OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

FINAL REPORT ON THE OTLA PHASE 6 (ENGLISH) PROJECT – GETTING FE STUDENTS HE READY
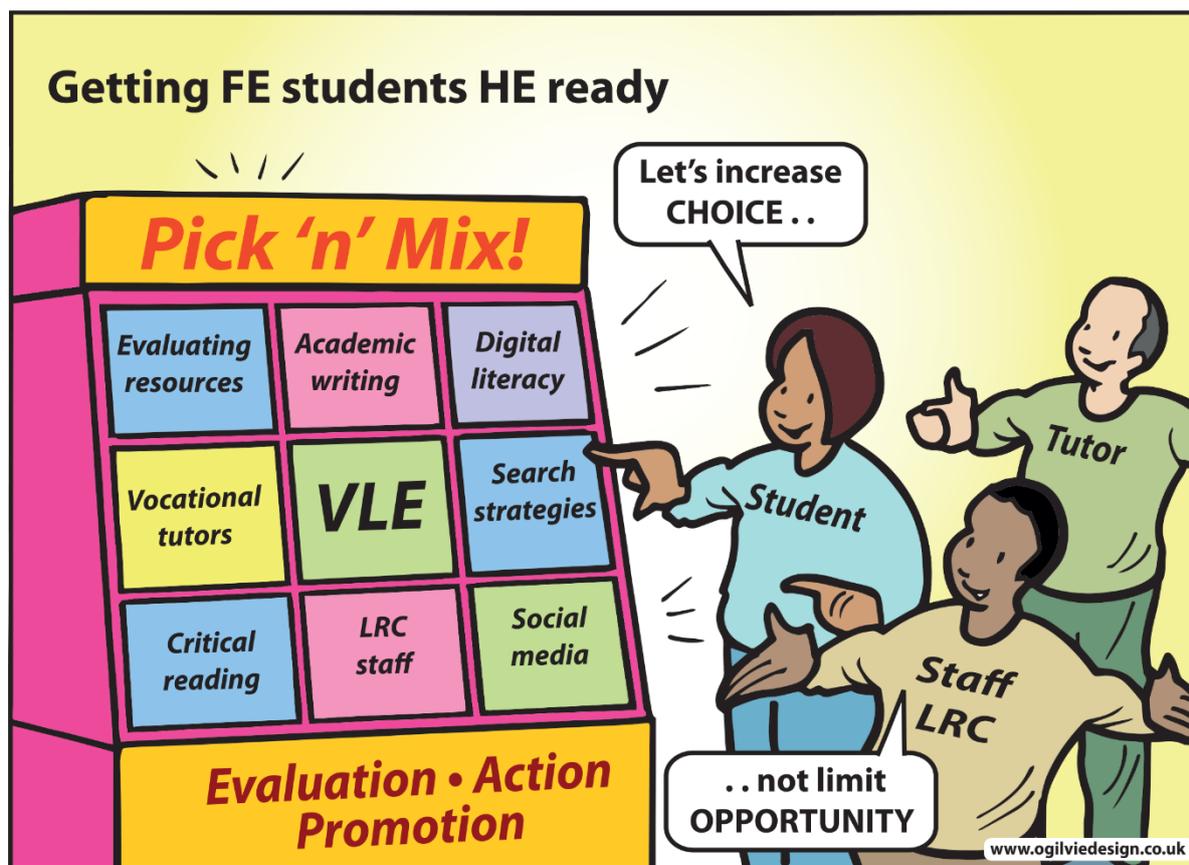
Kirklees College

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Final report - Getting FE students HE ready: A collaborative action research project between LRC staff, vocational tutors & students
Kirklees College

The project had dual aims:

- to develop collaborative relationships between the Learning Resource Centre (LRC) staff, vocational tutors & students and
- to support tutors to enable students' independent study skills.

Summary

Central to this project is a re-branded cross-college study skills VLE page, developed by the LRC staff, as a resource for staff and students whilst also being used as a springboard to promote the services offered by the LRC team.

The key stakeholders in the project are the LRC staff, an Advanced Teaching and Learning Coach (ATLC) with a remit for supporting the use of digital learning technologies, and the newly appointed Curriculum Area Manager (CAM) for the LRC and ATLC teams (see Case Studies).

Rationale

The rationale for this project comes from a combination of issues, identified independently by project members, with the recognition of a need to bring these

perspectives together to develop and promote support for vocational tutors and students.

The LRC staff highlighted a need for a project team in relation to study skills provision because of several factors:
- low usage statistics of the existing VLE study skills resource
- software was no longer supported
- restructure of LRC resulted in fewer staff and loss of focus relating to the maintenance of the resources
- changes to LRC systems/processes meaning some information was outdated
- growing importance of transferable digital skills, to meet student needs and maintain alignment with college vision.

The ATLC and CAM were aware there were a variety of study skills resources to support students' academic reading and writing skills development; however, there was no cross-department collaboration to support the development of these skills. There was awareness that resources were outdated and needed to reflect the changing nature of academic study, including use of digital resources and development of digital literacy skills.

The project team agreed that the focus of study skills support should be aimed at Level 3 students or above as we believed that, at level 3 and above, students should have a clear understanding of the importance of study skills and be able to access relevant resources independently to achieve that understanding.

Approach

We took an action research (AR) approach to the project using the plan-act-observe-reflect cycle.

Plan

Updating and re-branding the cross college VLE study skills page was central to this AR project. The VLE page was to serve multiple purposes. Firstly, to ensure this updated VLE page was fit for purpose; so it was vital to get, and act, on feedback from both tutors and students. Secondly, the VLE page would be used as a springboard in order to promote the wider support available from the LRC staff for both staff and students.

Act

1. Promote the VLE page through formal channels:
   - Daily communications
   - Email to managers to forward to their teaching staff
   - Email to ATLCs asking them to liaise with teachers within their link team
2. Attend curriculum team meetings to promote the VLE page and request feedback from students.
3. Approach tutors directly to request attending their sessions to promote the VLE page & ask for student feedback, as in:

- Animal care
- Childhood studies
- Teacher education

4. Deliver the 'designing a search strategy' session to the LRC team and discuss how these skills can be supported within the LRCs when students come for assignment support.

5. Competition to re-name the VLE page.
   - LRC Advisor approaching students using the LRC floor one
   - Social media promotion
   - Email promotion to tutors

While this report represents an overview of activity within this project, it does not fully reflect the messiness of engaging with AR and the multiple cycles of plan-act-observe-reflect undertaken. The project team had regular team meetings; through this we were able to report our observations, and suggest ways to respond to issues as they arose so that at each meeting we had a clear action plan for the next cycle of activity.

Professional learning: Evidence of changes in teaching, learning and assessment practices

The project team recognised the need for continuous, consistent, and coherent communication in relation to the production and promotion of online VLE resources. A key finding is that the production of these VLE resources can be interpreted as a replacement for face to face support whereas the intention is they are complementary resources. In response to this a classroom session titled 'developing a search strategy' was developed. This served the same dual purposes as the VLE page: firstly it would be used to engage with tutors to promote the wider services of the LRC staff and secondly provide a resource for tutors to use with students.

Two versions were planned. The first was delivered to the LRC team during a staff conference day. Much of the LRC's role involves staffing the LRCs where students approach staff with questions regarding assignments. This session provided an opportunity for LRC staff to consider how they can support students with their academic skills in one-to-one situations. The session resources included a PowerPoint presentation, a handout and a 'Curriculum Support' document. The Support document was evaluated during the session, providing valuable contributions from the wider LRC team. This feedback informed the final document available as part of the study skills VLE page. This is a valuable resource to ensure tutors and LRC staff have a shared understanding of how they can support their students' academic skills.

The second version of this session was to be delivered to tutors. Unfortunately, despite the best attempts of the team, this has yet to happen. Not to be deterred, we have a new plan for approaching CAMs directly to deliver the session directly to curriculum teams.

However, this session, 'developing a search strategy', has had a positive impact on the professional learning of the Advanced Teaching and Learning Coach on the team. She adapted and delivered to session for a new course she was delivering, the L5 in Observation of Teaching and Learning. This provides an excellent case study for how useful this session is, as the tutor reflects on how central it has been to support students' understanding of the requirements of a level 5 assignment and set expectations to engage with relevant wider reading.

