

Learning and Teaching Support Strategy for the Library 2012-15

Updated: January 2014.

Contents

Vision	1
Purpose	1
Background	2
Principles.....	4
Goals	5
How we will enable this strategy.....	8
Appendix 1 - What are we currently doing?	10

Vision

The Library enhances the student experience and academic success at Victoria by providing learning and teaching services and support that are clearly aligned with the university's strategic priorities and delivered in a cohesive, collaborative, learner centred way.

Purpose

Victoria has developed university wide thematic strategies, including those for learning and teaching, and the library has a key role in supporting these strategies.¹ In line with the Review of Undergraduate Education this is an opportunity to build on and in some cases update our practices in response to the strategies of the university and consider how the library can enrich the student experience and contribute to Victoria's graduate attributes.²

All aspects of the Library's services and resources are related to supporting learning, teaching and research, however, the focus of this strategy is on the services and resources the Library offers students and staff in relation to library research skills development (will now be referred to as 'research skills development').³

The purpose of this strategy is to articulate how the Library will contribute and support learning and teaching at Victoria and to communicate this to the wider university community.

¹ Roberts, Sue, 2011. Library Services for the Future: the way forward, p. 5

² The New Victoria Learning Partnership: Outcomes of the Review of Undergraduate Education, 2012, p. 2-3

³ In library literature 'library research skills development' is traditionally referred to as 'Information Literacy'

Background

Victoria is committed to high standards of learning and teaching and excellence in learning and teaching is identified as one of the University's core values and is also one of the eight key goals of Victoria's Strategic plan.⁴ It is clear that the Library has an important role to play in contributing to a student-centred view of learning and teaching which enables a positive student experience and academic success. This is reflected in the Library's purpose:

"The Library's purpose is to support and enhance learning, teaching and research at Victoria University; we will do this by directly aligning Library Services with University priorities and future direction, and by working in partnership with staff, students and stakeholders".⁵

Recognising the Library's role in learning and teaching and the need to partner with academic staff and colleagues in the wider university is well established, as is the Library's role in developing and supporting independent, autonomous information literate learners who can effectively discover and use information in a way that develops critical thinking skills, achieves academic success and contributes to lifelong learning.⁶ These qualities and skills are closely aligned to Victoria's graduate attributes and remain a cornerstone of the Library's contribution to learning and teaching.⁷ The Graduate Attributes are fundamental to informing the resources and services the Library offers and we have a significant contribution to make to them and particularly the third proposed attribute of 'autonomy' which the suggested gloss is:

*"Autonomy is the capacity to take charge of one's own learning – a direct preparation for the world of work, for research and for independent enquiry. In particular it is the ability to understand what knowledge and skill can be acquired, to set one's personal learning goals and explore strategies to achieve those goals, to manage the affective demands of learning, to know where to find resources and how to use them, and to work effectively with other to enhance both the learning process and the outcome of problem-solving."*⁸

The Library currently contributes to learning and teaching by offering a wide range of services and resources ranging from one-off assistance to library queries via a range of physical and virtual avenues, to in-depth individual research consultations, to tailored sessions as a part of the academic program.

Feedback on these services has generally been very positive, and the need for evaluating their usefulness and impact is recognised as an integral part of the learning and teaching process. There is currently a range of university wide surveys and feedback mechanisms that help inform of student satisfaction regarding the library services and whether they meet their needs. The Library consistently rates highly in student satisfaction surveys. These mechanisms are important although more detailed evaluation of the

⁴ Victoria University of Wellington Strategic Plan 2009 – 2014, Victoria University of Wellington Learning and Teaching Strategy 2010 – 2014 p. 2

⁵ Outcome Document for Library Services Change Proposal, 2011, p. 4

⁶ The Association of College and Research Libraries, 2011, Standards for Libraries in Higher Education, p. 10. See also Bundy, Alan (ed.), 2004 (2ed), Australian and New Zealand Information Literacy Framework: principles, standards and practice.

