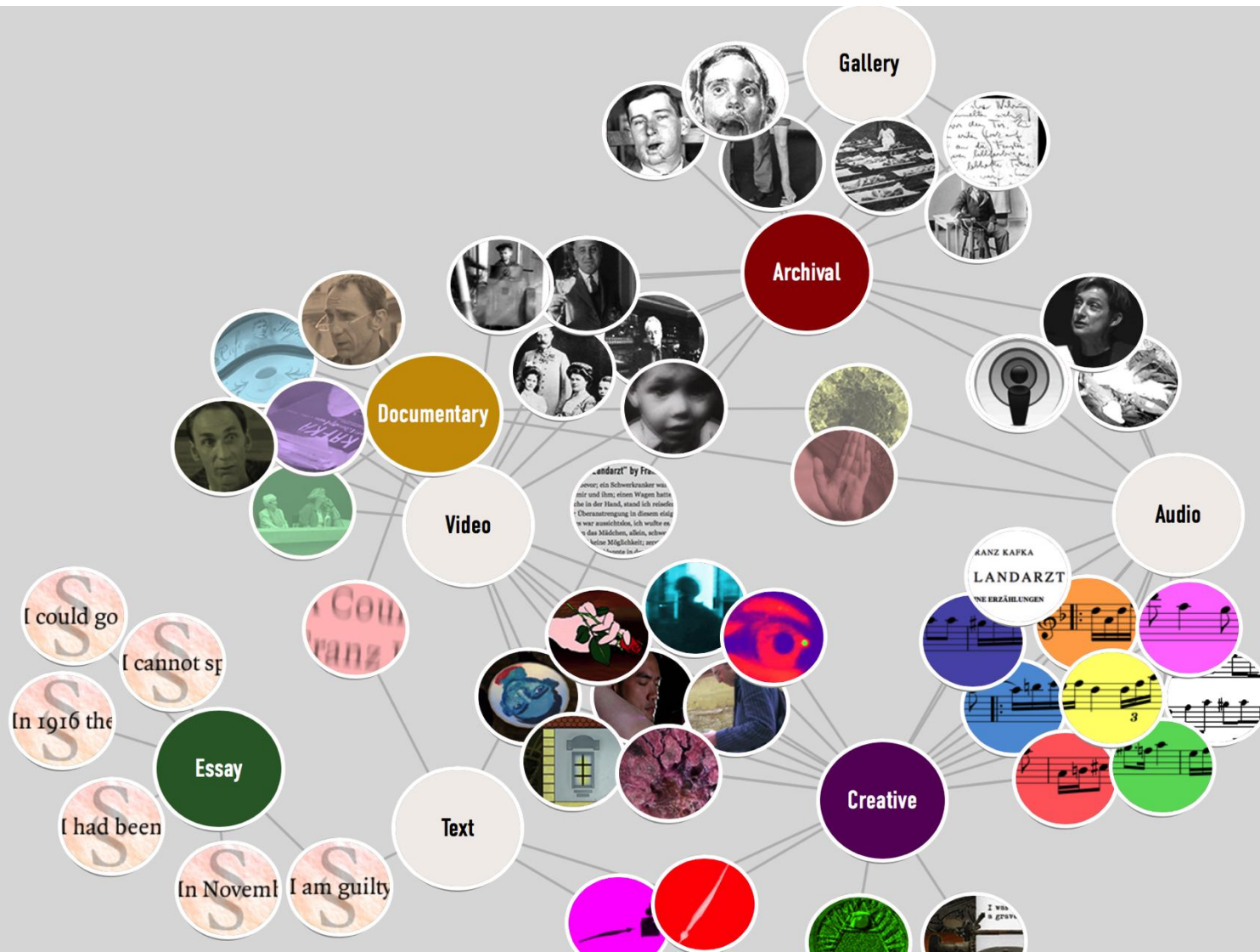
Digital Literacy



Digital Essay

Kafka's Wound by Will Self

<http://thespace.lrb.co.uk>



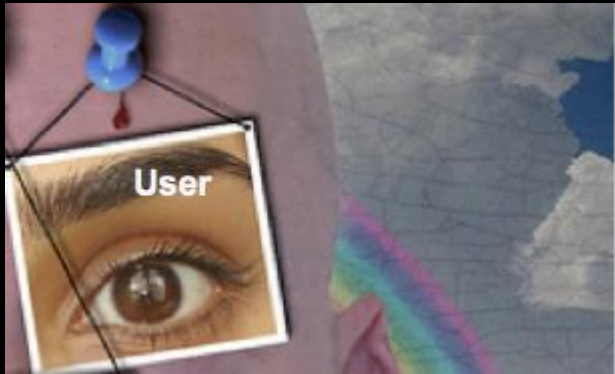
Alexandria Proclamation

Social Justice



“Information Literacy lies at the core of lifelong learning. It empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion of all nations.”

