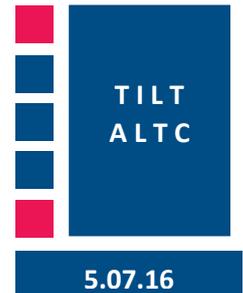


# Transforming learning through Scholarship

## Session Abstract



Becoming information literate (or how I learned to stop Googling and love Library OneSearch)

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In a new summative assessment, introduced for the first time in 2015/16, first year undergraduate Health and Social Care students were required to work in small groups on a research topic of their choosing, presenting their finished work as a digital research poster, which included sourcing, downloading and editing copyright free images.

The Scale Up classroom, with its round tables, lap tops and wifi, facilitates group work and independent learning (Beichner, 2008). It provides an ideal environment in which to introduce research skills as students are able to search for resources, work together to design their own research projects and present their findings in an appropriate digital format. This has the additional benefit of developing students' digital competencies (Challinor, 2015).

Teaching and learning methods used throughout the year-long module were varied: from mini lectures, Socratic quizzes, and exercises in questionnaire design using Survey Monkey to student-produced videos, an "elevator pitch" research proposal presented to the whole class, and intensive, tutor-supported sessions learning to use PowerPoint poster templates and Prezi to complete their final designs.

Importantly, activities were included which taught students how to search for academic journals using Library OneSearch and Google Scholar and how to critically evaluate information found on more generic (and less reliable) websites. Referencing, citation and the quality of literature used for their research improved noticeably between the first formative assignment and the final poster submission.

Finally, students were invited to display – and answer questions about – their research posters at an end-of-term undergraduate research conference involving all three years of the course, as well as students from local schools and colleges.

The aims of this brief session included:

- to present the outcomes of the module in terms of NTU's digital competence framework and describe how teaching and learning practices were transformed through the facilities offered by the SCALE-UP environment;
- to present examples of students' work – including videos of students discussing the process of completing their posters (tbc);
- to promote a discussion amongst participants about innovative ways of introducing research, enhancing students' research skills and digital competencies into the curriculum.
- to support participants in reflecting on and transforming their own approach to developing students' research skills.

## References:

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**Louise Griffiths** is a PhD researcher in Criminology at Nottingham Trent University, with a specialisation in prison based research. She also works part time as a lecturer on the BA Health and Social Care course, which includes supporting first year students in the design and development of their research posters.

**Emma Hayes** is a Learning and Teaching Librarian with a particular interest in academic skills and the use of technology in learning and teaching. She is a Chartered member of the Chartered Institute of Library and Information Professionals.