LILAC 2018

Day one

Teaching referencing with Lego - Michelle Bond

Using Lego in education ahs been going on for c.20 years and is seen as something of a silver bullet in education - can use it for a range of tasks.

Lego serious play = began as a marketing tool for Lego.

DMLL = Disruptive Media Learning Lab dmll.org.uk @disrupt_learn

Workshop:

- Lego at the start of a workshop
- Small groups with Lego
- Definition of referencing
- Question - what is referencing and how it relates to you - and then build model
- Describe to the class

Representations = construction of the reference itself, representations of the process, referencing as building on knowledge.

Range of things students come up with:

- Acknowledge influence of others
- Avoid plagiarism
- Shoring range of reading and demonstrate research
- Allow readers to locate sources
- Helps you get better marks

Helps to reinforce the main points of the rest of the session.

Pros:

- Immediate sense of excitement from students
- Come up with own conception of referencing
- Peer learning - librarian acts as facilitator
- Turns a dry subject into something memorable
- Great feedback

Cons:

- Need to be able to think on your feet
- Not everything produced is relevant
- Set up and clean up takes time for the facilitator
- Some students just don't understand it
- Can set high expectations for the rest of the session

Ask students where they got the individual parts of the model from - if they don't know then take the part away = parallels to referencing and keeping track of sources = if you don't know where they came from then you can't use them = ruins model/argument when taken away.

Ways to use Lego for teaching:

- Can use with distance learning students - gets them to do some work and share it with each other
- Capturing the imagination of students
- Can be literal with creating a reference with Lego or can use it to get people thinking
- Copyright - copy what they are building, take a photo = who owns the copyright?, replicate model and use it to trace back
- OA - one person builds a model - another takes it and builds on it - another takes it and builds on that and so on

Metaphorical models - doesn't have to be something as long as it means something to the student.

Strange pieces = makes things more creative - as does taking pieces away from people.

How to encourage interaction - the facilitator can build their own model during the session, chat to people whilst building model to get them engaged. If no one volunteers to talk about their model then you can talk about yours.

Reviewing the role of teaching librarians in supporting student's digital capabilities - Manfred Gschwandtner & Pam McKinney

Identify the stakeholders involved in providing support, the general conception of digital literacy and the role of librarians in this.

Things change if you put them in a different context - worked to frame digital literacy skills in a new way and how this could change individual practice.

Jisc's 6 elements of digital capabilities as a framework:

- ICT proficiency
- Information, data and media literacies
- Digital creation, innovation and scholarship

- Communication, collaboration and participation
- Digital learning and self-development
- Digital identify and wellbeing

= enables someone to work in a digital society

How do librarians support this framework?

When librarians talk about digital literacies they talk about:

- Digital information literacy = finding, evaluating and organising digital information
- Teaching it online
- Teaching the IT skills necessary for teaching information literacy

When you ask librarians about digital literacies they talk at length about information literacy - in one way this is positive but are we neglecting the wider **digital** literacies?

Role for librarians:

- Being more involved in data management
- Better engagement with students using social media
- Upskilling librarians to take part in IT support
- Supporting digital citizenship
- Supporting collaborations

Senior library managers don't always see their staff as experts in the wider digital literacies - just information literacy. Do we have a culture problem?

Benefits for libraries:

- Essential strategic aim in most HE institutions
- Essentially linked to other important strategic aims
- Pragmatic way in for libs to collaborate with faculties in curriculum design and teaching
- Boost collaborations with faculty
- Repositions the librarian as part of a wider team
- Librarians can negotiate within their teams about which area they want to cover
- Improves student facing support
- Raises profile of librarians
- Enables them to try new things

Our core responsibility it to enhance student information literacy but it would be beneficial to support other elements of the Digital Capabilities Framework to create a digitally literate student, not just an information literate student.

Keynote: - The Elephant in the Room: Why are Information Skills not an Essential Part of the Curriculum? - Barbara Band

School libraries are a bit on an unknown quantity - people don't really know what they do. We do a range of things but people don't really know what we do.

Process of information searching and evaluation are natural for us but we don't always talk our users through this process. The user just sees the end result of information and thinks "I could do that!"

What are the barriers to information literacy skills?

- Education systems
- Teaching profession
- Information profession
- Technology

Trend where almost every school librarian who has left has been replaced (if at all) by someone on a lower grade with fewer hours but with the same job description.