⁷ See The New Victoria Learning Partnership: Outcomes of the Review of Undergraduate Education

⁸ From memorandum "From aspiration to intention: the report of the Working Party on Graduate Attributes: Oct 2012" p.5

Library learning and teaching is also needed. A more systematic evaluation of the effectiveness of research skills development has previously been identified by the Library as an area needing further development.⁹

The Subject Librarian role is crucial regarding the Library's contribution to learning and teaching and there are many examples where Subject Librarians currently work in partnership with colleagues from other service units, schools and faculties to offer seamless, integrated services to students. Some examples are:

- Working with tutors in Psych 101 to incorporate library research skills into tutorials that the tutors then deliver.
- Developing and delivering integrated orientation sessions with Student Learning Support for Architecture and Design students.
- Working with the course coordinator for SCIE201 (Contemporary Issues in Science and Society) to provide library related quizzes relevant to each module. These were delivered via Blackboard for each of the five modules taught. The library component was given a total of 5% of their final grade.
- Working with the course coordinator of LAWS 297 (Legal Research, Writing and Mooting) to develop and then deliver part of this course (using legal databases and how to refer to and cite legal sources).

There is potential for extending these models of collaboration and seamless delivery to other programmes in future. It is generally accepted that research skills development is more beneficial when integrated into the curricula (and / or available) at point of need rather than a 'one shot' approach at the beginning of studies. As noted in the document Outcomes of the Review of Undergraduate Education "no matter how many exemplars of good practice can be found, it remains the case that no university can achieve excellence unless it strives for systematic improvement".¹⁰ This is also true of the Library's learning and teaching offerings.

There has previously been a body of work undertaken by the Library in terms of how we develop, deliver and contribute to research skills development and it is the aim of this strategy to consider and build upon this work.¹¹ A cornerstone of the Library's contribution will continue to be building students confidence and understanding in discovering, evaluating and using information in an academic environment (eg: referencing) . For details of activities that the Library currently undertakes in relation to Learning and Teaching refer to Appendix 1.

⁹ Biradavolu, Rohini and Hyekyung Chun, [2009?]. Library instruction and assessment: a bibliography of selected literature on assessment in library information literacy programmes, p. 11

¹⁰ The New Victoria Learning Partnership: Outcomes of the Review of Undergraduate Education, 2011, p. 2 . Accessed 9/3/2012: <https://intranet.victoria.ac.nz/academic/reviews/undergraduate-review.aspx> (Link called Undergraduate Education Review Consultation Document Nov 2011)

¹¹ for example Final Report – Information Literacy Project, 2010-2011 by Meg Cordes [internal Library document]

The Library also supports learning and teaching at Victoria through its collections and enabling staff and students to discover, access and use relevant information effectively. A key purpose of the Subject Librarian role “is to have an overview of the range of information available, to be able to use it intellectually, to organize it and advise clients on its availability and accessibility in an increasingly electronic environment”.¹² This includes ensuring the library collections are ‘fit for purpose’ and liaising with academics and CSU clients in terms of its development, promotion and effective use.

Research, learning and teaching are undoubtedly linked. This strategy cannot stand alone, and needs to be considered in conjunction with the [Library’s Research Support Strategy](#) which directly addresses the needs of postgraduate students and researchers. That said, research led teaching is an underlying principle of Victoria and this strategy is applicable to academic staff as well as all students from first year undergraduates to PhD scholars.

The Library Learning and Teaching Support Strategy has been informed by both the University’s and the Library’s identified priorities and goals and the Library Strategic Themes underpin this strategy¹³:

- Client-centred service delivery
- Promotion, marketing and communication
- Tailored and focused services, spaces and resources
- Developing Library staff
- Quality and Evaluation
- Embracing of technology to deliver services, support and resources
- Future focused and looking outwards

Principles

- The Library learning and teaching support strategy is **aligned with university strategies** and reflects the principles of the **Treaty of Waitangi**.
- The Library will **work collaboratively and in partnership** with academics and other service units.
- A **learner-centered approach** will underpin the services and resources offered.
- Learning and teaching offerings will be **delivered in a sustainable, flexible, effective way**, sharing resources and expertise and avoiding duplication.
- Library research skills development will be appropriate for skill level and **embedded rather than adjunct** to students learning experience wherever possible.

