

Library and Learning Services

“Everyone a Researcher 2021”

8 July 2021

Unique in the sector, this conference consists entirely of input from Library and Learning Services staff at the University of Northampton, and aims to disseminate their work to a wide audience across the University and to the wider world.

There will be presentations from staff within all areas of Library and Learning Services; Service Development, Learning Technology, Learning and Teaching Enhancement, Academic Development and Research Support.

Welcome & Opening - Deputy Vice Chancellor Shân Wareing

9:15 – 9:45 - Main Room - <https://bit.ly/llsc21-main>



Shân joined the University of Northampton as Deputy Vice Chancellor in November 2019, and leads the academic side of the university. She grew up in Swansea, attended a large comprehensive school and studied English Literature and Language at the University of Oxford, followed by a Masters in Linguistics and a PhD in Gender and Communication at the University of Strathclyde.

She's passionate about teaching and education, holds a National Teaching Fellowship, a postgraduate diploma in Higher Education Studies from the UCL Institute of Education and is a Principal Fellow of the Higher Education Academy. She has been in university leadership for over 20 years, and has developed Education Strategies in five universities. Her roles have involved designing and delivering academic staff development, leading digitally enabled whole institution organisational change, converting face to face programmes to online distance learning, restructuring IT and HR departments, and redesigning policies and practices in assessment, student complaints and timetabling.

Parallel Sessions 9:50 – 10:50

REFlections (Supporting the REF... Reflections!) - Room 1 - <https://bit.ly/llsc21-1>

Facilitated Discussion; Dawn Hibbert



The UON's submission to REF2021 (Research Excellence Framework) was managed by the Head of Research Support, Library and Learning Services. Most libraries have some involvement in the REF, whether that is in the management of the institutional repositories that contain all the research outputs to be submitted to the REF, or at least the metadata for that research, with responsibility for “open access” to the ordering and purchasing of the physical books for the REF and digitisation of chapters.

With the submission to REF2021 on 31 March many staff within libraries breathed a collective sigh of relief, but are all too aware that we've already begun the next REF cycle and nobody wants to have those difficult conversations again about outputs not being eligible for submission due to that pesky open access requirement! Books that were bought but then discarded as a “better” output was finally published in time, open research statements for the environment, open access exceptions, surely one other author deposited their accepted manuscript in time!

This session will provide a safe place for REFlections on the REF from a library perspective with particular emphasis on open research and dare I say it plans for the next REF!

“Could you say that again?” A mixed method study of a recorded librarian tutorial service – Room 2 - <https://bit.ly/lsc21-2>

Paper; **Darren Flynn**



This research paper will describe a mixed-method evaluation study into the use of synchronous recordings made during librarian-student tutorials. Students attending a tutorial with a librarian were offered the opportunity have their tutorial recorded using screen recording software which were then provided for future use via a personalised URL. A mixed method evaluation study was then conducted to investigate if and how students used recordings during academic/research activities, their perceptions of the service and how they integrated the content of the recordings into their research activities. The study demonstrated strong evidence for use and positive perceptions of the service in addition to revealing complex knowledge transfer processes and practices amongst students using tutorial recordings.

7x7 presentations – 7 Slides in 7 Minutes with 3 Minutes for Questions

Room 3 - <https://bit.ly/lsc21-3>

Discovery/Accessibility journey; Masniza Sore



The presentation is an account of the Discovery team’s accessibility audit journey during the lockdown to meet the Public Sector Bodies Accessibility Regulations 2018 deadline in September 2020. We have performed accessibility audits on 165 third-party online databases to ensure that our providers are compliant with the regulations. These audits included ease of navigation using keyboard, visual presentation of text and images of text and the availability of vendor’s accessibility statement. The presentation will also cover what have we learnt from our

experience on how we have applied them to our daily activities.

Facilitating groupwork practice; Helena Beeson & Richard Byles



Groupwork skills are key for most employers and pedagogically effective, according to JISC (2015). Several cohorts of students undertook roleplay as part of groupwork scenarios and analysed the processes associated with these discussions. Our student-led exercise encouraged students to use humour and creativity, resulting in a positive group experience, building confidence for forthcoming

group work assessments.

We plan to give an overview of how this research and practice worked remotely in seven minutes.

