



# **AN ACADEMIC KICKSTART**

How librarian involvement enhances students' academic literacy

Jessica Thorn  
Librarian at University West, Trollhättan, Sweden

# THE CONTEXT

- Liasion librarian at the Department of Health Sciences
- Nursing program
- 120 students/semester
- Academic theoretical course
- Report writing
- Other examinations



# MY PRESENTATION:

- how the developmental changes evolved and how the lectures looks like today
- the principles of andragogy and student activating methods
- my efforts to locate the students' point of departure



# BACK IN 2017

- 30 students out of 120 passed the report paper writing on their first attempt.
- A lot of extra work for everyone
- We had to do something!



# THE COURSE COORDINATORS

- Offers lectures about the nursing profession, science and nursing theory, the research process, ethics, communication and scientific writing
- The assignments were altered to strengthen the students' academic literacy



# ME, THE LIASION LIBRARIAN

- developed a set of five lectures, workshops and a reference quiz
- earlier we offered three lectures with two workshops
- But it's not only to increase the number of lectures!



# LECTURE 1-3

## 1. Brief library introduction

- The library + the nursing program
- Helping them helping themselves

## 2. Reference management in Active Learning Classroom

- Mandatory lecture with practical exercises
- 8 groups / 8 half days / 2 librarians

## 3. How to search for references and how to review scientific articles, lecture and workshop

- Searching scientific article references
- Review questions



# LECTURE 4 AND 5

4. How to search for scientific articles in Cinahl, lecture and workshop

- Search for a scientific article
- Use it in the report

5. A four hour open workshop together with

- Information seeking, referencing, word, writing, course specific questions
- 2-3 librarians
- A supplemental instruction leader
- A writing instructor from the Language Resource Center



# THE REFERENCE QUIZ

- Mandatory refererence quiz
- 13 questions with three alternatives each
- 100%
- Access to APA 7 manual
- Film with the right answers



# BUT IT'S MORE THAN INCREASING THE NUMBER OF LECTURES

- The adult learning theory
- Andragogy
- Knowles et.al. (2015)



# THE ADULT LEARNING THEORY - ANDRAGOGY

- Know their course content, their tasks
- Find the students where they are
- Use their strengths and willingness to learn
- Create a safe learning environment
- Make them do things
- Stand beside them
- Let them fail and succeed
- Give them feedback!
- How you talk to and with the students

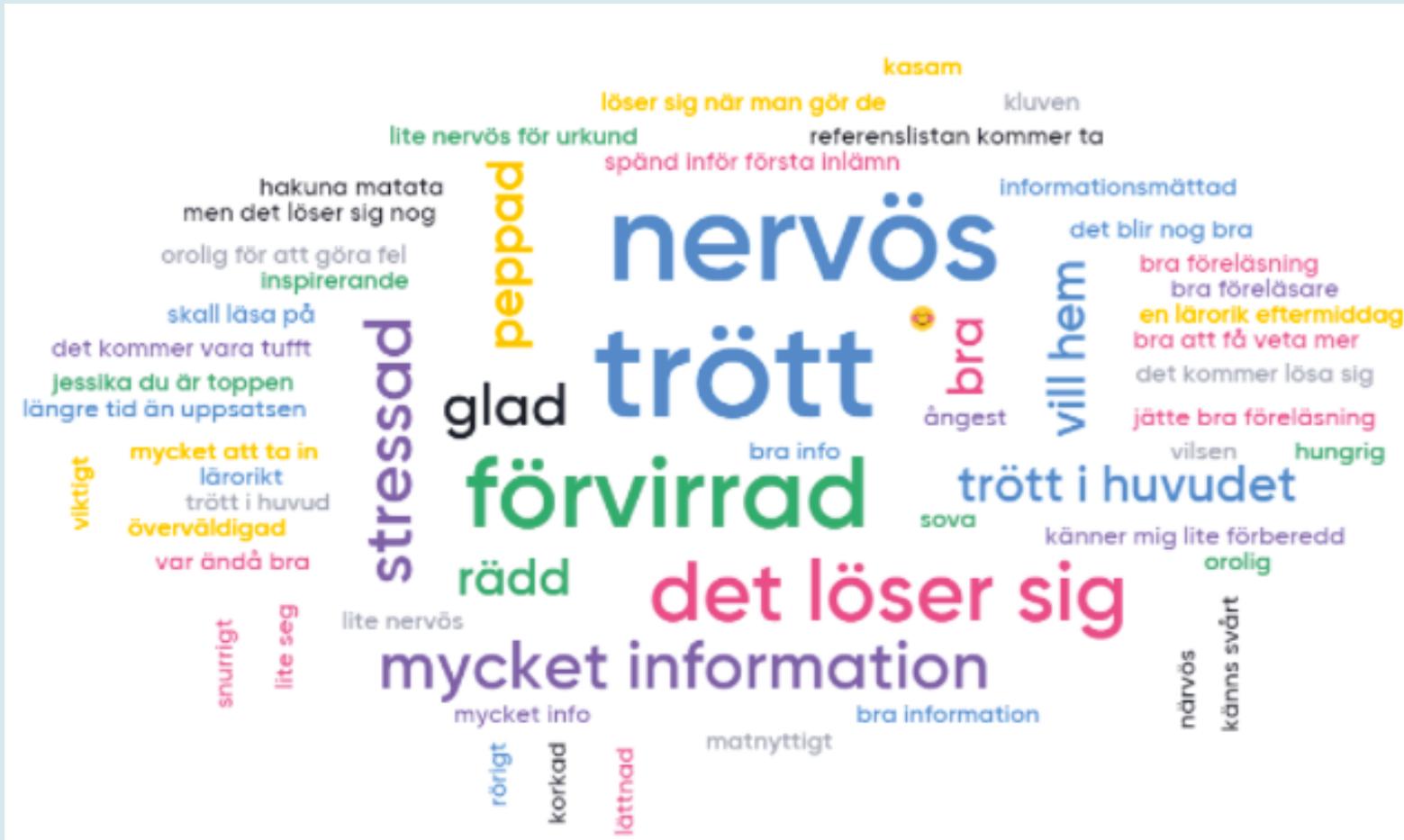


# METHODS FOR ACTIVATING STUDENTS

- ALC
- Mentimeter
- Chat
- A lot of time for questions
- More conversation, less talk!