Through the promotion of the VLE page, it was discovered that a change in the way LRC inductions took place at the beginning of term was misinterpreted. Online inductions had been created with the intention of ensuring all learners received induction. Previously, face to face inductions focused on full time students, so the online resource was developed to make the inductions more accessible. In addition, it was thought that freeing up the LRC staff from delivering repetitive inductions to small groups would provide more time for specific support to curriculum teams.

However, the project team discovered that tutors thought they were now unable to access the LRC subject librarians for face to face classroom contact for students. There are two examples of the impact of the project in response to this. Firstly, a 'Supporting Curriculum' document was developed and secondly, an LRC subject librarian met with a science tutor to discuss a specific upcoming assignment requiring the students to engage with journal articles.

This is an excellent example of how the project team, made up of a tutor and LRC staff, enabled a change in TLA. It also highlights the theme of communication which has become evident throughout the project.

Evidence of improved collaboration and changes in organisational practices

Official channels of communication, such as the 'Daily Communications' bulletins, emails to CAMs, and the offer of training sessions had limited success in promoting the new study skills resource or in getting feedback from staff and students.

Approaching tutors directly either individually or through team meetings proved more successful. The LRC staff attended classes where they introduced the study skills VLE page asking for feedback from the tutor and students. The ATLC met with tutors in team meetings or individually and in this instance, it was the tutors who introduced the resource in class and forwarded the student feedback to the project team. Positive feedback on the resource included: easy to navigate; well structured; and a variety of resources including step by step instructions for technologies & useful videos.

What is interesting reviewing this feedback is the *variety* of the comments from students. Common themes related to the sections on referencing, academic writing and critical reading; however, there was also a large amount of individualised feedback (see Appendix 3). This suggests that the 'pick & mix' approach to the design of the resource was appropriate. There was also a variety of suggestions for areas of improvement. For example, a section on Office 365 with support resources

for both tutors and students was added and an 'introduction' added to provide an overview of each section.

What has been most surprising has been the impact of informal communication. For example, the section on 'getting HE ready' was added including resources on 'thinking of studying a HE course'; 'preparing and creating your application'; and 'preparing for your interview'.

Evidence of improvement in learners' achievements, retention and progression

The VLE resource developed has provided a 'pick and mix' support package for tutors and students. It provides staff with a resource to direct their students to encourage the development of independent study skills. The 'pick and mix' approach allows students to use the resource as needs arise. This is evident in the feedback from some HE students.

Predictably the most useful sections relate to research skills and referencing (see figure 12a-1) and the statistics from the VLE page indicate these are the most frequently used areas (see figure 12a-2).
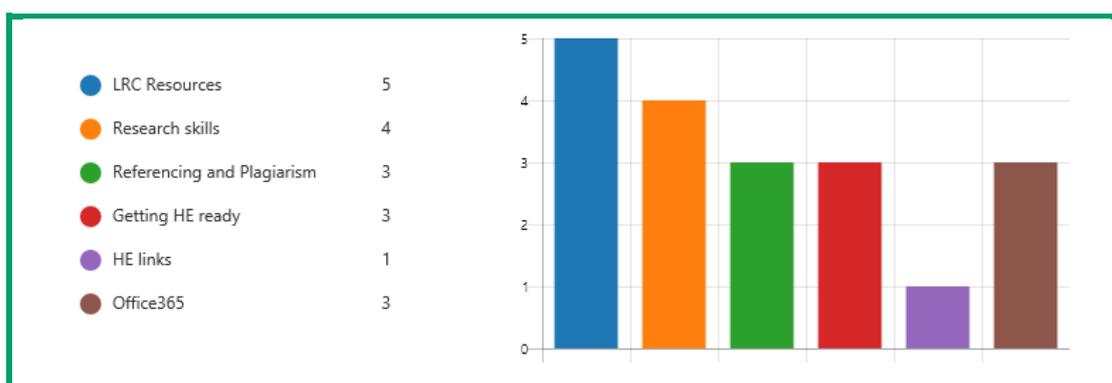

Figure 12a-1: Most useful sections of resource

Figure 12a-2: Most frequently used areas on the VLE

Tutors report a better understanding of the role of the LRC and how the LRC team can support their students. The development of the 'Supporting Curriculum' document (Appendix 2) has been included in the corporate induction for new members of staff and feedback is positive.

The development of the search strategies session (Appendix 1) was adapted successfully into a level 5 course. The tutor and the LRC subject librarian worked collaboratively to ensure students understood the level and commitment of study required. Assignments are of a very high standard with a variety of academic sources, including accurate use of APA referencing. The tutor reported this level of collaboration was key to students' achievement (Case Study 1).

Learning from this project

There have been three key things learnt from this project.

1. The use of formal methods of written communication needs to be reviewed. Many formal written channels of communication are available within college, including the LRC staff sending email updates to curriculum teams. We discovered that the tutors are aware of the emails but acknowledge there is limited time to read and consider the implication of the resources shared in these emails. Written communications can also lead to misunderstandings, e.g. the replacement of face to face inductions with online inductions. Finding out about this issue led to a string of actions: the development of the 'Supporting Curriculum' document – sharing this with new staff on induction days – circulating to current staff – available on the VLE – delivering to CAM/HOD level to reaffirm/communicate what services are delivered. This project highlights the need for consistent messages across different platforms to avoid misinterpretations. Through informal conversations, planned or unplanned, team members have acted upon the feedback, leading to significant changes in practice.

1. Having a range of roles within the project team created opportunities for sharing practice across the team and college and facilitated many of the outcomes of this project.

2. The 'pick and mix' approach to the new VLE page has been well received by staff, students and managers as well as by the LRC team who manage it. There is acceptance this is an on-going job. The VLE page and the LRC support for tutors and students is fluid and ever changing and a large part of the LRC role is to manage and contribute to that change.

Case Study 1 – Project Lead, Tutor and ATLC

My multiple roles as advanced teaching and learning coach, teacher and project lead/researcher

Background

I am a teacher educator although my first subject is ESOL. I currently teach generic (Cert Ed/PGCE) and ESOL (CELTA) teacher education courses. I am also an Advanced Teaching and Learning Coach (ATLC) with cross college responsibility for supporting teaching and learning. This year I have worked with a team from the Learning Resource Centre (LRC) to develop, promote and evaluate a cross college study skills VLE page and I've been the lead for the OTLA6 project.

I got involved in this project due to a number of factors. Firstly, there was a re-structure within the college which meant that the person, Corrine (Case Study 7), who had been my line manager for my teaching role was now also my line manager as ATLC *and* the line manager for the LRC team. Previously Corrine had managed the Access to HE department and during this time I updated and delivered the study skills units, therefore she was aware of my interest in the subject and the issues curriculum staff had in delivering these. Secondly, working with the LRC staff, Corrine became aware of the outdated cross-college resources and when projects were being discussed with the LRC team Lisa (Case Study 2), my co-lead on this project, volunteered to be part of the study skills project. Corrine then asked me, in my role as ATLC, to join the team and it was at this point that I became aware of the OTLA6 project and submitted the proposal.

This case study will outline how this project has impacted on these three roles: an ATLC, a teacher and a researcher.

The perspective of the ATLC

I have really enjoyed working with the LRC staff and getting to know a little more about their roles within the college. I think we've all worked really well together as a team, we've been clear about what we want to achieve, honest about the barriers we face and creative in ways we think we can overcome these barriers.

As the 'curriculum' member of the team, my role was to make use of my connections with my fellow ATLCs and the tutors & curriculum teams I work with. However, I have been both frustrated and perturbed by the limited success of these 'formal' channels of communication, and pleasantly surprised by the successes of 'chance' discussions. E-communications have been the least successful. I have sent emails to the ATLC team asking them to forward this on their curriculum teams; I have sent the same email to the curriculum areas I support; messages have gone out to Curriculum Area Managers (CAMs); messages through marketing via our internal comms network; and I have written a blog post. Yet, when meeting people face to face it was clear they didn't know

about the project, showing they have either not read, or not remembered reading these emails and messages.