National Forum on Information Literacy, IFLA. (2005). *Beacons of the Information Society: The Alexandria Proclamation on Information Literacy and Lifelong Learning*. Egypt: Alexandria: International Federation of Library Associations.



Users



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Online User Behaviour Studies



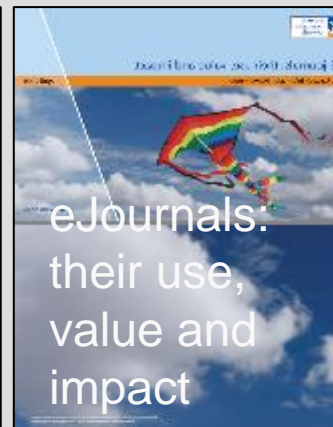
2008



2009



2009



2010

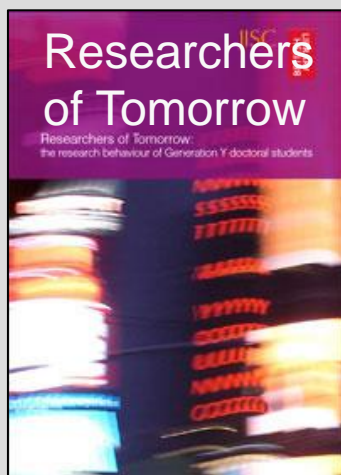


2010

“If It Is Too Inconvenient, I’m Not Going After It:” Convenience as a Critical Factor in Information-seeking Behaviors

L. Silipigni Conway
T. J. Dickey
MI Radford
OCLC

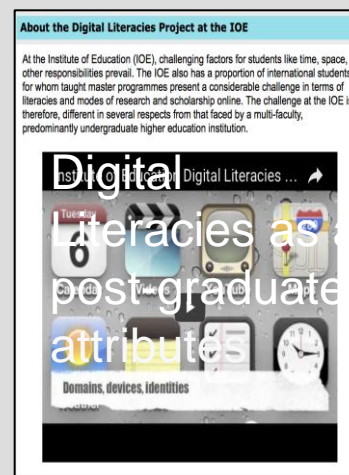
2011



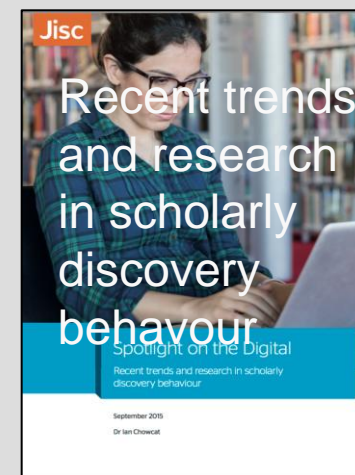
2012



2013



2013



2015



Researchers of Tomorrow

2012



1. These students are heavily **reliant on secondary sources**;
2. They find **access** to relevant resources a **major constraint**;
3. They are **confused about open access and copyright** which stops them from networking and collaborating;
4. They do **not use the full potential of innovative technology**.
5. These students are **insufficiently trained** to be able to fully embrace the latest opportunities in the digital information environment.

Findings

SERO Consulting



- **Google** is still central to the search/discovery process, particularly for UG students and content on **Wikipedia** is often the only source used. **YouTube** and **Flickr** are mentioned as the two web sources used.
- Students at the upper levels of their studies do use **library catalogues** or NG discovery layers and **databases** (including subject specific portals). However, **Google Book** previews were often sufficient for them.
- **Citation chains** are highly valued and are often used to expand knowledge.
- **Email lists**, personal and shared **blogs** are used to exchange information by both students and researchers. **RSS** to track relevant blogs and set up journal alerts from **TOC** services.
- **Twitter** and **Facebook** are used to share resources and keep in touch with experts and many students users peer networks (f-2-f or online) to obtain information.
- Recommendations (personal & from reading lists) were preferred sources.
- **Convenience** (access anytime, anywhere, from any device) shows higher expectations.



