



# **Exploring student engagement on co-curricular metaliteracy workshops during the Covid-19 pandemic and beyond**

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## BACKGROUND

Professional roles: Asst. Library Managers with liaison areas

Information Literacy - the 'ability to think critically and make balanced judgements about any information we find and use' (CILIP, 2018, pp.3).

IL is a core skill crucial for academic achievement while studying at university (Pinto, 2010).

IL is composed of broad-ranging applied knowledge practices encompassing: finding, analysing, synthesising, and managing information (Association of College & Research Libraries, 2016).

HE institutes have a responsibility to develop students IL to prepare students for future employment (Ross et al., 2016).

IL skills are transdisciplinary - fitting for co-curricular education (Ching & New, 2020).

# What are Library Focus workshops?

Voluntary, co-curricular and generic:

- All levels (Foundation/UG/PG)
- All MDX academic disciplines

Aim: To develop student research skills

10 different workshops

Twice per week:

- Afternoon at 1pm
- Evening at 6pm

Successful collaborations with:

- Centre of Academic Success
- Careers and Employability Service



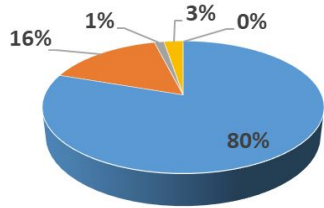
# QUANTITATIVE DATA - REGISTRATION & ATTENDANCE

	Autumn	Spring	Spring *	Autumn	Spring	Spring	Autum	Spring
	2019-20	2019-20	2019-20	2020-21	2020-21	2021-22	2022-23	2022-23
Registrations	70	16	109	94	<b>784</b>	475	<b>2096</b>	291
Attendants	27	6	60	34	<b>178</b>	63	<b>261</b>	37

\*Shift to online learning

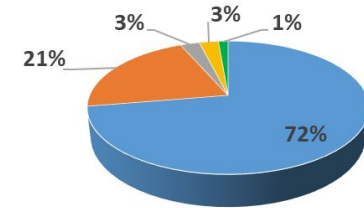
# QUANTITATIVE DATA - POST-WORKSHOP FEEDBACK

The workshop met its stated aims and objectives



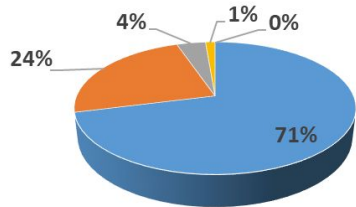
■ Strongly Agree ■ Agree ■ Neutral  
■ Disagree ■ Strongly Disagree

The content of the workshop are useful to my studies



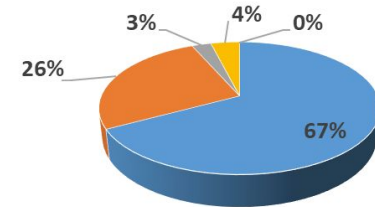
■ Strongly Agree ■ Agree ■ Neutral  
■ Disagree ■ Strongly Disagree

The Librarian's teaching style was effective



■ Strongly Agree ■ Agree ■ Neutral  
■ Disagree ■ Strongly Disagree

Overall, I am satisfied with the workshop



■ Strongly Agree ■ Agree ■ Neutral  
■ Disagree ■ Strongly Disagree

167 survey responses

Online participants





Spring term 2020 onwards

## RESEARCH AIM:

To improve the teaching-learning environment experienced within Library Focus workshops.

## RESEARCH OBJECTIVES:

To explore:


-  Students' motivation to attend co-curricular Library workshops;
-  Students' perceptions and experiences of the learning environment;
-  The efficacy of generic workshops to satisfy a diverse range of students;
-  Future strategies to encourage student attendance.

## QUALITATIVE RESEARCH

- ① **14 participants:**
  - Varied disciplines: Information Technology; International Business; Law; Marketing; Media; Psychology.
  - At different stages of their academic careers: Foundation, UG Years 1-3, PG.
  