¹² From Subject Librarian Role Description,

¹³ Victoria University Library Strategic Direction 2012 - 2015

- **Formative and summative evaluation** of programmes and offerings will be undertaken by librarians on an on-going basis and will inform future planning.
- **Informed decision making** guides research skills developments.
- Development and delivery of **programmes reflects sound pedagogical practice** that is student-centred, encompasses critical thinking and responds to multi-learning styles.¹⁴

Goals

1. *Working collaboratively and in partnership with other service units and academics to offer a holistic student centred learning experience.*

Partnership and collaboration are vital to the successful delivery of the Teaching and Learning strategy and this supports the Library's vision: "...for the library to be a partner in learning, teaching and research and building excellent relationships and maximising synergies".¹⁵

As previously noted, there are examples of how the Library is already successfully working in partnership with colleagues from other service units and schools and faculties to offer a seamless, integrated approach to students. This is the preferred method of delivery and will be a focus of future learning and teaching offerings. This will be achieved by:

- a) Continuing to build strong relationships with faculties, schools and central service units and maximising synergies.
- b) Identifying opportunities to work collaboratively and in partnership with the wider university and research community to deliver a seamless student-centred learning experience.¹⁶
- c) Expanding on current initiatives where Subject Librarians are working with academic staff and course coordinators or tutors to incorporate / embed information research skills into the programmes they deliver.
- d) Library representation and active participation in relevant learning and teaching committees at both university and faculty level.
- e) Subject Librarian's working with academics to ensure the library collections (print and electronic) remain relevant and support learning and teaching.

¹⁴ Council of New Zealand University Librarians, 2006, Best practice characteristics for developing information literacy in New Zealand Universities: a guideline. Accessed 9/3/12,

<http://www.universitiesnz.ac.nz/files/u2/CONZULInfoLiteracyBestPractice.pdf>

¹⁵ Roberts, Sue, 2011. Library Services for the Future: the way forward, p. 15.

¹⁶ Refer to Victoria University of Wellington Learning and Teaching Strategy 2010 – 2014, p. 8,

(http://www.victoria.ac.nz/home/about_victoria/avcacademic/publications/learning-teaching-strategy.pdf)

2. *Offer tailored and focused services and programmes particularly in relation to library research skills development by:*¹⁷

- a) Continuing to develop services and resources to support research activities so postgraduate students and researchers are comfortable and confident in the research environment. This links closely with the Library Research Support Strategy.
- b) Continuing to develop services, support and resources for Māori and Pasifika staff and students.¹⁸
- c) Giving greater emphasis to active, flexible self-directed learning, particularly for generic skills development needed at undergraduate level and to accommodate distance learning.¹⁹
- d) Having a stronger focus on offering services and programmes targeted to specific groups outside the physical library space.²⁰
- e) Subject Librarians working with academics to embed library research skills into curricula, courses and assignments wherever possible allowing for an integrated learning experience that is tailored according to the classes needs.²¹
- f) Taking a 'scaffold' approach to research skills development so students acquire and build on their existing knowledge and develop transferrable skills throughout their academic life, from first year undergraduates through to completion of PhD.
- g) Recognising the value of tailored and focused services and programmes but undertaking these in a sustainable way that avoids unnecessary duplication.
- h) Identifying and establishing systematic ways to evaluate the effectiveness of research skills development sessions and resources.
- i) Determine priority groups to target and identify support and services most relevant to them.

3. *Harness digital technologies where they enhance the learning experience and enable flexible learning by:*

- a) Ensuring this strategy aligns with the university's digital vision / strategy that is currently being developed.
- b) Encouraging independent, autonomous learning by expanding on self-service and online services with connectivity between virtual and physical spaces.²²

¹⁷ Library Strategic Direction 2012-2015

¹⁸ Library Strategic Direction 2012-2015

¹⁹ Victoria University of Wellington, Learning and Teaching Strategy 2010 - 2014, p. 7

²⁰ For example, where Schools / Faculties are based.