Libraries



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UK #savelibraries



Public Libraries

343 UK libraries have closed and another 111 are proposed to close next year;

8,000 jobs have disappeared over six years;

There are now 31,403 unpaid volunteers working in UK public libraries.

School Libraries:

“We identified a third of secondary schools have had cuts of 40% or more since 2010, with 20% redundancies in library staff at their school.”

Burns, J. (7th April 2016.). Too many school libraries ‘face cuts or closure’. Retrieved from <http://www.bbc.co.uk/news/education-35940002>

BBC FOI News (29th March 2016). “Libraries lose a quarter of staff as hundreds close.” Retrieved from <http://www.bbc.co.uk/news/uk-england-35707956>

US #booklesslibrary



Historical inquiry



This international report seeks to justify a history component in a computing curriculum by providing resources and a framework for a curriculum. Computing curricula recommendations often neglect this aspect of study [and it is important that] the history of computing should be considered as a part of human understanding and how the development of computing has affected the human environment.

Impagliazzo, J., Campbell-Kelly, M., Davies, G., & Lee, J. A. N. (1999). History in the computing curriculum. *IEEE Annals of the History of Computing*, 21(1), 4–16.
<http://doi.org/10.1109/85.759364>

Discovery

“Great libraries have changed lives. [The Florida State University Library may] ... reflect the digital life today but I don’ t think in the long run it’ s going to give people the same quality of experience of walking through shelves of books ... that very quiet and intimate connection between people and the printed word could be lost. It’ s just not going to give people the serendipitous experience of walking through shelves of books – [which in itself is] a tremendous rite of passage”

(Professor Kathleen McCook, 2014).

Serendipity

“The serendipity of browsing has yet to be successfully recreated in electronic form. An online encyclopedia can show you links to related articles, but what about all the unrelated ones? The printed codex allows its user to gain an impressionistic overview of the whole, and to skim through at high speed until something intriguing catches the eye: something that no online resource can replicate... For in a world where we can search for anything, it is getting harder and harder to happen across what we never knew we wanted to know”

Lynch, J. (2016). *You Could Look It Up: the reference shelf from ancient Babylon to Wikipedia*. London: Bloomsbury publishing.



Librarians



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Evolving role of the librarian



The role of the librarian has changed.

The vast developments in the information and technology landscapes have meant that our roles have evolved from information custodians to **information curators** and **educators**.

As **curators**, we need to bring resources together for the user

As **educators**, we need to teach *information literacy* in order to create a 'metaliterate' user.

Role of the Librarian: Curator

Researching

- Researching **Searching, Finding & Accessing**
- Searching
- Finding
- Accessing **Evaluating information**

Evaluating

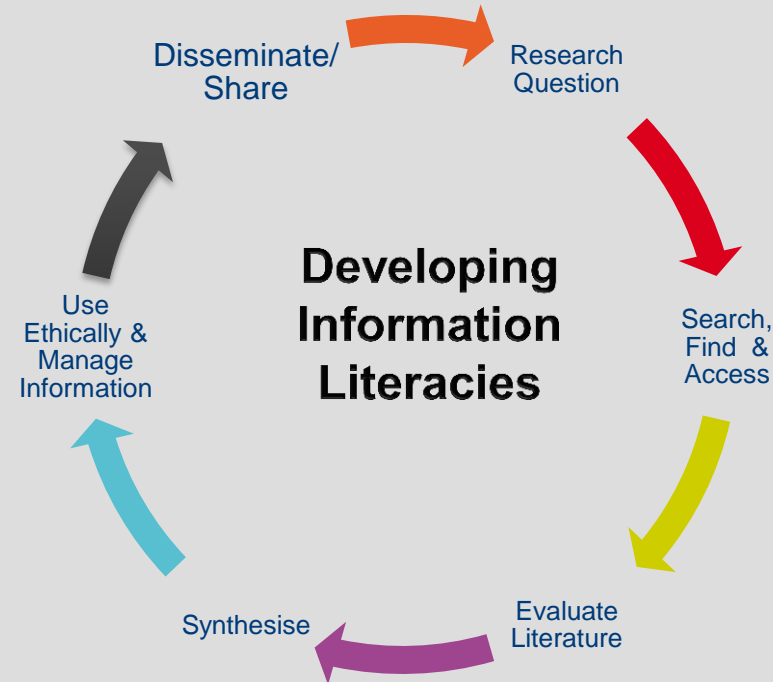
- Bibliometrics and Citation Searching
- Researching