Many different models of information literacy - is language a barrier that we need to overcome with a common model that everyone understands? Does this even exist?

There is a gap between what we call the skills we teach and what employers ask for - do we need a common terminology to make things more obviously transferrable?

Do we need to change the terminology or just change people's perceptions of it? Does literacy mean something else to most people?

When you're running just to stand still it can be difficult to think about long term strategies and how to engage with people beyond initial sessions - but what if this isn't working? Why carry on? Refocus how you deal with people.

Students will only develop these skills when there is something in it for them. They are taught to answer tests rather than undertake independent thinking for much of their education.

IL skills need to be both teacher and subject led. Teachers have daily contact with students so they can help to deliver these skills.

If you can evaluate how the skills are being used you can increase buy-in from senior management but this can be hard to do - especially with everything else the librarian has to do.

In many schools there is an extended research project (= the ideal place for librarians to help) but there is little consistency in how these are run.

Last minute research is not the place to deliver an information literacy skills session - students just want the information.

How senior management see the librarian will influence how teachers see the librarian.

Practice what you preach: Developing information literacy through professional reading groups - Erin Nephin & Alison Park

Reading groups provide a way to engage with research and help the team to become research active. It gave people permission to engage with research in a different way.

Could a reading group help people to address fears and insecurities about engaging with research?

One rule: you need to read the article before you attend (but you don't have to understand it!)

Club also looks at Twitter threads, conference presentations and blogs - things which are broader than the professional literature.

Club gave people a place to be honest about their own rays approaching IL teaching. It allowed the group to experience reading an article for the first time. Gave people a chance to challenge previous views and techniques.

Change the language from vs to and - Google AND scholarly resources. This allows students to see the range of sources without feeling threatened.

Club didn't aim to problem solve but to spark a discussion on a broad theme in order to inform future practice.

Group allowed people to step forward and express their ideas in a different way by having different leaders for every session. These leaders chose the topic and led the discussion.

For the first few meetings you may need backup articles or themes just to keep the discussion going. Having at least two people to run the meetings is also a good idea to make sure that they happen.

Creates more empathy with students - librarians get to experience reading an article, possibly struggling and finding out which areas they need help in.

Research for the Terrified - Sam Aston, Geoff Walton and Emma Coonan

There is no divide between practitioners and researchers - anyone is capable of being a researcher.

Action research is an accessible way to talk about research based enquiry.

Scientific method:

- Make an observation
- Form a hypothesis
- Make a testable prediction
- Obtain data by performing test

Action research = an approach where the researcher and a client collaborate in the diagnosis of a problem and the formation of a solution.

You need to show that by diagnosing a problem the solution you want to implement will work.

Action research can be inductive or deductive or both = triangulation.

What you are doing is influencing change and empowering your users through collaboration.

Maze books = one way to get information from children. Get them to create their own book which has predetermined questions which they answer.

No right or wrong way to do action research.

Action research is about bringing about (evidence based) change with academic credibility. It's very vice chancellor friendly.

A key part of the action research cycle is reflection - take a step back and think about what the project has told you about your practices. How can this change things?

Think about what data in your context might look like!

Ideas for action research data: https://padlet.com/sam_aston/lilacactionresearch

Many sources of action research data:

- Student groups
- UX
- Surveys
- Feedback whiteboards
- Voting tokens

- Fast feedback

Using action research in practice:

- Need to design out bias - we need to make sure we are not just working to support the argument we already want to make. There are steps that we can take to make sure we are as unbiased as humanly possibly
- Think about the impact you are trying to achieve - are we trying to prove something, look for a right answer, demonstrate that a view has validity

It makes you bring your own assumptions about things to the fore - good for reflection and general good practice.

A good question to ask = what is the best argument against the argument you have made?

Critical questions about information:

- Whose interests does this point represent?
- Who benefits from this information?
- Whose voice is not being heard?
- Are you disagreeing because something is untrue or because you don't like it?

Plugging the Gap: Can Online Tutorials be more than just 24/7 Support - Jackie Fealey, Donna Crookall, Pauline Smith & Nathalie Taylor

PDF guides outperformed the online tutorials.

Hurdles to change:

- No VLE
- All tutorials needed to be rewritten in one year
- No platforms to host things
- No knowledge of software
- No budget

Tutorial moved from being hidden on a VLE to being hosted on an open website.