Inappropriate metadata terms: decolonising and modernising library subject indexes @UON; Gaby Travill; Georgina Dimmock & Masniza Sore



Much of the library focus around decolonisation has been around reading lists and the items on those lists...But what about the metadata that describes those items? What about the controlled vocabulary subject headings that are

structured within our library systems? This session will look at the work UON Library and Learning Services has undertaken to uncover inappropriate, legacy Library of Congress Subject Headings (LCSH) within the UON library system. It also examines the actions UON can take to remove pejorative and out-of-date LCSH to help decolonise and modernise, whilst also looking at what universities are doing globally to address the issues, and the limitations upon us.

What shall we work on? Refining language use in tutorials; Sam Thomas



In 2018 I presented a paper to this conference which explored the use of language in Learning Development tutorials in the context of LLS (Library and Learning Services) as a 'third space' in the institution (Whitchurch, 2012). Much has happened in the meantime, including the move to online tutorials and steps towards decolonising the curriculum. What impact have these initiatives had on how we work with students, and what do we need to do differently? This slide a minute will outline proposed methods for improving our engagement with students by using language thoughtfully, which were developed through research with the Learning Development team.

Padlet – 'You are beautiful'; Belinda Green



Padlet has become one of the core tools for Active blended learning at UON and is supported by the Learning Technology team.

An easy-to-use, virtual pinboard, Padlet is a very visual way to share resources and rich media. During the past 14 'pandemic' months Padlet has been used for: Mobile-friendly icebreakers, Class collaboration, Individual portfolios, Meeting notes, Conference programmes, Birthday cards, and even to host a V-estival!

See 7 examples, and 7 good reasons, (1 not so good), why Padlet 'You are beautiful'.

Parallel Sessions 11:00 – 12:00

Reading lists – the unsung heroes of academia; Room 1 - <https://bit.ly/llsc21-1>

Facilitated Discussion; Gillian Siddall & Hannah Woods



This facilitated discussion is designed to get interested parties discussing the pros and cons of reading lists, sharing their experience of how reading lists affect their lives (from book ordering, to bureaucratic headache). Hopefully this will allow attendees to understand the impact reading lists can have on all areas of University life – from stocking the library to supporting students achieve a first in their studies.

Using Everyday Objects for Active Learning; Room 2 - <https://bit.ly/llsc21-2>

Workshop; Emma Kimberley; Sam Thomas; Sheryl Mansfield & Amy West



In alignment with Active Blended Learning (ABL) we use objects to develop a diverse range of active learning strategies, in both F2F and online sessions. We use household and personal objects as metaphors, illustrations or tools, which can aid memory and recall (Bellezza and Hoyt,

1992). We have found using objects inspires curiosity, directs and focuses learning, and allows personalised engagement.

The session will be interactive: participants will explore how objects can be used to teach skills in their area. We will lead participants through the process, modelling examples and exploring ideas conceived, with a focus on embracing creativity and sharing new ideas.

Bellezza, F. S. and Hoyt, S. K. (1992) 'The Self-Reference Effect and Mental Cueing'. *Social Cognition*. Guilford Publications, 10(1), pp. 51–78. doi: [10.1521/soco.1992.10.1.51](https://doi.org/10.1521/soco.1992.10.1.51).

Digital Literacy for the University of Northampton (DL4UON); Room 3 - <https://bit.ly/llsc21-3>
11:00 – 11:30

Paper; **Rob Howe**; Neil Friedman & **Cristina Devecchi**



The Covid lockdown has shown the importance of being digitally capable. Yet, previous research (TECH4ALL) at UON (University of Northampton) showed that the University currently has a collection of tools and strategies aimed at developing and supporting digital literacies for staff and students, and that there was no single definition or

understanding of what digital literacy and capability meant. There is a need to work with students and staff to ensure that these are brought together under a single banner and identify any gaps in the current provision.

The URB@N project set to address the above gaps by engaging with students and staff and feeding into University level committees for action (e.g. Digital Steering Group and Faculty Student Forums). The paper provides an overview of the processes used to engage different stakeholders and share with the audience its two outcomes:

- A University definition for digital literacy
- A cohesion of the tools and methodologies available for staff and students to identify skills

You can take a student to water, but will they drink and prosper? Room 3 - <https://bit.ly/llsc21-3>
11:30 – 12:00

Paper; **Alison Loddick**



There is evidence that Learning Development tutorials impact student grades (Loddick and Coulson, 2020). However, this is thought to be due to engaged students asking for support. As a result, their grades are better rather than the impact of Learning Development. However, this is an untested hypothesis. This research paper examines this hypothesis, determining whether students who visit Learning Development for 1-to-1 support are more engaged, self-confident, feel they belong or worry about their ability.