²¹ The Association of College and Research Libraries, 2011. Standards for Libraries in Higher Education, p. 11

- c) Facilitating and promoting access to library resources and services in a way that reflects our digital age and complements the physical library.
- d) Collaborate with Student Learning Support Services (SLSS) and / or Faculties to build on the current suite of online tutorials and tools to enable self-paced learning at point of need and establish mechanisms for evaluating their success.
- e) Working with the Centre for Academic Development, ITS, SLSS and / or Faculties to ensure that the Learning Management System (Blackboard) is best utilised for the delivery of library related resources and services in a targeted, student-centred way.
- f) Continuing to work with academics and SLSS to embed library content and learning resources in Blackboard that is tailored for a specific programme / course to encourage research skills development in an active seamless environment.
- g) Improving the Library's web presence so it is intuitive and easy to navigate to the tools and resources needed by students and academics.
- h) Keeping abreast of technological developments and evaluating their benefits and use in a tertiary environment, including but not restricted to: mobile technologies; how students use these; and how the library could use these to deliver services and resources.
- i) Continuing to develop the library's online resources and collections (eg: e-books and journal databases) and advising on how these can be accessed and effectively used.
- j) Identifying and investigating tools that could be utilised to enable more support to distance students eg: the potential of delivering 'virtual' classes and / or research consultations.

4. *Enable **equity** by recognising the different learning needs and styles of students and offering a range of approaches to support their learning by²³:*

The principle of equity continues to be recognised by the Library and is a key driver in changes to library services especially in relation to support for groups such as Māori and Pasifika staff and students.²⁴

- a) Continuing to develop the Kairauhī (Māori Subject Librarian) and Pasifika Library Navigator Subject Librarian roles and related services to enhance the library support to Pasifika and Māori staff and students.
- b) Actively contributing to the Pasifika Student Success Plan 2011-2015.
- c) Providing opportunities for library staff to develop their cultural awareness.

²² Roberts, Sue, 2011. Library Services for the Future: the way forward, p. 9

²³ Victoria University of Wellington, Learning and Teaching Strategy 2010 – 2014, p. 11

²⁴ Outcome Document for Library Services Change Proposal 2011, p. 24

- d) Offering instructional resources and online tutorials in a range of languages (eg: Māori and Pacific languages).
- e) Recognising diversity in our student population and working with other service units and Faculties to provide support to students with varying needs and backgrounds eg: refugee background students, international students, Te Rōpū Āwhina.
- f) Identifying courses that the university offers by distance or in partnership with other institutions and developing strategies for offering these students similar services regardless of the mode of delivery and /or geographical location.
- g) “Further develop the availability of flexible delivery, web-based learning resources and learning support for students who need extra assistance”.²⁵
- h) “Offer[ing] all students opportunities to promote their experience of research and discovery, as well as foster the skills and qualities required for lifelong learning”²⁶
- i) Continue to develop services and resources for students needing disability support²⁷.

How we will enable this strategy

Each of the goals for this strategy has actions and approaches associated with how we intend to achieve them and a more detailed plan of activities can be found in Appendix 2. However, there are some actions that extend beyond a specific goal and are critical to enabling the success of this strategy. These include:

- a) Gaining academic and senior management support for this strategy is critical, particularly in relation to delivering library learning and teaching support using a scaffolded method that is embedded in the curricula to enable a ‘point of need’ rather than a ‘one shot’ isolated approach.
- b) Keeping abreast of developments and outcomes in relation to Victoria’s Undergraduate Education Review and ensuring the Library’s contribution to undergraduate education encompasses these.
- c) Ensuring feedback from student experience surveys inform developments to library services and resources.
- d) Establishing consistent and effective ways to evaluate our research skills development programmes and resources on an ongoing basis.

²⁵ Equity and Diversity Strategy Plan 2010-14, pg11 (also referred to in L&T strategy)

²⁶ Victoria University of Wellington Student Experience Strategy 2010 – 2012, p. 8

²⁷ Disability in this context means both physical and learning disabilities.

