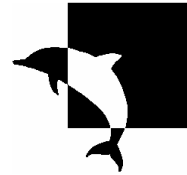


The New Generation Project



University
of Southampton



University of
Portsmouth

Hampshire and Isle of Wight 
Workforce Development Confederation

www.commonlearning.net

Professional collaboration for information literacy in health and social care

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Outline

- Background – the New Generation Project
- Structure of the Project
- Pedagogy
- Role of the library specialists
- How the work has developed
- What's been good so far?
- What's been less good?
- Does it work?

Background – Scale of the Project

- Collaboration between 2 universities and the local HIOW Workforce Development Confederation
- Involves 5 faculties
- Covers 11 disciplines – medicine, nursing, midwifery, social work, pharmacy, radiography (diagnostic & therapeutic), audiology, physiotherapy, occupational therapy and podiatry
- And 2 librarians

Structure of the Project

- One Unit Team for each Learning Unit
- Membership comprises academics, eLearning lead, curriculum development lead
- Unit 1 – 2 library specialists

Pedagogy

Inter-professional learning units are based on a model – *facilitated collaborative learning* - that comprises the principles of **collaborative learning** and **guided discovery learning**.

Role of the library specialists

- Collocated member of the Project Team
- Design, develop, investigate, identify and if appropriate, customise resources
- Work to support evidence-based inter-professional learning
- Library and literature needs of academics & researchers
- Membership of Unit teams
- Support for students during Common Learning
- Named contact point for facilitators, students and colleagues
- Recognition of the professional contribution of library specialists to the whole academic enterprise
- “Outward” facing

How the work has developed

- Opportunity to champion information literacy with staff and students Working as part of an inter-professional team to develop the units
- Genuine contribution to new roles within the academic team
- Being treated as peers within the Unit team
- Contributing to Unit delivery as a facilitator
- Opportunity to face outwards beyond usual expected roles

What's been good so far?

- Fosters an evidence-based approach from the start
- Embeds information literacy from early stage of student learning – Semester 1, Year 1
- Opportunity for awareness of library resources and services beyond the students' own programmes
- Student Reference Group and External Reference Group feedback and involvement
- Closer contact with academic colleagues – links with other groups and with same individuals in different contexts
- Opportunity to work closely with a colleague in another institution

What's been less good?

- Academic staff may discover they have a knowledge and conceptual deficit themselves!
- Library staff may discover they have a skills deficit around e-learning, facilitation & group working processes
- Institutional boundaries – problems with joining up and standardising processes and procedures across two universities (e.g. logging on)
- IT system vulnerability

Does it work?

- Assignments and supporting resources have been submitted to the Student Reference Group
- We have submitted questions for Unit evaluation
- There is ongoing research as an integral part of the project – this will include the educational model in the future
- Early days for a complex shift of curriculum design and delivery
- Change in HE is both difficult and slow

Testimonials

Hi Facilitator X,

Really felt i needed to drop you an email regarding my IPL placement at The Rowans Hospice. We today as a group completed our presentation and report and only left with our peer review.

for me and the rest of my group has been a superb placement with our facilitator x.

I really feel that IPL has been a valuable experience and so positive, it is two weeks of my life as a student that i will not forget and im sure that is what IPL is all about, we as a group discussed today how sorry we are that this unit is almost complete. Thank you to Common Learning.

Regards

(2nd yr Pod student)

Further information

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