Furthermore, this paper explores whether accounting for engagement, Learning Development still makes a difference in terms of attainment or whether the link between engagement and attainment cannot be separated

The findings come from a university-wide survey in early 2020, which included 292 undergraduate students at the University of Northampton. The survey examined the prevalence and usage of Learning Development. Additional questions from a study by Yorke (2016) were asked to ascertain students level of academic engagement, self-confidence and belonging. This data was then merged with the students' academic assessment grades. The results compare those students who used Learning Development tutorials and drop-in with those that had not.

Unsurprisingly engaged students were more likely to seek Learning Development 1-to-1 support. This finding alone brings into discussion planning of future interventions. The research brings questions for academic service teams.

1. Do we care that it is the more engaged students that seek support?
2. What are the barriers for students seeking support?
3. How can we engage with the less engaged students?

References

Loddick, A. and Coulson, K. (2020) The impact of Learning Development tutorials on student attainment. *Journal of Learning Development in Higher Education*. 17. Available from doi: 10.47408/jldhe.vi17.558 (Accessed: 4 November 2020).

Yorke, M. (2016) The development and initial use of a survey of student “belongingness”, engagement and self-confidence in UK higher education. *Assessment and Evaluation in Higher Education*. 41(1). Available from doi: 10.1080/02602938.2014.990415.

Parallel Sessions 13:00 – 14:00

Calling students to adventure: Using the hero’s journey as a tool for curriculum planning and reviewing course design; Room 1 - <https://bit.ly/llsc21-1>

Workshop; [Dr Alke Gröppel-Wegener](#) & [Robert Farmer](#)



This is an interactive, participative session (part presentation, part discussion, part scavenger hunt) in which delegates will be introduced to the stages of the Hero’s Journey. We will explore the ways that this storytelling archetype can be applied to delegates’ previous learning experiences, and also can be used as a framework to structure and design university modules and courses. During the session, a series of diagnostic questions will be posed to our heroes (the delegates), each of which will prompt the heroes to consider the position and momentum of students on their individual journeys; from leaving their ordinary world behind and entering the special world of Higher Education, to their return to the ordinary world at the end of each year – and finally their return at the end of the degree.

“Looking at teaching and learning as an archetypal Hero’s Journey is a good way of talking about education in its psychological and spiritual depths because the Hero’s Journey is fundamentally an educative one” (Mayes, 2010, p.11). Education is not simply a process of dispassionately acquiring and filing away discrete packets of knowledge, but is a journey during which characters are formed and in which individuals come to gain greater understanding of their subject and themselves. Students’ educational journeys are rich, complex and multi-layered experiences in which mental models of reality are challenged and changed, and where new ways of thinking become new ways of being.

References

Mayes, C. (2010) *The Archetypal Hero’s Journey in Teaching and Learning: A Study in Jungian Pedagogy*. Madison: Atwood Publishing.

Engaging Learning – Room 2 - <https://bit.ly/llsc21-2>

Workshop; **Susannah Quinsee**; Visiting Professor



This session will look at different techniques to create engaging learning opportunities, particularly online but also in person. The session will use the framework around creating playful interludes, introduced by Liz Cable (2019) as a means of structuring or thinking about engaging learning. Some ideas that have been introduced and used at London City University will be shared initially and then during the session participants will get the opportunity to contribute and share ideas on creating engaging learning and discuss how to support students and staff.

Parallel Sessions 14:15 – 15:45

Induction Investigation - Room 1 - <https://bit.ly/llsc21-1>

Workshop; **Kate Coulson**; James Bywater; **Darren Flynn**; **Paul Rice** and Marlies Shepperdson



LLS (Library and Learning Services) wanted to ensure that all new and existing students become familiar with the physical and virtual library (and learning) spaces. To achieve this aim, we designed and created a fun activity to engage students and introduce them to the Learning Hub through problem solving and undertaking some generic academic skills.