Face to face meeting have been much more successful, but again these have been a mixture of 'formal' channels and 'chance' discussions. For example, I attended the team meeting for two curriculum areas and in both these meetings the L3 tutors agreed to present the resource to their students and these have been valuable sources of student feedback. Examples of 'chance' outcomes include meeting with one tutor in relation to a classroom observation. She recommended I contact the L3 tutor, and he agreed to present the resource to his students, and we gained some valuable feedback. Another example includes overhearing conversations in an office in relation to struggles in supporting students using the new Office 365 software. I reported this to the project team and a new section was added to the VLE with resource for both staff and students.

Other 'chance' discussions resulted in a section titled 'Getting ready for HE'. This came about due to a combination of factors. First, I sit in the Access to HE office so I am aware of the looming UCAS deadline and students starting to get interview invites. Secondly, at a meeting it was mentioned that there were some new resources available from the Blended Learning Consortium (BLC) on applying to HE. When Lisa and I met she mentioned these resources. I got quite excited because they were so timely, and these were added to the VLE page by the end of the week. This provided us with another opportunity to promote the resource. This example also demonstrates the blurring of my roles. I was meeting Lisa within my capacity as ATLC. She was in the meeting in her capacity as LRC librarian for construction. Yet it was because of my role as a teacher and Lisa's involvement in the project that we were able identify and resolve the gap in resources on FE students applying for HE.

Another example of where my roles as ATLC and tutor created a chain reaction of events is when I met with one of my trainee teachers and her mentor. It was at this meeting that we found out that the online LRC inductions had been misinterpreted to mean that that LRC librarians were no longer offering support in curriculum teams. I fed this back to the team and from this Lisa developed a 'Supporting Curriculum' document and the LRC librarian for science met with the tutor to support with an assignment that needed students to be accessing journal resources.

My perspective as a Teacher

I feel that I have an excellent relationship with my subject LRC librarian and she adapts her support to meet the needs of each of my courses. On the CELTA, she first met my trainees during the session on Office 365. For the PGCE group she joined us on the visit to the University library. For the L5 Observation of T&L course, she led a session on the digital resources available through the LRC. She is my first point of contact for issues that I have with resources. For example, there has been issues this year with some of the CELTA resources and she has investigated possible solutions to these issues. For the L5 Observation of T&L

course, I sent her the reading list and she regularly updated me on when these resources were available in the LRC. She is a member of my course Yammer groups and I regularly recommend my trainees to see her if they need any support with academic skills (see Case Study 3).

A key change in my practice in response to this project has been that working with the LRC staff has raised my awareness of the need to support students in developing a search strategy. I adapted their session on this topic (Appendix 1) and this fitted well with the new L5 Observation of T&L course. One of my favourite activities at the beginning of a lesson is to draw on prior knowledge through a group brainstorm activity, 'you have three minutes to write down words and phrases relating to xxxxx topic'. Seeing the session plan from Lisa I saw immediately how I could build on this activity and make explicit links to the words and phrases they can use to build their search strategy. I then linked this activity to the visit from my subject librarian, so that the students had a list of search terms available to explore the digital databases and start their research for the upcoming assignment. The submissions for this assignment have been very strong. It is clear that I set the expectations that a L5 assignment needs to make explicit reference to the wider literature.

I've adapted this session further for my Cert Ed/PGCE group. I have had to be mindful about when to introduce this as there are so many things to cover throughout the year, however, when we have come to the sessions on reviewing learning theory I feel that it fits perfectly. Trainees need to deliver a presentation on a chosen learning theory and I have always asked them to conclude their presentation by evaluating the resources they used when researching. This year I added an additional element to this, and I asked them to evaluate their search strategy and the resulting resources used during their research.

My role as a researcher

This hasn't been my first practitioner-research project that I've undertaken, so of course I was always conscious of this aspect of the role and I strived throughout the project to consider where the evidence would come from to support our findings. Yet this, along with engaging with the wider literature on the topic, has been the most challenging aspect of this project. We have gathered a lot of data from the project. There is the naturally occurring data, such as the minutes from the meetings I've attended and our project team meetings and there is statistical data from the VLE page in terms of usage. The largest amount of data has come from the feedback forms from the students, and this data shows the dual nature of 'action' and 'research'. We have used this data to inform changes to both the VLE page itself and to other aspects of the LRC role as well as to inform the findings of the project. What has been particularly challenging is what to do with this data, finding the stories within it. There is the 'official' report to be written, which has a clear structure, and these case studies sitting behind it.

The case studies are potentially the most interesting aspects of the study. I have found it very useful to write this, to be allowed the time to think and reflect on the

project as a whole. It has been useful to be able to recognise the three roles I have had and to reflect on how they are distinct but overlap.

I hope this case study represents the challenges of engaging in practitioner-research within FE, but how with the support and guidance of the fabulous people from CCConsultancy; the well thought out structure of the program; the time and space provided through the meetings; and the funding the project has been given a level of legitimacy that it may not have achieved without it. While the funded project may be coming to an end, the project itself certainly isn't. In fact, as the deadline for this written report looms there is suddenly an increased interest from CAMs which has opened up opportunities for the LRC staff to meet with CAMs to talk about the project, the resource and their wider role in support curriculum teams. It is just these kind of links we were aiming to create at the start of the project, so as one chapter of the project ends, another one begins.

Case Study 2 – LRC subject librarian and project co-lead

Lisa's perspective

I am a Subject Librarian based within the LRC *at Kirklees College* and I became involved with the project from its initial creation at a Staff Training day in January 2019. The project focus was to review the current LRC study skills provision available to students on the VLE. The need for a project team in relation to study skills provision was due to a number of factors:

- low usage statistics of the existing resources
- software no longer supported which had created some of the resources
- restructure of LRC resulted in less staff and loss of focus relating to the maintenance of the resources
- changes to LRC systems/processes meaning some information out of date
- growing importance of transferable digital skills, adapting to meet student needs and maintaining alignment with college vision.

The project team had agreed that the focus of the study skills going forward was to be aimed at level 3 students or above. This was not to exclude other students, but the team believed at level 3 and above students should have a clear understanding of the importance of study skills and be able to access relevant resources *independently* to achieve that understanding. This is fundamental if progressing to a HE level course. Stepping up to HE from FE: how can the library help? Event held at the University of Leeds in June 2019 organised by ARLG Yorkshire and Humberside provided an insight into the transition process.

I felt that the way forward had to be different to how we had approached study skills previously – students may have different needs at different times and may only be concerned with essay writing or finding information online or referencing and therefore the new resource needed to be structured in a way to facilitate that way of usage. The new resource would not be a compulsory scheme of work. **The focus had to be different this time in order to engage with curriculum and students for them to see the value of these resources.** I felt that focusing on dipping in and out to suit, returning to the same aspect of the resource if needed and recognising that study skills align closely with digital literacy (helping develop users transferable digital skills) were all aspects of the resource which needed to be emphasised to help make resource valued across the college.

I worked in conjunction with another Subject Librarian (also a project team member) and reviewed existing VLE provision, creating a replacement platform using a variety of resources (Blended Learning Consortium resources materials, materials created by myself/project team members and other open source resources) to provide more relevant and varied range of resources. **As a result, the current LRC study skills provision helps ALL students to develop transferable digital literacy skills in a mode of study which is online and available for use at any time – not requiring a face-to-face mode of delivery.** I also felt that the LRC needed to widen the range of resources to expand and cover other topics which may not be classed as 'Study Skills' e.g. Office 365, Student Dashboard

(demonstrated by the introduction of the HE resources as a result of links with ILT).

From the development of a new Study Skills VLE platform I sought feedback from both curriculum staff and students. This was achieved through myself and another Subject Librarian scheduling times to visit classes and demonstrate the resource, allowing students to use the resource themselves and then providing the opportunity for students and staff to provide feedback on a paper form. I requested the feedback form to be changed to an online form to eliminate manually inputting feedback. Below are some examples of the feedback received:

"I think there are some super links on this study skills site and will definitely be using them as well as signposting my students."

"Research skills: maybe a little section of what it covers before you click on it."

From this feedback we did include on all the resources a small introduction which appeared from clicking on the overall title to help provide further information to the student.