- ① **Semi-structured interviews – schedule of five questions with probes:**
  1. Talk me through your thoughts and actions about why you choose to register and attend for the Library Focus workshop?
  2. What were you expecting from the workshop?
  3. What was your experience of the session?
  4. You attended online, what differences might you have experienced if the session was face-to-face sessions?
  5. You voluntarily opted to attend the session. In the future, how can we market and reach out to encourage other students to attend Library workshops?

## QUALITATIVE RESEARCH

### ◎ Inductive thematic analysis to analyze the data:

- Identified themes and patterns of meaning; coded and classified data, according to themes.
  - Began basic interpretation of the resulting thematic structures by seeking commonalities, relationships, overarching patterns, theoretical constructs, or explanatory principles (Mills et al., 2010).
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# Emerging Themes

- ◎ Enhanced academic discipline studies
- ◎ Motivation to attend
- ◎ Decision not to attend
- ◎ Marketing strategies to encourage participation

## **EMERGING THEMES: Enhanced academic discipline studies**



*The material was very, it's very, relevant to my some of my subjects. –*

**Participant 1**

*I could understand my assignment and my lectures much more, because I attended this library workshop. – Participant 8*

*I felt like this kind of information is going to stay with me it's, it's something I'm using not just for this last year, but whether I go into my Masters whether I'm you know, doing something else, I feel like this information will stay with me it's, it's not going anywhere – Participant 7*

• Related literature: Constructive alignment - Biggs, 2003 ; Biggs & Tang, 2011



## **EMERGING THEMES: Motivation to attend**



*Decided which sessions to attend by looking at the description of the workshops, saw the one about company information and this was related to a particular course that they were doing – Participant 1*

*Being law student I have constant coursework and examinations which require on the spot research. So using legal databases and finding information to them was quite a difficult task for me to begin with – Participant 3*

*‘I had a feeling that there was something I was missing, like that I wasn't considering while I was looking for information for my assignments’ – Participant 2*

*I was having the trouble in my assignments...And I was like, very jumbled up. I was like, Oh, my God, where do I start? And how do I know go with it? So I found these library workshops, ...Okay, I'm going to go for it, because at least I'll get some insight and at least will help me with my academic wise – Participant 9*

## **EMERGING THEMES: Decision not to attend**



*People are just scared, like, ideally, they're just scared. And I think this, this just really helps because it's it just takes away that fear element of not really knowing how to approach things...There's all this anxiety. – Participant 7*

*Because of the timing, I guess, because I mean, for me, it was convenient but maybe like since they're having classes from morning and I'm the library focus group is like in the afternoon . – Participant 9*

*Majority of my classmates and my friends, they're like, like, 'why would you do that?' Like, we will rather do some research on our essays or something. – Participant 2*

*Like people look at databases, like when you go to the MDX library search, and you see databases ... you're just stopped there really, you're just like, Okay, I know this, click, click, click. And that's it. – Participant 7*

## **EMERGING THEMES: Marketing strategies to encourage participation**



*I actually got the email... But there was this lecture for international business strategy, where our professor, he recommended you guys – Participant 2*

*Like you're already doing as emails, but I think secondly, you can just, like inform the lecturers too, so that the end of the class lectures can be like, 'if you have any doubt in this, you can attend the library focus group its going to help you,' because I don't see any of my lecturers talking about these – Participant 9*

*Maybe just the student leaders or the SLS, they can encourage the students to join the workshops, you know, it'd be really beneficial. Just communicating that way. I think that'll really encourage the student to join – Participant 4*

*The clubs...Club Ink, and Poetry Club. And because we have databases related to all literature and music, so those people could also, the Music club could also be interested in learning how to effectively use those databases – Participant 3*

Related literature: Embedded librarians - Si et al., 2012, Collaborative library - Hess, 2014, Creaser & Spezi, 2014, Weaver, 2013

## LIMITATIONS TO THE STUDY

- I. Observer effect (Frey, 2018)
- II. All participants attended the workshop
- III. Self-selection sample (Lavrakas, 2008)

## OUTCOMES FROM THE RESEARCH

- I. Extend the scope of Library Focus - included study skills and employability topics
- II. Rebrand to Skills Focus
- III. Promotional strategy
- IV. Development of prototype online academic skills assessment tool for new students

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