- e) Reviewing this strategy on an annual basis to ensure it continues to align with the overall strategies of the library and Victoria.
- f) Maintaining and developing our staff's knowledge and skills to contribute to learning and teaching by offering opportunities for professional development and using the PDCP process to include objectives and development opportunities that reflect this strategy's priorities.
- g) Freeing up Subject Librarian time in relation to basic and transactional queries to allow for more time to:
 - o develop and deliver more in-depth, targeted learning and teaching services and resources
 - o be visible and known in the wider university community and building strong relationships with colleagues in their given subject portfolios
- h) Reviewing existing library groups related to Learning and Teaching in the context of delivering this strategy.

If you have any questions or feedback relating to this strategy please contact:

Marcus Harvey
Academic Support Manager
marcus.harvey@vuw.ac.nz
Phone: (04) 463 5459

Appendix 1 - What are we currently doing?

Activity	Description	Related goals (below)
Reference services	One-off assistance on library related queries via a range of physical and virtual avenues such as instant messaging, physical service points, email.	Digital technologies Equity
One-on-one research consultations	An extended discussion with a Subject Librarian about information research strategies and library resources to support specific research needs.	Tailored / focussed services
Generic Library sessions (e.g.: orientation)	Scheduled library tours and / or classes that explain how to use the library and get the most of its resources. Extended sessions are offered at some libraries and provide an introduction to navigating the library resources online. Introduction to the Library and its resources are incorporated in to the majority of the orientation programs and are usually undertaken at the beginning of trimesters (tri 1 in particular). These sessions range from a 5 minute introduction to tailored sessions for the audience that are developed and delivered in partnership with Student Academic Services.	Collaboration / partnership Digital technologies Equity
Reference management software support	Hands-on, group or one-on-one, sessions on using EndNote and Zotero to manage references / citations. Group sessions run regularly throughout the year. Individual consultations as requested.	Collaboration / partnership Tailored / focussed services Digital technologies
Tailored sessions for specific groups	Course specific classes, usually face-to-face for students and arranged in consultation with lecturers. These range from one off voluntary attendance through to the library section being an integral part of a course requiring attendance and contributing to course credit (eg: LAWS 297– Legal Research, Writing and Mooting).	All goals: Collaboration / partnership Tailored / focussed services Digital Technologies Equity
Online resources / tutorials	The library offers a range of online resources that encourages independent, autonomous learning and are accessible at point of need including: Online instructional video tutorials available via the library website. These have been a focus for the past 1-2 years and there is a group that has oversight of their development and standards relating to them. A presence in the Learning Management System (Blackboard): A tab on the entry page of Blackboard, Tailored resources in courses where this has been negotiated with the course coordinator / instructor. Some examples include links embedded to course reserves and course	All goals: Collaboration / partnership Tailored / focussed services Digital Technologies Equity

	related quizzes. These are currently limited to a small number of courses.	
Subject Librarian role	<p>Subject Librarians operate on a portfolio basis, working with a targeted group of clients (mostly but not exclusively school / faculty based) and provide subject specialist advice and support.²⁸ Subject Librarians are key liaison persons with colleagues in their associated subject portfolio. A significant part of this role is developing and delivering research skills development programmes and resources to build students confidence in discovering, evaluation and using information appropriately in an academic environment.</p> <p>Another key role of the subject librarians is on-going development of the library collections to ensure they align and support the university's learning, teaching and research endeavours and to promote and enable their effective use.</p> <p>This role is integral in the Library's contribution to learning and teaching, and accordingly the role has an emphasis on the teaching and liaison aspects.</p>	<p>All goals:</p> <p>Collaboration / partnership</p> <p>Tailored / focussed services</p> <p>Digital technologies</p> <p>Equity</p>
Collections	The library is responsible for developing and managing collections that support the universities learning, teaching and research activities.	<p>Tailored / focussed services</p> <p>Digital technologies</p>
Language Learning Centre	The Language Learning Centre (LLC) is a technology-rich, multimedia environment supporting language learning and teaching. There are up-to-date, multimedia resources in all languages taught at the university, and materials for learning many other languages as well.	<p>Tailored / focussed services</p> <p>Digital technologies</p>

²⁸ Outcome Document for Library Services Change Proposal 2011, p. 26