|  |  |
| --- | --- |
| **Title:** | Empowering students through curriculum design |
| **Type** (Presentation / Workshop): Presentation: | |
| **Abstract** (max. 300-words, not including references)  Suggested theme: Empowering students through curriculum design  Giving students the skills they need to become independent learners allows them to flourish in both academia and onwards into the world of work. As the students become more confident in finding, evaluating and reading sources, it allows them to investigate deeper into their subjects and contribute fully to their classes. Embedding these skills is a collaboration between librarians and academic staff who each bring unique knowledge and experience. This presentation will look at different ways to embed these skills into the curriculum, using both classroom and online methods. Each level of study requires new skills to be learnt so it will also highlight what is needed at each level and how these build on previous knowledge. In addition, it will cover techniques to evaluate how the students have rated their own short and long term benefits from learning these skills and how we plan to track the student’s progress throughout their course.  **References**  Giving students the skills they need to become independent learners allows them to flourish in both academia (Cottrell, 2001) and onwards into the world of work (Forster, 2017).  As the students become more confident in finding, evaluating and reading sources, it allows them to investigate deeper into their subjects and contribute fully to their classes (Bruce, 2008; Bruce and Hughes, 2008).  Embedding these skills is a collaboration between librarians and academic staff who each bring unique knowledge and experience (Tarrant, Dodgson and Law, 2008).  This presentation will look at different ways to embed these skills into the curriculum, using both classroom and online methods.  Each level of study requires new skills to be learnt so it will also highlight what is needed at each level and how these build on previous knowledge.  In addition (Walsh, 2009), it will cover techniques to evaluate how the students have rated their own short and long term benefits from learning these skills and how we plan to track the student’s progress throughout their course.  Bruce, C. S. (2008). *Informed Learning*. Chicago, IL: Association of College & Research Libraries/American Library Association.  Bruce, C. and Hughes, H. (2010) ‘Informed learning: a pedagogical construct connecting information and learning’, *Library and Information Science Research*, 32(4), pp.A2-A8  Cottrell, S. (2001) *Teaching study skills and supporting learning*. Basingstoke: Palgrave.  Forster, M. (ed.) (2017) *Information Literacy in the workplace*. London: Facet.  Tarrant, M., Dodgson, J. E., & Law, B. V. K. K. (2008) ‘A curricular approach to improve the information literacy and academic writing skills of part-time post-registration nursing students in Hong Kong’, *Nurse Education Today*, 28(4), pp.458-468.  Walsh, A.  (2009) ‘Information Literacy Assessment: Where Do We Start?’, *Journal of Librarianship and Information Science*, 41(1), pp.19-28. | |
| **Author Name(s)** | Davina Omar, Susan McGlamery, Marc Forster and Katie McNamara |
| **School / Department** | Library Services |

<https://prezi.com/p/teedzp36z4-u/>