Managing Information

- EndNote, Mendeley, Zotero
- Keeping Current with Research: RSS& Email Alerting Services
- Evernote
- Copyright & IPR **Using ethically**

Using new technologies

- Disseminating on Social Media (digital footprint)
e.g. Twitter for Researchers
- Digital Researcher to network/share /disseminate information
- Research Data



Communicating/sharing in an ethical manner

Curating DERA



DERA: Digital Education Resource Archive

- Key OA education resource: No. 21 in UK according to World Ranking of Web Repositories
- Born-digital government publications on education and related social sciences
- 200,000 unique visitors a year!

Cabinet Office

Centre for Educational Development, Appraisal and Research (CEDAR)

Children and Family Court Advisory and Support Service (CAFCASS)

Children's Commissioner for Wales

Children's Workforce Development Council (CWDC)

Commission for Architecture and the Built Environment (CABE)

Commission for Local Administration in England (CLA)

Commission for Racial Equality (CRE)

Commission for Rural Communities

Commission for Social Care Inspection (CSCI)

Connexions

Construction Skills (CSkills)

OERs: Research Data, Theses & Dissertations, Children's Book Corner, OER Literacy Attainment: Historical Sources, Curriculum History: MACOS etc.

Role of the Librarian: Educator

Information and Literature Searching

Schedule



About this course



Library Induction



The Centrality of the Literature Review



Literature Review

Historical Inquiry & Searching



Impact & Information Evaluation



New Technologies & Social Media



Nazlin Bhimani @NazlinBhimani · May 11
Warning: Your reality is out of date - if you take what you read for granted! The Boston Globe shar.es/1eTGQx #ioephd #infolit

Nazlin Bhimani @NazlinBhimani · May 11
"Bauerlein et al. (2010) claim that we are currently experiencing an avalanche of low-quality research" DOI:10.1177/0306312714535679 #ioephd

Nazlin Bhimani @NazlinBhimani · May 11
#ioephd #session3 #informationevaluation #infolit

Dr Mike Sutton @Criminotweet
@NazlinBhimani Thank you It has more detail than this peer reviewed article But Article reveals John Lindley's fraud nauka-a-religia.uz.zgora.pl/images/FAG/201...

Nazlin Bhimani @NazlinBhimani · May 11
@Criminotweet has blogged before on how #Wikipedia is deleting facts to pursue its editor's agenda #ioephd #session3

Dr Mike Sutton @Criminotweet
Hi tech crime: #Wikigate: Wikipedia is in the 'paid to lobby' astroturfing fraud industry: bestthinking.com/thinkers/scien...

Nazlin Bhimani @NazlinBhimani · May 10
"Obliquity is the idea that goals are often best achieved when pursued indirectly" #ioephd #serendipity #session2/3

Jonathan Still @jonno50
@NazlinBhimani On serendipity, cue one of my favourite books/concepts, John Kay's 'Obliquity' johnkay.com/2004/01/17/obl...

Access



Image source: <http://s3.amazonaws.com/rapgenius/small-open-door.jpg>



Concluding Remarks



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Taking control



Image source:
<https://ec.europa.eu/epale/en/blog/have-you-joined-e-learning-revolution-1>

Re-evaluate our roles as **curators** by asking how we can bring our collections (including data) to the forefront (nationally and internationally).

