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**Version of item:** Presented version



Edge Hill University

# SOLSTICE & CLTR Conference 2011

## Scaffolding Librarians: Enhancing student success

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8<sup>th</sup> & 9<sup>th</sup> June 2011

# Background

Collaborative project took place between the Department of Information Services and the School of Education during 2009/10, to address challenges faced by students as they make the transition to HE study.

The following were concerns for the Library:

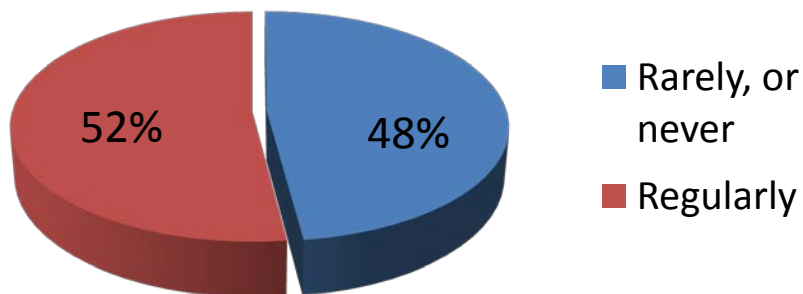
- Students' low level of engagement with library resources and support – identified during informal discussions with the course leader and module tutors.
- Students expressing slightly less satisfaction with library facilities compared to the rest of the university in the University's Internal Student Survey (ISS).

# What did the project involve?

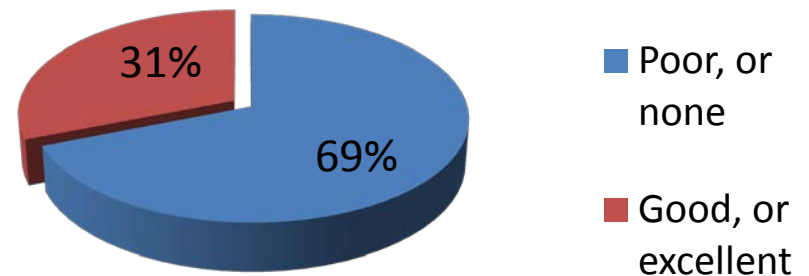
Initially the course leader surveyed a new cohort of undergraduates to ascertain their previous experience of:

- Support for assignments
- Library usage
- Information Skills support e.g. Internet searching advice

**Library use**



**Information Skills support**



# Library interventions for new cohort

- Librarian attended welcome session
- Library tour
- Information skills session – week 2
- Harvard referencing session
- Assignment support sessions for 2 modules
- Assignment support guides
- Timetabled drop-in support
- Open door policy access to Academic Librarians
- Opportunity to book one-to-one appointments with Academic Librarians