Through working through a tutorial students actually engaged with the material, peer learning occurs and tutor support is available if they need it. Students left with references they could actually use in their work.

After the success of the courses, academics approached the library to design bespoke online courses for them e.g. designing a research poster.

Wanted to make the courses bespoke and targeted to a specific cohort = added on extra value.

Asked students for feedback about the features they liked within each tutorial and used this to adapt the other tutorials in the system.

Top tips:

- Seek funding
- Provide training
- Pay attention to design
- Try to make the sessions generic so that they don't need too much updating

Day two

Putting theory to work in practice: Unpacking information literacy with a conceptual toolbox from library and information science - Ola Pilerot

Connections between research and practice in the information literacy narrative: http://journals.sagepub.com/doi/abs/10.1177/0961000614559140

Is there a gap between those who teach information literacy and information literacy researchers?

Is research and scholarship seen as part of the librarian's role? Does it need to be (yes!) in order to help close this gap?

There are different ways of using the concept of information literacy:

- Label - IL as a field of research or the professional practice of teaching for IL
- Political - IL as a political and rhetorical device
- Empirical - IL as something that can be observed through the study of what people do
- Analytical/theoretical - IL as an analytical and theoretical tool; IL as a lens
- Information literacy movement - IL as a goal for educational activities, a means for politics and as a study object

It is dangerous to work with preconceived notions of IL - it's different from one place to another - we need to look at what is actually going on.

We tend to bring a westernised notion of IL to other countries and try to put it down in a place where the concept of IL is different.

Do definitions implicitly indicate what is right and wrong in info lit? Are we trying to impose our own views on others when in reality there is no one correct way of doing things?

“I don’t teach IL, I teach for IL” Librarians teach skills and students develop their own IL.

Core activities in IL (this is what we teach)

Things we do with information - information searching, seeking and behaviour

When librarians teach information literacy what they are often teaching is information *searching*. Is this enough? Should we be teaching more of the skills which make up IL?

Librarians working with a particular group of students need to know about their discipline and how they approach IL. Extension of what we already do.

We need to think about information seeking in the context of our daily activities. Highlight the interaction between users in information seeking.

There are many different models and each of them has an element of value. We need to wear many different hats when teaching IL skills.

Not a matter of right and wrong, good or bad IL. It’s a matter of different purposes and goals, interests and ambitions.

IL can mean different things depending on where it is used and how it is made use of.

People (including students) develop different kinds of information literacies.

Can we merge different focus points in the IL narrative - can we be open in IL practice to help it emerge in different contexts?

Emotional intelligence and information literacy: How cognitive biases interferes with motivation and skill development - Alexis Smith Macklin

Frameworks put us in a precarious situation by charging us to do something - they tell us that IL will lead to educational reform.

How do emotions play a role in how we find, evaluate and select the information we use? This hasn't really been addressed in IL, we've only really looked at skill sets.

Things that interfere with IL skill development:

- Past experiences and prior knowledge
- Personal beliefs and opinions
- Motivation to learn more

Why is this important to consider now? The variety of "information" available online and fake news make this a very relevant issue.

The study was conducted with students from conservative, white, poorer families from semi-rural areas. This is not typical by any means (US) but is becoming more so.

Will students use their past knowledge to influence their choice of information when it's ambiguous? They often go for the path of least resistance and make it easy for themselves.

Ways of thinking:

- Fast - automatic, emotional. Things you do automatically.
- Slow - systematic, rational. Logical thought process.

(Thinking Fast and Slow:
https://www.amazon.co.uk/Thinking-Fast-Slow-Daniel-Kahneman/dp/0141033576)

Different thought processes lead to different actions. If the thought processes in the fast way of thinking are flawed then the slow rational thought will also be flawed.

Cognitive bias = mistake in reasoning which goes on to influence other processes e.g. ways we process information.

People evaluate scholarly materials in the same way they evaluate news stories - by creating emotional responses to them.

Heuristic-systematic model: no one will go to the fastest way of thinking unless they need to know or need to be right. Most of the time they think about it and this is where biases can creep in.

When thinking about teaching IL we need to think about behaviourism (stimulus and response), cognitive learning (memory and cognition), constructivism (experience and knowledge)

Behaviourism looks at changing behaviours as a result of instruction.