Re-evaluate our role as **educators** within the context of social justice

Re-evaluate our roles by taking control of our relationships/partnerships with our users, academics, management, other service departments, publishers so that we are better able to collaborate

Questions



Information & Literature Searching

Online Module
for
MPhil/PhD

The Centrality of the Literature Review



Literature Review

Historical Inquiry & Searching



Impact & Information Evaluation



New Technologies & Social Media





Literature Review & the Research Process

Video: [The Literature Review and Research Process](#)

Readings:

- a. [Boote, David N. and Beile, P. \(2005\) 'Scholars Before Researchers: On the Centrality of the Dissertation Literature Review in Research Preparation'. Educational Researcher 34 \(6\) : 3–15.](#)
- b. [Randolph, J. J. \(2009\). A Guide to Writing the Dissertation Literature Review Practical Assessment, Research & Evaluation 14 \(13\): 1-13.](#)

Tasks:

1. Find a thesis and use the rubric discussed in the readings to evaluate the literature review; post your work on the Discussion Forum
2. Reading the blog post by Pat Thompson on ['Mapping your literatures'](#) and create a concept map (freehand or using freely available software).



Historical Inquiry & Searching



Case Studies:

Freathy, R., & Parker, S. (2010). The necessity of historical inquiry in educational research: The case of religious education. *British Journal of Religious Education*, 32(3), 229-243.

Kuper, A., Whitehead, C., & Hodges, B. D. (2013). Looking back to move forward: Using history, discourse and text in medical education research: AMEE guide no. 73. *Medical teacher*, 35(1), e849-e860.

Williams, R. (1985). *Keywords: a vocabulary of culture and society* (rev. ed). New York: Oxford University Press.

Tasks:

1. How does the historical inquiry relate to your research question and what primary sources can you identify for your research?
2. Using the resources (videos demos on searching catalogues & databases), find resources that will help you begin a historical inquiry.



Bibliometrics and Information Evaluation



Video: [Citation Searching](#)

Reading:

- a. Falagas, M. E. et al. (2007). Comparison of PubMed, Scopus, Web of Science, and Google Scholar: strengths and weaknesses. *The FASEB Journal*, 22(2), 338–342. <http://doi.org/10.1096/fj.07-9492LSF>
- b. Moed, H. F. et al. (2016). A new methodology for comparing Google Scholar and Scopus. *Journal of Informetrics*, 10(2), 533–551. <http://doi.org/10.1016/j.joi.2016.04.017>

Tasks:

1. Find a highly-cited article that is relevant to your research and explain why you chose it; next compare the citations to those on Google Scholar. Why do you think the counts are different. Discuss this on the [Discussion Forum](#).
2. Now evaluate the article using the REVIEW, CRAAP or PROMPT method. Explain your evaluation process on the [Discussion Forum](#).



New Technologies & Social Media



- Google Scholar
- Researcher IDs
- LinkedIn
- Academia.edu
- Research Gate
- Twitter & Facebook
- Mendeley & Zotero
- Blogs
- Open Access, IPR, Copyright
- Impact measures: Altmetrics

New technologies:

- RSS
- Text and Data Mining Software
- Cloud Storage Solutions
- Research Data Management



Reality Check



- **Diving into the unknown**
 - Don't know what to expect; you dive in and wait to come up for a breath of air (usually when the students start engaging in the introductions)
- **Relationship Building**
 - Relationship building takes time as it's not like the f-2-f where it's easy to engage through gestures, smiles, jokes, eye contact (and you can't overdo the emoticon as you have to maintain an 'easy' distance – approachable and friendly but yet the expert. The importance of a friendly tone cannot be overemphasized.
- **Establishing Credibility**
 - Not easy to deal with difficult students who can't be bothered to participate or complain about the work load (and the workload is higher for both parties – you have to create more context; they have to engage with more resources and participate more).
- **Extremely time-consuming but...**
 - Feel like a 24-7 librarian as you are having to work in several modes
 - Offline (creating content or reading posts and drafting responses). This takes skill!

Feedback

Compulsory or not, get feedback because it is part of your learning

Disappointing

- If it's negative but this is part of your learning and how you can improve
- Listening to them is important:
 - My course was 4 weeks; then 5 weeks; and now 7 weeks long
 - My course now gives students an idea on how much time they are expected to spend per day on the tasks
 - It is scheduled at a time when the other courses are not running so that they can invest all their time on getting the basics right.

Equally satisfying

- Gratifying when they compliment but equally important when they make suggestions for improving the teaching/course/content
- Backhanded compliment: “A big thank to the persons behind the conception of the module and to Nazlin who is perfect at mediating, answering questions, giving comments. Bravo!”