New provision



Existing provision

# End of year feedback

## Course Team Survey:

64% of students found the Assignment support sessions useful, or very useful

67% of students found the assignment support sheets useful, or very useful

## Improved Internal Student Survey scores:

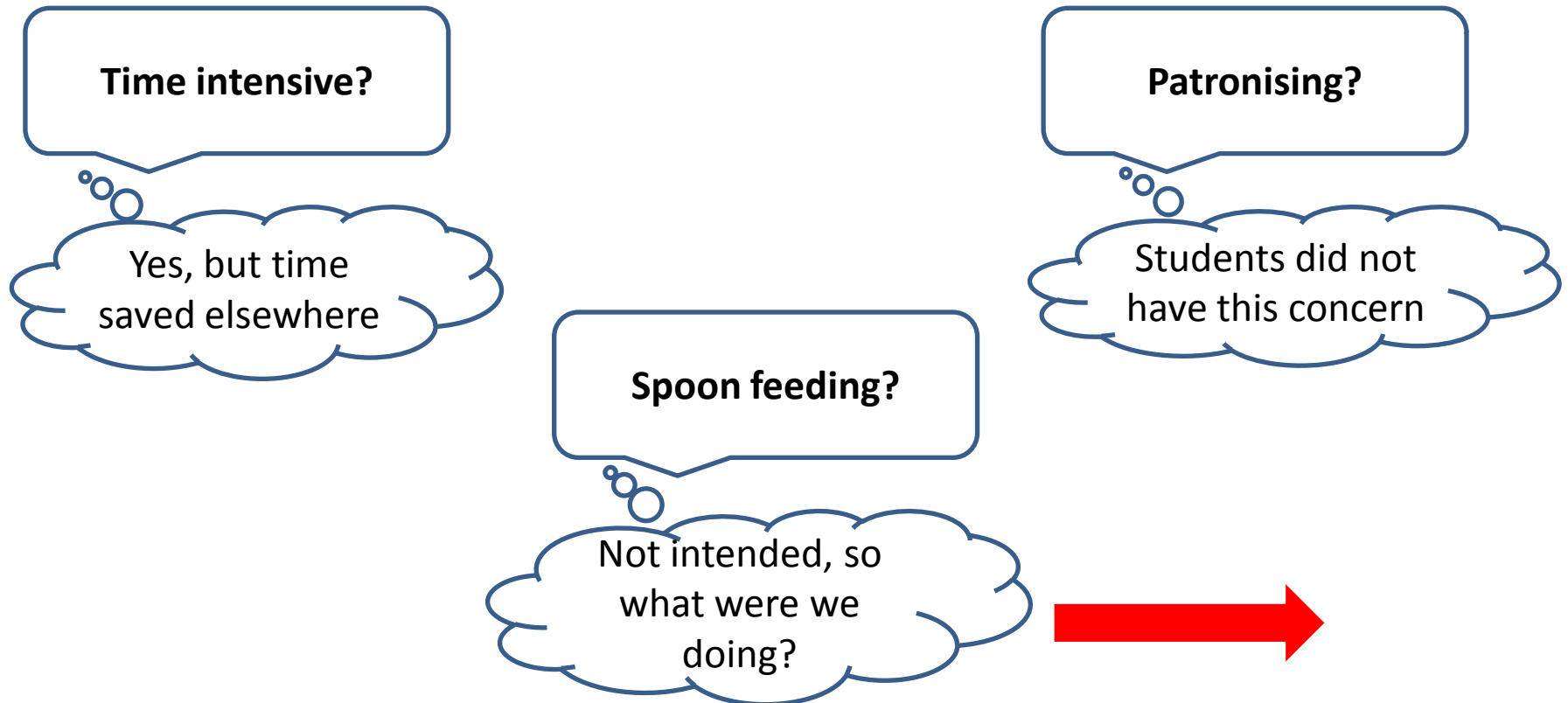
2009/10 - 82% expressed higher satisfaction in relation to the library – increase of 11% on 2008/09

**Improved student retention!**

# Sharing good practice

Following positive outcomes we were keen to disseminate – UoN Learning and Teaching Conference (transitions theme)– Journal article publication.

On submission of article for peer review 3 questions were raised:





# Scaffolding Librarians





# Scaffolding

‘An important aspect of scaffolding instruction is that the scaffolds are **temporary**. As the learner’s abilities increase the scaffolding provided by the more knowledgeable other is **progressively withdrawn**. Finally the learner is able to complete the task or master the concepts independently.’

(Chang *et al.*, 2002 cited in Van Der Stuyf, 2002, p.2)

# Following on in 2010/11

Continued to listen to student voice and work with course team to inform developments

Focus group of students from the project raised issues around:

- Size of library
- Service provision – expectation mismatch
- Number, age and availability of books

Extra provision:

- Welcome leaflet – pre-arrival
- Activity based induction and referencing sessions
- Ongoing support in year 2 – dip in confidence at start requires [underpinning](#)

Initial questionnaire distributed to Yr 1 teacher training students and a similar picture obtained regarding students limited previous use of, and research experience in libraries

# What can you do on Monday morning?



## Engage in dialogues!

# References

- Lumsden, E., McBryde-Wilding, H. and Rose, H. (2010) Collaborative practice in enhancing the first year student experience in Higher Education. *Enhancing the Learner Experience in Higher Education* [online], **2** (1), 12-24. Available from: <http://journals.northampton.ac.uk/index.php/elehe/index> [Accessed 13 December 2010].
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- Chang, K., Chen, I., & Sung, Y. (2002). The effect of concept mapping to enhance text comprehension and summarization. *The Journal of Experimental Education*. **71**(1), 5-23. Cited in Van Der Stuyf, R. (2002) Scaffolding as a teaching strategy. *Adolescent Learning and Development*. Fall, 2-13.