Cognitive learning looks at not just the skills but the thought process behind it - did the student's thinking change as a result of IL teaching? Very hard to measure.

Constructivism looks at the thought process and their understanding of it to create a new experience. If you're not doing this it's OK!

Used Mayer and Salovey emotional intelligence model as an instructional design framework.

Process = Introduce stimuli, present controversial info, examine thought process, evaluate experience.

Google classroom: Stimuli = image, controversy = debate, thought = journaling, benchmark = survey.

In the beginning students were basing their evaluation of the credibility of information on their own beliefs and opinions. At the end of the study (after being talking through cognitive bias) they were more able to critically evaluate information and see both sides of the debate (no matter what their opinions).

With scholarly information:

- Students accepted arguments at face values if aligned with their beliefs
- Dismissed information that was ambiguous

We should use pieces of emotional intelligence to influence our instructional design. We can improve their understanding of biases and the evaluation process in order to make them more information literacy.

Collecting meaningful feedback on Information literacy training: results of a project to evaluate feedback methods - Kim Coles & Kate Perris

Project to trial alternative methods of feedback collection to evaluate their effectiveness.

So far feedback collected on paper at the end of classes and then input into Access database with an annual report generated.

Wanted to know if students were meeting their learning objectives as a result of the training and if attendees felt more confident as a result of the training.

When should we ask for feedback? - asking for later feedback would impact on the number of responses received but would lead to more considered responses.

Used online feedback tools to ask how they felt about lit searching at the start and then again at the end. Adapted this to paper forms.

Feedback was open throughout the online courses with a formal feedback form at the end of the course.

Print methods still got a higher response rate.

Could ask more questions within the print survey than online.

Analysing the different feedback collection methods was a good reflection exercise which allowed people time to think about the methods they were using and what they wanted out of an ideal method.

Tricider = feedback tool.

What is feedback for?

- Development
- Appraisal
- Accountability
- Innovation

Three feedback methods trialled:

- Online evaluation form - automatic collation of responses
- Print evaluation form - use when students don't have access to the internet in the class but can take time to collate
- PollEverywhere feedback slide - can be dropped into any course. Immediate response but best for simple questions

Most useful part of each one is the free text option = best comments.

Scholarly communications: the other side of information literacy? - Cath Dishman & Katherine Stephan

Scholarly communication is seen as a bit of an ‘other’ role.

Tions of scholarly communication - motivation, elation, frustration, creation, facilitation

Many scholarly communication departments are new - there is often confusion about where they sit but this can present an opportunity for communication between the library and other departments.

When people start in scholarly communication roles there is a lot of upskilling involved - reading, webinars, training. Even within the main sections there are many smaller skills to learn.

“The dark side of academic publishing: protecting your content from predatory journals” - changed to proactive publishing. About preparing yourself and where you would publish before submitting.

Creating links with staff and doctoral students can really help with opportunities to create bespoke sessions.

Need other colleagues to help get the message out across the university - especially in a small team.

5 things you need to know about bibliometrics - 15 minute presentation to get the knowledge out there. And you don’t know where it may lead.

Think about combining sessions - gets the message across to students when they are all in one room at the same time. Use every opportunity.

Facilitation role - another element of scholarly communication is to provide space to help researchers promote their work (either digital or physical).

Copyright and your thesis - turned an in person session into an online tutorial.Still run as a physical session where librarians take the students through the online session but they have support and then something to take away.

There is so much information when dealing with metrics and it's hard to know what to focus on - where do you start?!

Frustration = knowing what to tell people. What will be relevant to them?

Having knowledge about scholarly communication is empowering. Even if you don't know the answer you will know where to find it!

People are starting to realise that the library has a role to play in research - whether it is training, providing advice or just providing a space.

Tackling challenges with a challenge: a 30 day online staff training module to enhance library support for research related information literacy skills - Angela Young

Summer school for those providing frontline support, in liaison roles or providing training in the biomedical and health disciplines.

Trickle effect - start with a little bit of knowledge and allow to absorb

Challenge 1 = Breadth of content. Too much to put into a session or a series of sessions. Solution was micro sessions for a trickle effect.

Challenge 2 = reaching relevant staff. Many staff in a range of libraries.

Challenge 3 = engagement. Started with online 11 ½ things but engagement was low or non-existent. Due to the fact that it was too time consuming and a lack of incentive.