"The referencing one is good/useful and the study skills is well set out."

"LRC resources was good to see links showing how to do an advanced search for the library (online)"

"Easy to navigate, clear, not overloaded. Like that there is a support section you can contact."

As the project progressed feedback from conversations with both curriculum and support functions led to developments which were not anticipated. Two examples of this are:

- Discussion with curriculum staff about the Study Skills resource led to a wider discussion of how curriculum staff thought that the LRC could no longer provide any face to face support. When this was fed back at our project team meeting I took the responsibility to develop a document titled "Supporting the Curriculum". I have circulated this document to wider members of the LRC team and will be used as a basis to promote the VLE Study Skills resource and other services from the LRC across the college.
- From the development of the study skills resources I worked with another subject librarian (also a project team member) identifying a gap of how to support students away from the VLE as an ongoing basis of support. From this we developed a document titled "How to research" which sits alongside the online resources.

As part of wider engagement with the ETF OTLA overall process I have held the role of deputy OTLA project lead and have attended OTLA events e.g. English writing workshop in York and Project Dissemination events in both Birmingham and York. I found these events useful for developing the project and they have also helped with my own personal development.

Speaking with other attendees and organisers of the OTLA events about our project has also helped to reaffirm and guide the direction it has taken in planning and considering the next stages. It also provided the opportunity to discuss with the Project Lead next steps for the project itself and think about the links created between curriculum and the LRC. I found the events to be open, supportive and an encouraging environment to be able to share ideas and consider different possible pathways for our own project.

Changes which have come about in my practice because of the project is to recognise the importance of seeking feedback from students and staff throughout the project life cycle. Feedback has helped throughout this project to obtain first-hand what users think of the resource and from some of the feedback enhancements have been made to the resource.

Case Study 3 – Trainee Tutor

We had our initial introduction to Kirklees College's subject librarian, Sue, during one of our Wednesday evening sessions. It was very early days and the student teachers were only just getting to know our tutor Cathy and of course each other. At this point in the term the library was our first setting outside the classroom. This was a great ice breaker, no one had the security of sitting at a desk and hiding behind their notes.

Sue seemed very experienced at putting everyone at ease and Cathy knew her student teachers were in safe hands. I came away feeling less isolated and more part of the college.

A few weeks later the student teachers had a session at Huddersfield University, which included Sue and Cathy. It felt as though the administration of the course was coming together. We were introduced to one of the University resources SUMMON and the uploading facility Pebble Pad which is used to upload assignments.

Each meeting I have had with Sue recaps what we have learnt with Cathy. She refreshes all the free Learning Resources provided. Sue was also very helpful in building my technical confidence before my micro teach. I have struggled with uploading assignments to the University Pebble Pad system. Thankfully though, Sue remembered the leading technology advisor Jess Allen from our previous University meeting and contacted her direct. Jess and I have now set up a meeting at the University. The technical anomalies which have been holding me back, hopefully will be a thing of the past.

Cathy's introduction to Sue has given a more rounded picture to studying at the college and university. Confidence with access to learning materials either online or supervised assistance in the library has helped. This has eased the pressure of what could have been a stressful and lonely studying existence.

Case Study 4 – Subject Librarian

Joanne's perspective

How you got involved in the project

I am Subject Librarian in the LRC team, looking after the curriculum areas of business and IT. I am also Systems Librarian and look after the LRC's LMS, ebooks, e-resources, VLE and other systems.   Along with my colleagues, I was involved in creating the LRC's original study skills provision on the VLE a number of years ago. However, due to significant changes over the years, this study skills provision on the VLE had become outdated. As part of my role as Systems Librarian I, therefore, became involved in the project team looking at overhauling and updating the existing study skills provision.

What you have done to contribute to the project

As part of the project, I have taken part in project team meetings on a regular basis. I have worked on the VLE assessing the existing LRC study skills provision and pulling together and creating the new provision. I have helped to evaluate and amend external content to ensure it is relevant for inclusion in the provision, including the Blended Learning Consortium (BLC) resources and other open source content (e.g. Futurelearn.com). I have worked with another project team member (also a Subject Librarian) to develop supporting resources for both curriculum and students (e.g. developing a search strategy) which can be used in conjunction with the online resources or separately.

I have attended classes, with another Subject Librarian, to demonstrate the resource and to ask for feedback. This has also included visiting the same class of Teacher Education students over two different academic years. Many of these students are also tutors working with other students within the college and it proved very useful to promote the resource to them as they have also been able to then promote it to their students. We collected very useful feedback from both these visits. I have also promoted the resource to the staff and students within the curriculum areas which I support, but I have found this difficult and believe it has had limited success.

What changes have come about in your practice because of the project

The feedback that we have received throughout the project has helped to change and move the provision forward. Through conversations with curriculum staff and students, we recognised that there appeared to be a gap in our provision. There was nothing covering developing a search strategy. My colleague and I have therefore put together a presentation and hand-out to assist with this. As well as influencing the content of the study still online provision, this has also had an impact on the face-to-face study skills sessions I run with students, as more emphasis is now placed on this area than previously.

What have you learnt from taking part

From taking part in this project, I have recognised that these types of resources are never 'complete'. The problems with our previous provision came about due to the lack of feedback, along with a lack of monitoring and continual updating to ensure the provision is relevant and kept up-to-date. Continuing to review, update and act on feedback, is the only way to ensure these resources continue to be used.

Case Study 5 – Subject Librarian

How you got involved in the project/what is your role as subject librarian at corporate inductions

I am a Subject Librarian in the LRC team, and I have not been directly involved in the study skills project team, although I am aware of the project. I have contributed this case study to show how the new Learning to Learn – LRC study skills page has been implemented in the college's corporate induction.

All new starters are scheduled to attend a corporate induction and part of this is visiting information stands of a variety of the college services. Stands include, among others, human resources, health and safety, sport, additional learning support, unions and the learning resource centre (LRC).

Normally the LRC stand has use of two display tables and a white board.

Around 15 minutes prior to the new staff visiting the allocated room we set up our stands displaying a range of books, journals, media equipment, user guides and posters advertising some of the electronic resources that the LRC offers. We set up the white board showing: Learning to Learn –LRC study skills pages; and promote verbally where possible.

In different tabs I use the whiteboard to demo our catalogue, eBooks, and other resources on a 1-2-1, or a small group basis, with visitors to the stand.

The atmosphere is quite informal and there is no obligation for new staff to visit all stands, however I always try to encourage and welcome everyone and when informed of their role am better able to show them resources that will support their curriculum area and personal development. Time is very limited with each person so the Supporting the Curriculum document is very useful; for each visitor I point out to them who their subject librarian is so they can easily contact them for more information. Additionally, I have a note book to note any names or queries for follow up.

What you have done to contribute to the project

I have not been asked to do anything specific within the project team, the only contribution that may be considered to have been made by myself is promoting the offering to staff and students. I have reviewed some of the offering so as I'm aware of which groups may best benefit from it.

What changes have come about in your practice because of the project

After having trialled the referencing package with a group of level 3 childcare students, I was then requested to give a bespoke face to face session with the same group. This demonstrates that the VLE should not be viewed as a standalone resource. I appreciate that it is there for a backup/recap on study skills

but believe that it cannot replace subject specific sessions provided by librarians. Fortunately, I'm confident that it provides a good alternative resource for some of our part time HE students; this being the case it has slightly lightened my workload.

Case Study 6 – LRC Advisor

How you got involved in the project

I am an LRC advisor based within the LRCs *at Kirklees College* and I became involved with the project from its initial creation at a Staff Training day in January 2019 when I was approached by internal members of staff to assist with the Study Skills project. Since the introduction of Office365 within the college, I have been actively upskilling my knowledge so I can support the learners to the best of my abilities while staffing the LRC. So being approached gave me an opportunity to focus on the aspects of my role I enjoy the most, supporting users with Office365.

What you have done to contribute to the project

Internal members of staff approached me to assist with the creation of the Office365 section within the Study Skills VLE page. I have been involved in supporting learners with Office365 since we introduced it to the college. Being approached gave me the opportunity to focus on supporting the learners with Office365 and to ensure that the resources on Study Skills adhered to the information provided from the LRC. During my time working on the project, I have been creating resources to assist with the Office365 section of the Study Skills VLE page. This involved creating step-to-step guides on how to use the different apps on Office365.