# THE STUDENTS' POINT OF DEPARTURE



# HOW WOULD YOU ASSESS YOUR KNOWLEDGE IN INFORMATION SEEKING BEFORE YOU STARTED COLLEGE?

[More Details](#)

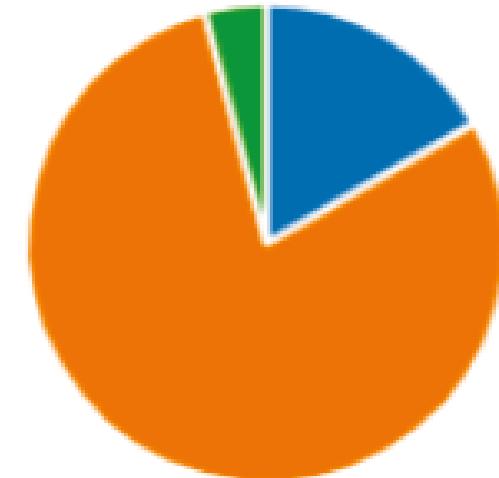
● Höga	4
● Medium	15
● Låga	23
● Inga alls	6



# HOW WOULD YOU ASSESS YOUR KNOWLEDGE IN INFORMATION SEEKING NOW THAT YOU HAVE STUDIED FOR A WHILE?

[More Details](#)

● Höga	8
● Medium	38
● Låga	2
● Inga alls	0



# SO, WHAT HAPPENED WITH THE REPORT WRITING?

- In spring 2020, 90 students out of 120 passed their first attempt on writing the paper
- In spring 2021, 80 students out of 120 passed their first attempt on writing the paper
- Better results thanks to the efforts?
- Time spent v results
- Know your students!



# QUESTIONS?

Thanks for listening!

[jessica.thorn@hv.se](mailto:jessica.thorn@hv.se)

On the last slides, you will find some of the references I've used throughout the process.





# REFERENCES

- Anving, T., Badersten, B., Grandsjö, L., Gustavsson, J., Hedlund, M., Jönsson, K., & Zettergren, A. (2012). Informationskompetens – generella färdigheter för fördjupat lärande. I M. Irhammar, G. Amnér, & H. Adell (Red.), *Proceedings, Lunds universitets utvecklingskonferens 11*, s. 107–116. Lunds universitet. <https://lup.lub.lu.se/search/ws/files/5616439/2301973.pdf>
- Donovan, C., & Erskine-Shaw, M. (2019). ‘Maybe I can do this. Maybe I should be here’: evaluating an academic literacy, resilience and confidence programme. *Journal of Further and Higher Education*, 44(3), 326-340. Doi: 10.1080/0309877X.2018.1541972
- Franzon, A. (2019). *Högskoleförberedelse i gymnasiebibliotek: Utbildningsbibliotekens roll för ungas övergång från gymnasie- till högskolestudier*. [Masteruppsats]. Uppsala Universitet. <http://urn.kb.se/resolve?urn=urn:nbn:se:uu:diva-388545>
- Gold, H. E. (2005). Engaging the adult learner: Creating effective library instruction. *portal: Libraries and the Academy*, 5(4), 467-481. Doi:10.1353/pla.2005.0051
- Hedin, A. (2006). *Lärande på hög nivå : idéer från studenter, lärare och pedagogisk forskning som stöd för utveckling av universitetsundervisning*. Uppsala: Avdelningen för utveckling av pedagogik och interaktivt lärande (UPI), Uppsala universitet. <https://mp.uu.se/documents/432512/1163536/Larandepahog+niva.pdf/cd973da7-863ae6a2-4337-d2c8b3a3de2b>

# REFERENCES

- Jahnke, A. (2019). *Utveckla utbildning: vetenskaplig grund, beprövad erfarenhet, tyst kunskap*. Liber.
- Knowles, M.S., Holton III, E.F. & Swanson, R.A. (2015). *The adult learner: the definitive classic in adult education and human resource development*. (8. uppl.). Routledge.
- Kocevar-Weidinger, E., Cox, E., Lenker, M., Pashkova-Balkenhol, T., & Kinman, V. (2019). On Their Own Terms: First-Year Student Interviews about Everyday Life Research Can Help Librarians Flip the Deficit Script. *Reference Services Review*, 47(2), s. 169-192. Doi: 10.1108/RSR-02-2019-0007
- Krutkowski, S. (2017). A strengths-based approach to widening participation students in higher education. *Reference Services Review*. 45(2). 227-241. Doi: 10.1108/RSR-10-2016-0070
- Pashkova-Balkenhol, T., Lenker, M., Cox, E., & Kocevar-Weidinger, E. (2019). Should we flip the script?. *Journal of Information Literacy*, 13(2), 92-111. Doi:10.11645/13.2.2619
- Rosenblatt, S. (2010). They can find it, but they don't know what to do with it: Describing the use of scholarly literature by undergraduate students. *Journal of Information Literacy*, 4(2), 50-61. Doi. 10.11645/4.2.1486