In Welcome Week 2019, an “Open The Box” activity was rolled out and over 700 new students completed it. All the engagement occurred with students in situ but online using their phone, tablet or laptop. We surveyed the participants to measure their experiences of the activity – their emotional response, whether they became familiar with the Learning Hub environment and their understanding of the Learning Services tools available to them and it was considered a great success

With the disruptions of COVID-19 it wasn't possible to run the activity in person this academic year. Instead, our focus turned to the development of a 100% online escape room activity for the 2020 student induction (“Induction Investigation”). Unfortunately, only 79 students completed the activity and feedback was obtained by only a few people.

This session will give delegates an opportunity to complete the Induction Investigation in groups for themselves and provide them with an opportunity to feedback their thoughts, opinions and suggestions for academic year 2021.

Who's playing? Creating a community of playful researchers Room 2 - <https://bit.ly/llsc21-2>

Workshop; **Susannah Quinsee**; Visiting Professor



This session will enable participants to come together who are engaging in playful practice and encourage ways of sharing information and ideas as to how to translate this into research opportunities and collaboration. One of the key aspects of playful learning is sharing and engaging with others to test, try-out and “play” with your ideas. This session will consider ways in which you could collaborate as well as giving you the chance to share your games, playful ideas and other ideas for how to incorporate more play into your research and learning activities.

Conference close 15:45 – 16:00



Chris Powis (Director of Library and Learning Services) [Main Room](#) – <https://bit.ly/llsc21-main>

Chris joined the University of Northampton over 29 years ago, as a Faculty Librarian for Business. Since then, he has been part of the evolution of Library and Learning Services (LLS), developing our learning resource collections, e-learning infrastructure, and the detailed design of the Learning Hub, in collaboration with architects.

Head of Library and Learning Services since 2011, Chris was appointed to the role of Director of Library and Learning Services in 2021.

Queries: llsconference@northampton.ac.uk

Virtual Rooms:

Main: <https://bit.ly/llsc21-main>

Room 1: <https://bit.ly/llsc21-1>

Room 2: <https://bit.ly/llsc21-2>

Room 3: <https://bit.ly/llsc21-3>

LLS Conference 2021: Everyone a Researcher - 8 July 2021

Time	Duration	Sessions		
09:00 – 09:15	15	Virtual room open for joining – Main Room - https://bit.ly/llsc21-main		
09:15 – 09:45	30	Welcome & Opening - Deputy Vice Chancellor Shân Wareing - Main Room - https://bit.ly/llsc21-main		
09:50 – 10:50	60	REFlections (supporting the REF... reflections!) Dawn Hibbert	“Could you say that again?” A mixed method study of a recorded librarian tutorial service Darren Flynn	7x7 presentations Discovery/Accessibility journey Facilitating groupwork practice Inappropriate metadata terms Refining language use in tutorials Padlet – ‘You are beautiful’
Virtual Room		Room 1 - https://bit.ly/llsc21-1	Room 2 - https://bit.ly/llsc21-2	Room 3 - https://bit.ly/llsc21-3
10:50 – 11:00	10	Break		
11:00 – 12:00	60	Reading lists – the unsung heroes of academia Gillian Siddall, Hannah Woods	Using everyday objects for active learning Emma Kimberley, Sam Thomas, Sheryl Mansfield, Amy West	Digital Literacy for the University of Northampton (DL4UON) Rob Howe, Neil Friedman, Cristina Devecchi You can take a student to water, but will they drink and prosper? Alison Loddick
Virtual Room		Room 1 - https://bit.ly/llsc21-1	Room 2 - https://bit.ly/llsc21-2	Room 3 - https://bit.ly/llsc21-3
12:00 – 13:00	60	Lunch		
13:00 – 14:00	60	Calling students to adventure Alke Gröppel-Wegener, Robert Farmer	Engaging learning Susannah Quinsee	
Virtual Room		Room 1 - https://bit.ly/llsc21-1	Room 2 - https://bit.ly/llsc21-2	
14:00 – 14:15	15	Break		
14:15 – 15:45	90	Induction investigation workshop Kate Coulson, James Bywater, Paul Rice, Marlies Shepperdson, Darren Flynn	Who’s playing? Creating a community of playful researchers Susannah Quinsee	
Virtual Room		Room 1 - https://bit.ly/llsc21-1	Room 2 - https://bit.ly/llsc21-2	
15:45 – 16:00	15	Conference close – Chris Powis (Director of Library and Learning Services) Main Room – https://bit.ly/llsc21-main		