Another contribution to the project was the 'Renaming competition', as a result of feedback from tutors, it was highlighted that the name Study Skills wasn't appealing. In response to this we decided to start a competition directed to the students to rename the Study Skills VLE page. We thought this was a positive way to include students in the project and was a good opportunity to promote the project. After a couple of weeks, we had many entries, the whole of the LRC team got together to look at the results and decide on the new name. As a reward, the student who won the competition received a £30 voucher for Starbucks and Landing72, which is our on-site restaurant.

What changes have come about in your practice because of the project

Since the project, I have found myself able to better understand the needs of the learners and easily find them resources relevant to their needs. As I'm an advisor and not a librarian, my knowledge in some of the areas which fall under Study Skills wasn't something I was overly confident in. However, since the project, I have been able to identify the relevant resources to be able to upskill my knowledge and better support the students in all aspects of Study Skills.

What have you learnt from taking part

Since participating in the project, I have been continually looking through the information provided from the librarians and have been looking at how I can use

the information to help the learners. The project has been an important development for myself, and as a result of that, has been an important development on how I support students.

Case Study 7 – Curriculum Manager

How you got involved in the project

Following a restructure at college in 2018, having previously managed the Teacher Education Department and Access to HE, my new role involved managing the Teacher Education Department, the Advanced Teaching and Learning Coaches and the Learning Resource Centres. Initially I wondered how these three departments would all come together but a clear example of this is through this project.

Curriculum has always drawn on the expertise of the LRC staff, especially for such things as inductions and the library service. However, I was aware that more needed to be done to support our students as well as curriculum staff with regard to digital technologies (Office 365) as well as study skills. In a conversation with the Vice Principal I was asked about study skills and realised that what we had was in need of updating. I spoke to members of the LRC team and a group was set up to look at the what we had and also what we needed for the future. I was aware through managing the Access provision previously, that the study skills that had been produced by Cathy and other staff delivering on it was really good but that it was not standard across the whole of the college. This project was an ideal opportunity to revamp and update the resources and have the LRC staff working with an ATLC so they could get the perspective of the curriculum areas.

What you have done to contribute to the project

As part of the project I have met with the LRC staff and given guidance on what was initially needed, especially around the use of Office 365 as staff were struggling with this as well as students. I have also kept senior leadership team informed of progress and have worked with the Staff Development Manager and Information Learning Technology Manager to ensure that what is being developed is in line with college policy, especially around the digital strategy.

What changes have come about in your practice because of the project

I am preparing staff from the LRC to develop their skills to ensure that they can meet the needs of both staff and students. This is not a quick fix but a necessity to ensure that we are preparing both staff and students for the future with regard to progression and employment in a digital age. A new LRC Manager has recently been appointed and it is good to see that the areas that we have picked up for developing of our staff and students he has also recognised. Moving forward there are some exciting times ahead with staff from the LRC working more closely with curriculum.

What have you learnt from taking part

One of the things I have learnt through taking part in this project is the need for the LRC staff to interact more face to face with both students and staff. The LRC staff had previously been managed by a member of staff who was not part of curriculum and for them to have been involved in this project and also being managed by someone from curriculum has provided some useful insights. We constantly need to be evaluating and developing further what provision we have for our staff and students to ensure that they have the right skills and the next 12 months are going to be an exciting opportunity to do this. A 3 year business plan is going to be put together and the services that the LRC provide will be central to what we can offer as a college.

Appendix 1 – Developing a Search Strategy

Developing a search strategy

During your studies you will be set pieces of work to complete. To do this you will need to carry out searches across a variety of sources. Developing a search strategy based upon the piece of work set will ensure your search results are relevant and meaningful.

The skills to develop a search strategy are transferable and can be used in many different aspects of life e.g. home, study and work. The purpose of this document is to provide you with guidance on how to do this and understand how the strategy can be refined, if required, to ensure you generate relevant results enabling you to complete your work.

Understanding your topic

To create a search strategy you will need to break the topic down, which will help to identify the specific keywords and/or phrases to use when carrying out searches. Some suggestions as to how the topic can be broken down may include the following:

- The subject itself - what is your assignment/project going to be about? This is usually the general topic like 'youth crime' or 'Ebola'.

- A task word which tells you how to write your assignment/project such as **compare, contrast, discuss, describe, explain, review and justify.**

  The University of Wolverhampton provides a really useful list of task words and their meanings which you can access here - https://www.wlv.ac.uk/lib/media/departments/lis/skills/study-guides/LS010-Guide-to-Assignment-Task-Words.pdf

- The aspect of the subject matter (often a phrase ending in 'of ') e.g.
    - 'causes of' youth crime
    - 'symptoms of' Ebola

- Any restrictions (e.g. a context for the topic) - you may not always have restrictions, but they could include:
    - a timescale (e.g. since 1990)
    - a location (e.g. in Africa)

- o a gender (e.g. women)
- o an age group (e.g. teenagers)
- o or combinations of these

Preparing your keywords and phrases

Once you have an understanding of the different parts of your topic you will be able to identify the keywords and/or phrases which form the basis of your search strategy. You may find that once you start searching your list of keywords and key phrases will grow and be amended as you learn more about your topic area. As well as using the keywords and key phrases based on your topic heading you also need to consider:

- Synonyms are words which have the same or similar meaning to your keyword e.g. synonyms of community could include: association, district, society or neighbourhood.
- Alternative spellings: American vs English e.g. color vs colour, organize vs organise, adviser vs advisor, doughnut vs donut.
- Acronyms are abbreviations formed from the initial components in a phrase or a work e.g. LRC (Learning Resource Centre), NHS (National Health Service), EU (European Union), NICE (National Institute of Clinical Excellence).

Preparing your search

Once you have identified the keywords and/or phrases you will be using in your search, you can then consider how you will need to perform the searches within the resources you are going to use. You may wish to incorporate some of the following techniques in order to refine your search as much as possible:

Boolean Searching: Boolean searching can sound complicated, but it is just the use of operators (AND, OR, NOT) to connect your search keywords and phrases together to either narrow or broaden your set of results. In the diagrams below, you can see that using AND would narrow your search to only items containing both terms; using OR would broaden your search to include all items containing just one or the other or both terms; and NOT would restrict your search to only items which contain one term, but not the other.
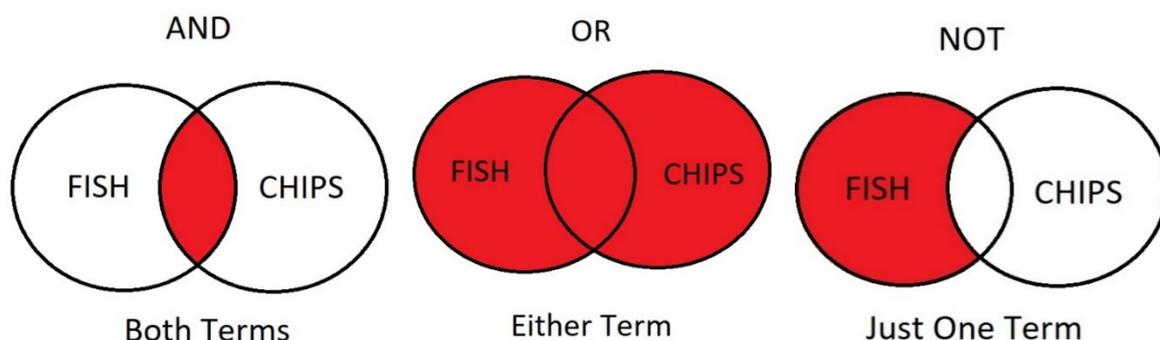
Advanced Searching: All resources use a search engine which has some sort of advanced search facility although it is important to remember that there can be subtle differences. So it is worth you spending a bit of time learning how each one works.

Searching on Specific Field(s): Where available, field searching is a very powerful tool. It allows you to specify exactly where you want the search engine to look in the selected database or website. This can be achieved by selecting / entering the correct field name in combination with your search term(s). For example, in our LRC online catalogue you may want to limit your search to just look for specific authors.