Used 30 day exercise challenges as an inspiration - short time each day, clear and straightforward, same type of activity every day, rest days were factored in.

Gamification of learning, intermediary awards (digital badge) and a final prize helped to encourage participation.

30 Day Research Support Challenge:

- Short video every day
- Quiz in Moodle to test understanding
- Days were not accessible until previous day had been completed

- Needed to complete all 30 days within 6 week period - helped with part time staff
- Digital badges
- Final prize - virtual cup with name engraved

Not a competition, just a challenge for yourself = many names on virtual cup

Engagement was higher - 31% within 30 day time frame but some completed after 30 days (45% in total).

Then made available for any library staff - all online but without having to work through whole challenge.

Feedback:

- Useful
- Interesting
- Enjoyable
- Engaging
- Time still an issue - people wanted to finish but couldn't

People were having to fit it in rather than being offered training time to do it.

Progress report showing how many days done, still to do and a medal graphic.

Future plans - mini 30 day challenge (better use of time for both learner and administrator), possibly used as a model for online learning for users. Alternate quiz and videos on different days?

Closing the loop: using direct and indirect assessment of student learning to inform library instruction - Lyda McCartin, Brianne Markowski & Stephanie Evers

Offers a first year experience course to help students bridge the gap between school and university.

Students weren't citing 'peer reviewed' publications = change in direction for the course.

Class changed to focus more on a conversation about peer review - three article: trade, peer reviewed article and book review (sections). Had to guess which one was the peer reviewed source.

Assessment process:

- Obtained papers
- Developed rubric - wanted to go beyond basic citation analysis when developing a rubric. How are students using the sources they find in their own work

Need to look at *what* exactly students are citing from articles. Are they citing the actual evidence?

Launched a how to read a study class with activities - how do they actually read a research study, give them an article and then work with a partner to determine what the findings are and which sections you would use.

Themes from the analysis. What did students learn?

- Determining peer review
- Learning to read a research study
- Search techniques
- Application to other courses/assignments

Students still struggled with finding resources in general which was addressed in a different taught session.

Students had suggestions on how to improve the session:

- Dry content
- One on one time with librarian
- Session length
- Hands on searching time

Changing the time for the workshop worked well - waiting an extra week meant that students had an actual topic that they could work on during the session.

Classes are limited to 20/25 students which allows librarians to get round to each student in a workshop and offer help.

Team had success with using two different assessment methods with the same section of the curriculum.

Day three

Teach them why: using information literacy threshold concepts to help undergraduates research better - Shelley Harper

We need to teach students *why* research works as it does - it's impractical to ask them to replicate something they have seen done once when they are out doing their own work.

Use threshold concepts to organise learning plans - not just being a student of something but *becoming* something. You step over a threshold and change the way you think. Ideas that you need to be able to master in order to move on to other concepts in the discipline.

ACRL Framework for Information Literacy - http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework_ILHE.pdf

Being able to play in order to engage with the theory in some way helps to cement the lesson = theory based practical learning.

Start out a lesson by giving students a threshold concept - have you ever thought about library research as strategic exploration of the information world? Then unpack some of these words.

Library research is a planned adventure in the information world.

Make a plan:

- Develop a research question
- Parse out core concepts of the question
- For each concept identify the types of information that would answer these questions
- Where will you look for this information? Where is it kept?
- For each location of information, which tools do you use to search for information e.g. library based information - search the catalogue
- Learn to use each type of search tool
- Locate your sources
- Ask the librarian for help if needed!

Files from the session: https://padlet.com/sharper02/LILAC2018

Threshold concepts really help to frame the outcomes of lesson plans - it gives you a message to aim for and summarise for people to take away.

Lesson plans need to be flexible - not everyone teaches the same way. Threshold concepts come in handy here as they are quite flexible and offering a choice of six to choose from.

Posthuman literacies: reframing relationships between information, technology and identity - David White

University of the Arts London likes uncertainty - ambiguity is their signature pedagogy.

The idea of the technoself - technology moving from one of functionality through to interaction, the idea that we won't simply enjoy using our tools but will come to care for them.

Students are increasingly wanting to take their smartphones into exams. Not to cheat but because they can't be separated from them.

Using a device is increasingly part of what it means to be human. When we teach students to use tech we are trying to get them to change the way they think about themselves.

Dataself = hidden self? (hidden socially but revealed to those with power)

Using technology means being social = loose the divide between public and private selves to some extent. Can create tensions and problems.