Using Limiters: It is possible to narrow down a search using limiters e.g. website URL, date range, language, type of publication, geographical location etc. For example, you may want to limit your search to items only in English, published in the last 5 years in an academic journal.

Using Wildcards: The two most common wildcard characters in use are the **asterisk (*)** and the **question mark (?):**

- The * is used to show any number of additional characters after your search term – for example using he* will find any word starting with he, such as help, hello, helicopter etc.

- The ? is used to represent a single character anywhere in a word – for example searching for **colo?r** would bring up colour and color; and **he?** will match three-letter words starting with **he**, such as her, hen, hem, hex.

Evaluating search results

As you gather the results from your search, you should always check to make sure that the retrieved information is relevant to your topic.

Note: you can always modify your search strategy to include broader and related keywords/key phrases (if not enough information is found) or to substitute narrower ones (if too much information is found).

Even if the information looks relevant, it is also important that you evaluate the quality of the information you find. Not all information you find will be correct, especially if found on the internet, where anyone can publish anything.

To evaluate the quality of the information you find, you will need to look at it in terms of currency, authority, validity and understandability. See below for a brief explanation of each of these terms:

Currency - this means looking at how up-to-date your information is and if the information is still relevant at the present time. If your topic requires very recent information, then items created years ago would not be of any use to you. For example, if you are looking into the use of e-cigarettes, you would only need information from the last couple of years. For some topics older information will still be relevant, but you need to be aware of when it was written and what might have changed since then.

Authority - this means looking at who has written and published the information. Information found in a book written by a leading expert on a subject and published by a major publishing company, is more likely to be accurate than information on sites like Wikipedia. Wikipedia can be updated by anyone. That's not to say that the information on sites like Wikipedia won't be correct and useful, but

you should be more wary of this information and use other sources to check its validity.

Validity - this means checking your information to make sure it is accurate. As in the example above, information found on sites like Wikipedia may be valid, but the only way to find this out would be to find other information sources on the subject and see if they all agree.
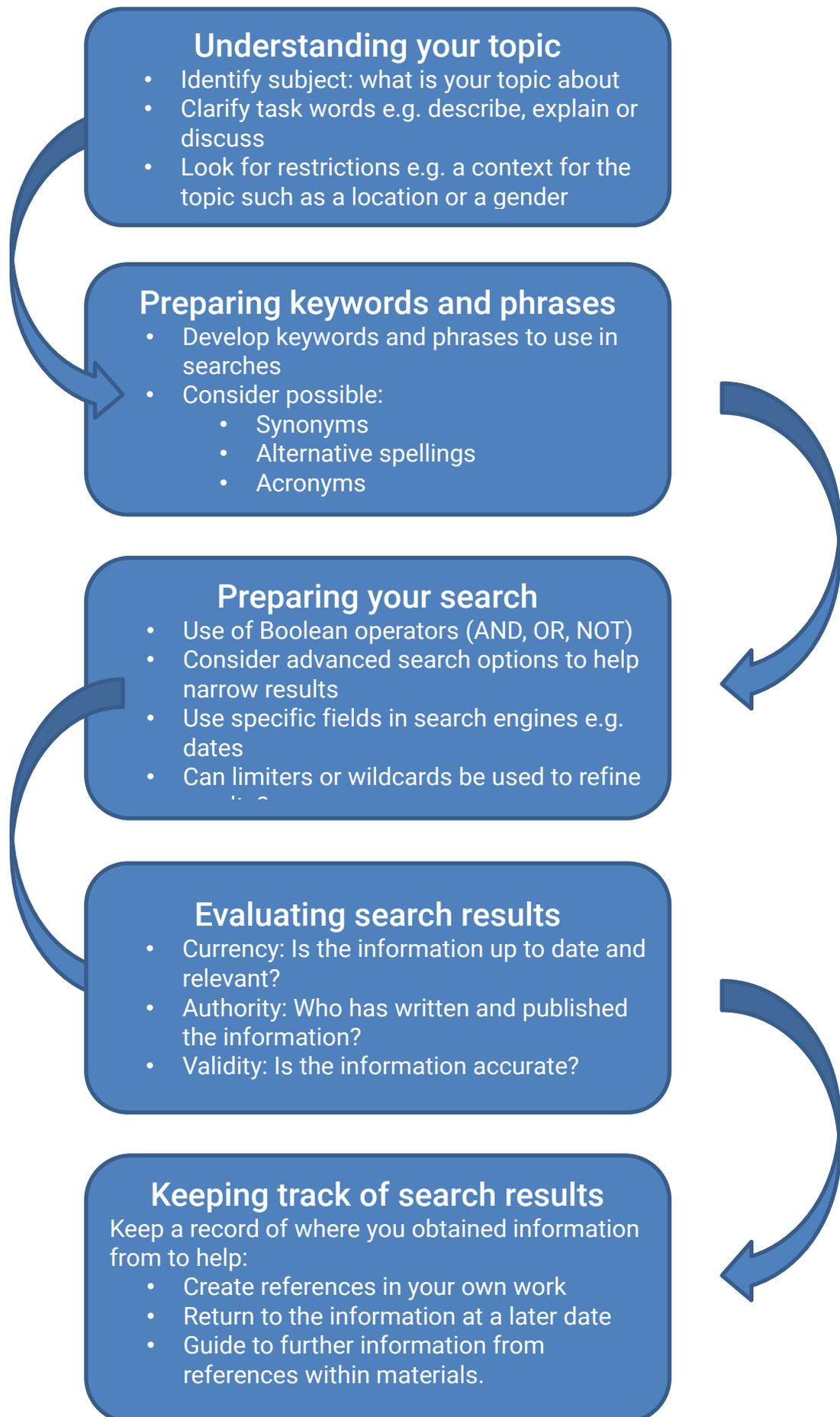
Understandability - this means making sure that you can understand the information that you find. You can't use information in your assignments if you don't understand what it is saying. It may be that the information you are finding is aimed at too high a level (it may have been written for professionals in a particular field). If this is the case you may need to modify your search strategy. It may also be that information you have found just doesn't make sense, in which case this information should not be used.

Keeping track of your search results

It is important that you keep a record of where you have found all your information, so you can reference properly. But also be aware of the references used within the information you have found. Like in your assignments, all authors of information should reference where this information has come from. In books you will find this in the list of references at the end of each chapter and/or the bibliography at the end of the book. Journal articles and other sources should also have reference lists. You can use these references to point you to other sources of information on your topic which may be useful to you.

Bibliographical references (in the form of footnotes or bibliographies) found in books, scholarly journals and reports are a good way to identify the scope of a topic, in other words how much information is really available.

Developing a search strategy flowchart

Understanding your topic
- Identify subject: what is your topic about
- Clarify task words e.g. describe, explain or discuss
- Look for restrictions e.g. a context for the topic such as a location or a gender

Preparing keywords and phrases
- Develop keywords and phrases to use in searches
- Consider possible:
  - Synonyms
  - Alternative spellings
  - Acronyms

Preparing your search
- Use of Boolean operators (AND, OR, NOT)
- Consider advanced search options to help narrow results
- Use specific fields in search engines e.g. dates
- Can limiters or wildcards be used to refine

Evaluating search results
- Currency: Is the information up to date and relevant?
- Authority: Who has written and published the information?
- Validity: Is the information accurate?

Keeping track of search results
Keep a record of where you obtained information from to help:
- Create references in your own work
- Return to the information at a later date
- Guide to further information from references within materials.

How to create a search strategy handout

This activity looks at developing a search strategy based on the topic below.

Your search topic:

"Identify the types of mental health issues young people may experience"

5 minute search strategy:

- Task 1 - Write about the topic above for one minute. You may use a list of key words or statements you would associate with the search topic.
- Task 2 - Using a different colour pen write down other words or statements which may relate to your search topic
- Task 3 - Swap this handout with another member of the group so they can look at what you have noted in task 1 and 2. They can then add any other key or associated words they would also use.

Task 1	Task 2	Task 3

How to create a search strategy handout (Week 2)

This activity looks at developing a search strategy based on the topic below.

Your search topic:

"Identify the types of observation of teaching in schools. FE and HE"

5 minute search strategy:

- Task 1 - Write about the topic above for two minutes. You may use a list of key words or statements you would associate with the search topic.

- Task 2 - Using a different colour pen write down other words or statements which may relate to your search topic
- Task 3 - Swap this handout with another member of the group so they can look at what you have noted in task 1 and 2. They can then add any other key or associated words they would also use.

Task 2	Task 3

L5 CERTIFICATE IN OBSERVATION OF TEACHING AND LEARNING

Week two

HOW TEACHERS' BEHAVIOURS DURING CPD ECHO STUDENTS' BEHAVIOURS DURING LESSONS

Look at the list of behaviours on your table. Discuss:

1. Which of these happened in our last class?
2. Which of these are cited in the article shared in the first week?
3. How would you address these observed behaviours in a professional discussion

starter

How teacher behaviours during CPD echo student behaviours during lessons

HOW TEACHERS' BEHAVIOURS DURING CPD ECHO STUDENTS' BEHAVIOURS DURING LESSONS

1. A student eating lunch in class
2. Students arriving late and this not challenged
3. Other students being distracted by the late arrivals
4. A student having a text conversation during the lesson
5. One person dominating a pair, trio, group.
6. Students talking about a totally different set of ideas than the ones that you've been asked to discuss.

How teacher behaviours during CPD echo student behaviours during lessons

RECAP – AT HOME & LAST CLASS

- Review the course handbook & familiarise yourself with the assignments.
- use Yammer & say hello/share a resource.
- Read all the relevant documents given out this session
- Draft the structured reflection on your experience of being observed/observing others.
- Top Tips – which of the tips shared last lesson have you used?
- What was your main take-away from session one.

HOMEWORK – RECAP

This week ….

A. I did all the 'homework' activities.

B. I did the 'tech' bit – looking on the One Drive &/or Yammer.

C. I did the non-tech bits – reviewing resources given out

D. I did some wider reading from the reading list (or elsewhere)

E. I didn't do any of the homework activities

WEEK 2 – AIMS AND OBJECTIVES

- Reflect on & evaluate opportunities to embed English (and maths)
- Compare and contrast models of classroom and teaching observation
- Reflect on & evaluate own knowledge and skills & develop an action plan for further professional development

Brainstorm ideas on academic skills needed to successfully complete a L5 course…

Words/phrases relating to academic skills

2 minutes

How would you sell the importance of developing these skills to students?

What skills do HE students need to develop?

Understand the question

Planning, drafting & writing

Note Taking

Search strategy

In-text citations & Referencing

Finding & Evaluating Resources

Essay Writing

Reading strategies

Report Writing

Exam Preparation

Time Management

Giving Presentations

Group Work

SEARCH STRATEGIES

HOW TO CREATE A SEARCH STRATEGY – WHY?

- Develop students understanding of different methods that can be used when carrying out research.
- Research methods are transferable and apply in college, home and work life.
- Recognise the opportunity to develop links between curriculum and LRC to help students and staff increase their skills and confidence when searching for information.
- *Bridge the gap between students needing to do research and knowing the best way to do it – regardless of the sources used (e.g. textbooks, e-books, databases, websites).*
- Underpin the College Digital Literacy Statement http://www.kirkleescollege.ac.uk/wp-content/uploads/2017/10/Digital-Literacy.pdf * to be updated*

LETS TAKE AN EXAMPLE…..

Here is your search topic……..

Identify the types of observation of teaching in schools. FE and HE

DON'T PANIC
MAY 6 2005

……..but don't panic

NOW IT'S YOUR TURN

You will need:
Pens
Handout

You are now going to develop and plan your search topic.

The aim is to increase confidence and knowledge in thinking about a concept, identifying related concepts and alternative ways to describe a topic.

SUMMARY

This session today makes a link between the student receiving an assignment or project, and then starting to carryout a search.

By using a search strategy a student is developing their skills to ensure they are able to obtain relevant and useful results.

Developing a search strategy is one of many different strands which form part of the study skills support developed and offered by the LRC via the VLE.
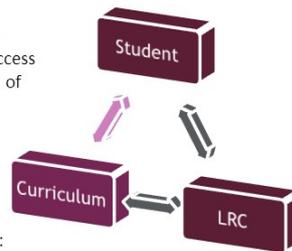
HOW TO CREATE A SEARCH STRATEGY – HOW THE LRC CAN HELP

Inform students they can ask LRC staff when in the LRC for help

VLE Study Skills
- Accessible anytime
- ALL students can access regardless of mode of study

Circulate to curriculum staff the resources available and encourage them to inform their students

Curriculum signpost students to resources:
- Print copies
- Study Skills VLE

How to search guide
- Keywords
- Alternative words
- Other methods to help

LRC in the class to help deliver short sessions on how to search introducing
- Keywords
- Alternative words

TASK 2: COMPARE AND CONTRAST MODELS OF CLASSROOM AND TEACHING OBSERVATION

Review the module Learning Outcomes & assignment brief

REFERENCING REVIEW: WHAT DO YOU ALREADY KNOW?

website

book

journal

THE BASICS
REFERENCE LIST/BIBLIOGRAPHY

- **Details required from a book:**
- **name/s** of authors, editors, compiler/s or the institution responsible
- **year** of publication
- **title** of publication and subtitle if any
- **place of publisher**
- **publisher**

EXAMPLE:

- Clarkson, C. (2008). *Find it fast: how to uncover expert information on any subject*. Huddersfield: Scandling Press.

Reference Builder

Clarkson, C. (2008). *Find it fast: how to uncover expert information on any subject*. . Huddersfield: Scandling Press.

EXAMPLE: WEBSITE (WITH ORGANISATION AS AUTHOR)

EXAMPLE: WEBSITE (WITH ORGANISATION AS AUTHOR)

JOURNAL

Your reference will appear here.

Author(s)

Author 1 | Author Initials | Family Name | + add author

Journal details

Article title

Journal title

Year of publication

Volume

Issue or part number

Article page number(s) | 6-8

Does the journal have a Digital Object Identifier?

○ Yes   ○ No

AVOIDING PLAGIARISM: REVIEW YOUR NOTES

- Do your notes clearly indicate which sources the ideas are taken from?
- Have you clearly shown which pieces of text are direct quotations?
- Are you clear about which ideas are yours and which belong to someone else?
- Have you simply paraphrased your notes in your completed essay?
- Have you overused quotations? (A good rule of thumb is that no more than 10% of your work should consist of direct quotations).

THE PURPOSE OF LESSON OBSERVATIONS

- To monitor the quality of teaching and learning
- To improve the quality of teaching and learning
- To help with staff development (Sharrock 2019 p.7)

Sharrock, T. (2019). *Using Lesson Observation to Improve Learning*. St Albans : Critical Publishing.

MODELS OF CLASSROOM OBSERVATION

- Initial Teacher Education (ITE)
- Quality graded observation
- Quality ungraded observation
- Developmental observation

Double Decker Lesson

| **Skill**
Independent research / note-taking | → | Review
The **Skill**
And
the **Content** |
| **Content**
Models and purpose of the observation of TL | → | |

Double Decker Lesson

| **Skill**
Independent research/ note-taking | → | Review
The **Skill**
And
the **Content** |
| **Content**
Models and purpose of the observation of TL | → | |

Would this teach the content well?

Double Decker Lesson

Would this teach the skill well?

Skill

Independent research/ note-taking

Review
The **Skill**
And
the **Content**

Content

Models and purpose of the observation of TL

AT HOME....

- Homework: evaluate criteria for current (and previous) formal lesson observation scheme. Bring to class to discuss.
- **Review the resources on Yammer**
- **Wider reading of relevant literature on observation of TL**
- **Review requirements of the task 1 & 2**
- **Reflect on your notes from today's lesson & developing your own academic skills**

ANY QUESTIONS?

Appendix 2 – Supporting the Curriculum

Learning Resource Centre

Supporting Curriculum

The LRC has a number of different resources and services to help **you** support **your** students during their time at College. This document outlines what these are and how you can access them.