We used to be concerned with the surface information we were sharing on social media but what about if (and when) companies can dig deeper? What are they finding out about us?

Drivers of truth decay:

- Cognitive bias
- Rise of social media and other changes to the info environment
- Demands on the educational system that limit its ability to keep up with changes in the information ecosystem

- Political and social polarization

We need to teach more broadly - we can't just be helping students to survive the curriculum.

We need to be careful not to enforce a strict black and white line between what's right and wrong - the world is not that simple. Are we doing this with info lit? Does this amplify polarization?

Fact checking drives play into the hands of people in power - it just splits people more and more.

What is truth decay?

- Increasing disagreements about facts and interpretations
- Blurring of the line between opinion and fact
- Increasing relative volume and influence of opinion over fact
- Declining trust in formerly respected sources of fact

But who gets to decide what is a fact and what is an opinion? Hard to decide once you move outside of scientific disciplines.

A lot of how you evaluate critical information has to do with who you are and where you are coming from.

We need to position the information seeking before we can move forward with teaching info lit. Are we teaching citizens, students or someone else?

Questioning why you agree with something is more valuable than bolstering your views on what you disagree with.

Education appears to generating more intimate data from students.

Once you collect data on someone you can't un-collect it.

No one ever says that they want to collect data because they want to police you. It's just because they want to "help you" in your life.

One of the dangers of attributes frameworks is that they outline the behaviour of the individual and not how they relate to others around them.

Students frame themselves as the most employable product they can. Students are often too fast to frame themselves as a product - this needs to be questioned.

There is always a context - nothing is neutral.

Engender optimistic criticality - there are positive ways of thinking about this, it's not all doom and gloom.

Raise consciousness, increase agency in students and don't fear complexity.

Information literacy has to incorporate the larger complexities around the issue in a way that critically frames the person at the centre.

ANCIL and the reflexive practitioner: a masterclass - Jane Secker and Emma Coonan

Interesting to use the framework with academics and see which concepts they respond to and which cause confusion.

How does the teacher position themselves in their teaching on IL? To what extent do the teacher and the librarian overlap.

Are librarians teachers? It depends on how you see yourself and people will move between the different definitions depending on circumstances and context.

How you choose to define yourself in this space tells us more about you than about teaching or training.

Research (Wheeler & McKinney): https://ojs.lboro.ac.uk/JIL/article/view/LLC-V9-I2

How your institutions see the librarian will impact what the librarian does and sometimes how they see themselves.

Are librarians resource providers or teaching partners? (McClusky, 2011)

Terminology - are we teachers, trainers or educators (and more)?

Key questions:

- What are you teaching in your sessions?

- How does it align with ANCIL strands?
- What are you not teaching and why?

How are your students learning? Are you telling them what to do or teaching them to think?

Using portfolio can help students to develop their skills and keep track of their learning. What have they produced as evidence of the skills they have developed? Also provides an opportunity for reflection. Need to be selective about what they include - select and reflect.

Constructive alignment - Biggs & Tang: what you teach, how you teach it and how you assess it all fits together.

Reflexivity is not to be confused with reflection. Reflection is a fundamental part of learning and education. Be mindful and in the moment and notice what is going on - where is the discomfort, can you get to the bottom of why?

A NOOC in a MOOC world: On Course for your Masters - Elizabeth Newall

Review of info skills provision for taught course students led to a new offer. The increase in distance students meant that the move to online training was natural.

The MOOC bought together practitioners from across the university - research office, employment office and senior academic lead for teaching enhancement.

Many international students come from countries which do not have a high level of IT skill and there were concerns that moving the introductory course completely online would unintentionally exclude people.

Wanted to ensure that the MOOC became a resource as well as a course.

Asynchronous nature of the MOOC means that the university can offer the course across different countries and time zones.

Course supports students during the transition into university level study, through their time at the institution and helps to prepare them for life beyond university.

MOOCs can help to encourage peer to peer learning - especially through feedback and message boards.

International students found access to the online courses especially useful although some numbers tended to be low.

Most users were female, full time, on campus learners which came as a surprise.

Library has been approached to turn the MOOC into compulsory core modules for some courses, including an assignment based on the content.

There has also been interest in opening up the content to masters student pre-arrival at the university. Currently problematic as the content is in Moodle.