Contacting the LRC

Phone: x7212 or 01484 437034

Email: library@kirkleescollege.ac.uk

Curriculum LRC Subject Librarian contacts:

ESOL and community learning Foundation learning English and Maths Teacher Education	Sue Eaton	seaton@kirkleescollege.ac.uk
Business Computing and Digital Industries	Joanne Aitken	jaitken@kirkleescollege.ac.uk
Childhood Studies Health and Social Care Sport Public Services	Sandra Brook	sjbrook@kirkleescollege.ac.uk
Hair and Beauty Travel, Tourism and Hospitality Creative Industries Science Access to HE	Andrew Norfolk	anorfolk@kirkleescollege.ac.uk
Construction Animal Care, Equine and Land-Based Studies Engineering and Process Manufacturing	Lisa Walford-Marsden	lwalford@kirkleescollege.ac.uk

Inductions

When students enroll and start a course at College it is important they have a LRC Induction. This helps students to find their way around the different LRCs, how they can borrow resources and expectations about behaviour. Online inductions are available on the VLE and can be accessed at any time, allowing you the flexibility to schedule when it would suit you for your students to complete the online induction.

In some cases, a face to face induction may still be required, so please get in touch with the LRC or the relevant Subject Librarian to discuss your requirements.

As well as the LRC Induction there is also additional support that can be offered to your students – see 'LRC in the classroom' for further details.

The LRC induction can be accessed here:
https://moodle.kirkleescollege.ac.uk/course/view.php?id=827

Resources in the LRC

You can request the LRC to hold copies of a particular textbook, e-book, journal, magazine or other resource to support your students during their course. You can also send through the specification or course module outline which normally includes reference to reading lists and websites so that the LRC online catalogue can be checked. Please email the Subject Librarian directly with any requests. Depending on budget, availability, format and pricing resources can be ordered and made available for students to use. **Please note the LRC does not order items for curriculum use.**

You can always check the LRC Online Catalogue here https://webopac.kirkleescollege.ac.uk/ to see details of items available through the LRC.

LRC in the classroom

The LRC Induction provides students with a basic understanding of the LRC role and in addition there are also a number of electronic resources available to support students (e.g. e-books, online databases and study skills) throughout their course, which the LRC online induction will not fully cover.

This is to avoid information overload during the LRC Induction process. It is more relevant for students to become familiar with how to access and use e-books and online databases when they are a few weeks into their course or when assignments or projects are going to be set. Students are then receiving this information at the right time.

Please contact the relevant Subject Librarian to discuss or organise the LRC to come into your classroom and deliver a session on any of the following:

- Online LRC Catalogue
- E-books

- Online databases
- Study skills (e.g. referencing and plagiarism or how to research)

Study Skills

The LRC has a section on the VLE allocated to study skills under the banner "Learning to Learn". The Study Skills resources are underpinned by resources from the Blended Learning Consortium. Students can use this bank of resources to help develop their study skills including note taking; researching and finding information; time management; referencing; plagiarism and IT skills. There is also a section which helps students who are considering applying for a HE level course.

All these resources support the development of digital literacy skills which are transferrable between home, college and work life. The resources are especially useful for students on level 3 or above courses – but students on level 1 or 2 courses will still find certain resources of use e.g. finding information. As the resources are online students can dip in and out as required and are available on demand. The link to this part of the VLE is shown below. If you have a VLE course for your students to use, you are welcome to include this link on your page: https://moodle.kirkleescollege.ac.uk/course/view.php?id=833.

Should you wish a face to face session to be delivered on a particular area i.e. referencing and plagiarism please contact the relevant Subject Librarian.

LRC on the VLE

The LRC has a huge number of resources and information available to access on the VLE. There is a large number of resources on there to help both you and your students understand how the LRC can support students during their studies here at college.
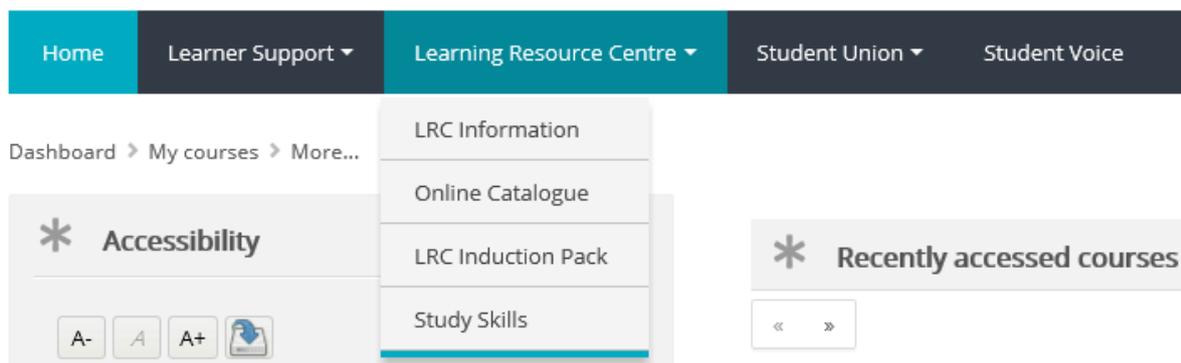
An example of what can be found on there are:

- Opening times
- How to find the LRCs across college
- Meet the team information
- A-Z of electronics resources
- FAQs
- E-book user guide
- Referencing and plagiarism guide

- Study skills
- Online catalogue
- LRC induction pack
- Subject guides

It is worthwhile spending time with your students to help them become familiar with the layout of the VLE, so know how to access the online catalogue and e-resources to find resources to help complete their assignments and projects.

Student Dashboard & MS Office 365

The LRC is a point of contact for students who require support with accessing and using their student MS Office 365 account or their student dashboard. The support can be either face-2-face or using resources available on the VLE.

Using the LRC as a classroom

Please note the LRC is a space for students to use outside of their timetabled classes. There could be times where you may wish your students to use the LRC in order to find resources or print work off. The LRC is unable to be used as an alternative to a classroom – please contact timetabling should you require a classroom.

Appendix 3 – Evidence of Change

2019/20 OTLA English programme
Developing new teaching strategies
Kirklees College LRC Study Skills VLE

Feedback from classroom sessions

There are lots of things you can access on VLE such as research skills, how to use office 365. I don't think that there is anything else that needs to be added on.

Yes it was very easy and was easy to find the different sections. I can see myself using this course to help me with my assignments.

Uploading assignments to Turnitin - good step by step instructions. Referencing great. I think there are some super links on this study skills site and will definitely be using them as well as signposting my students.

Was easy enough to navigate. Will be using the reading critically section before doing my own work.

Research skills this sections helps you with reading skills, essay write and much more. This section is good for people like me that struggle with English.

I looked at referencing and plagiarism, this helped me a lot when using references in my assignments. I looked at research skills. Looking through the different sections I understood properly what was written. I thought it is a great study skills information guide.

The course was really easy to navigate, it was really fast and well-structured and I would see myself using it if I needed some help.

LRC resources was good to see links showing how to do an advanced search for the library (online). Research links good packages available/ Reading critically useful for HE students I didn't know thus was available before will be using this.

Research skills and essay writing. I think that it is good with videos to explain further incase someone doesn't understand what to do.

2019/20 OTLA English programme
Developing new teaching strategies
Kirklees College LRC Study Skills VLE

VLE Home page

Before project

Study skills

Having the correct study skills technique is important to ensure that you make the most of your time at College.

We recognise that students come with a whole range of experiences and backgrounds and more importantly all are individual in their needs. Students direct from School have to adapt to College teaching methods and sometimes previous methods they used before don't work. Therefore, we have a team of staff available to help students. We offer dedicated study skills advice, through drop-in, group bookable sessions and also as you will see below a resource of on-line study skills SOLA packs.

Often students find just small changes can make a big difference to their enjoyment and success at College so please work through the SOLA packs of your choice. We guarantee it will make a difference to how you learn at College and prepare you for work, life and University.

Referencing and Plagiaris...   Using Online Resources   Finding and Evaluating in...   How to Write an Essay, A...

Presentation Skills   Revision and Exam techn...   Time Management   Reflection

Critical Thinking

After project

Learning to Learn - LRC Study Skills

Introduction   LRC Resources   Research Skills

Referencing and Plagiaris...   Getting HE ready   HE Links

Office 365   Any queries?