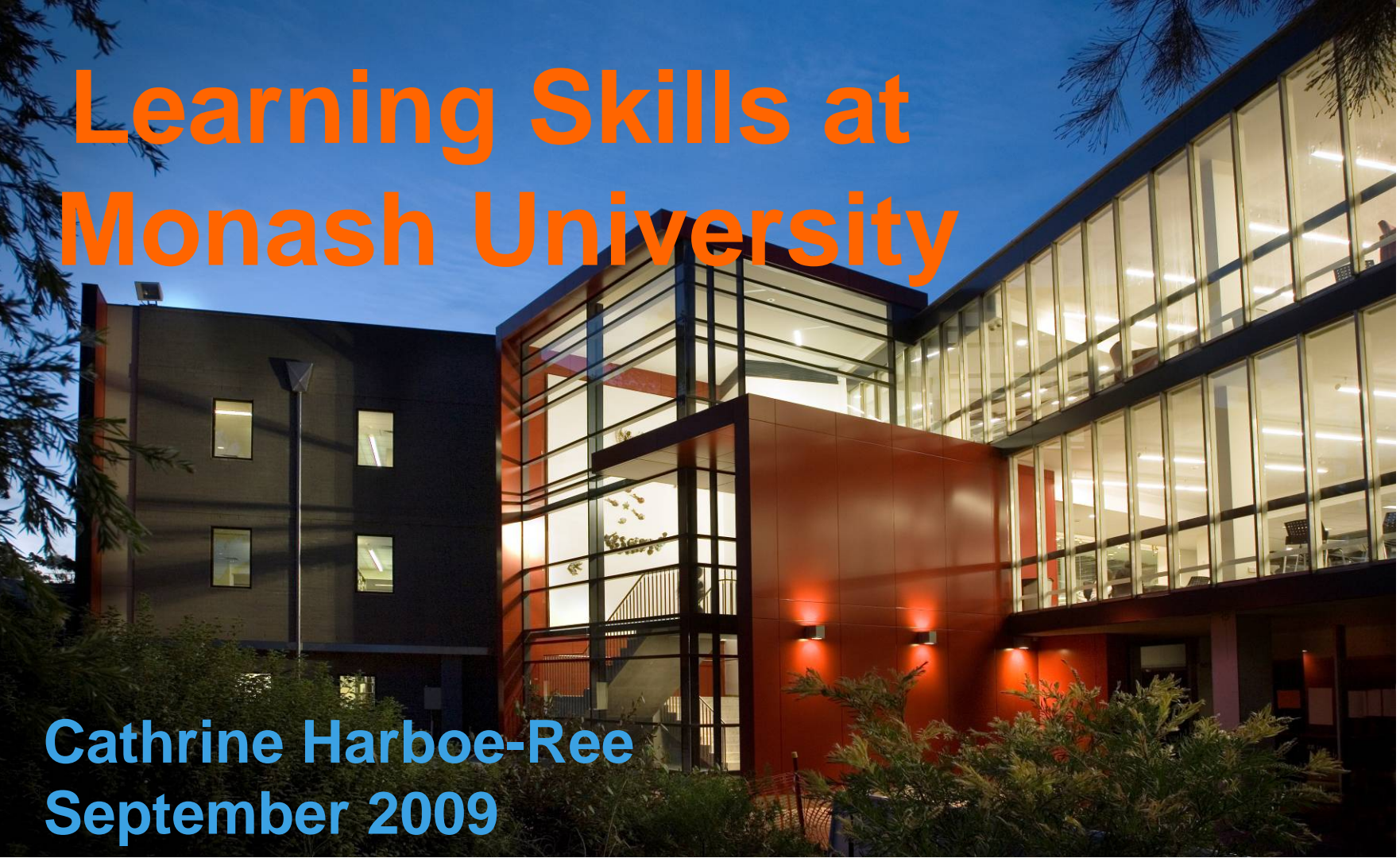


Learning Skills at Monash University

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September 2009



Learning support at Monash University

- Learning support services on the Australian campuses of the university became the responsibility of the library from semester 2, 2007
- Previously, learning and teaching support was the responsibility of the Centre for the Advancement of Learning and Teaching (CALT)
- CALT retained responsibility for teaching support for staff

Learning Skills model

- Positive, developmental, non-remedial
- Underpinning Library characteristics
 - Builds on established foundation of information literacy programs and services and on learning commons concept
 - Based on understanding that library services are inclusive, developmental and pro-active and are for all students, from first year undergraduates through to higher degree by research (HDR) students
- Learning skills advisers (HEW 7) based in libraries across Victorian campuses, co-located with contact librarians

Core skills and attributes

- The core skills and attributes that tertiary students need to learn within an academic environment and disciplinary context, include
 - Effective study, reading and exam preparation skills
 - Techniques for effective listening and note-taking in lectures and seminars
 - Oral communication and presentation skills
 - Analytical, problem-solving and critical thinking skills
 - Academic essay, report and thesis writing skills



Aims

- Provide a high quality, cost effective and centralised precinct with services and resources that support students' learning needs and inspire them to actively participate in the learning process
- Contribute to holistic 'whole of University' approach to development of student graduate attributes
- Provide consistent, integrated and accessible services for students in a familiar, welcoming place
- Build on existing faculty responsive service delivery model
- Develop information research and learning skills services that meet the changing needs of staff and students



Learning skills staffing on Victorian campuses

- 20 (17.6 EFT) HEW 7 learning skills advisers located in 8 branch libraries
 - Previous CALT model: 15.4 EFT lecturers reporting directly to CALT Director
 - Some faculties also employ staff to provide specific, tailored learning support services for their students
 - One faculty provides funding to the library for additional support
- Manager, Learning Skills
 - Works closely with Information Literacy Librarian on development of integrated learning skills and information research skills programs, and on embedding skills development into curricula in partnership with faculties
- Related positions
 - Information Literacy Librarian
 - E-Learning Coordinator
 - New position, commenced end June 2009
 - Works closely with librarians and learning skills staff on e-learning initiatives in support of students' development of information research and learning skills

Staffing at other Universities

- Using EFT, Monash learning skills staff to student numbers of 50,902 (excl overseas campuses) is 1:2994
 - Excludes faculties providing additional staff
- Average 1:2900 across 39 universities (AALL), lowest 1:950 (ANU) highest 1:7500 (VU)
- Midpoint of Group of Eight (Go8) universities: range from ANU 1:950 to UQ 1:6800
 - Monash has largest number of centrally funded learning support staff, but also has largest total number of students and largest percentage of overseas students at more than 30% of total student population

Library spaces

- Development of spaces for changing teaching and learning needs
 - Flexible teaching and learning spaces – furniture and equipment (SmartBoards, ElectroBoards, projectors, digital recorders, flexible tables)
 - Gippsland learning space
 - Funding via University’s Learning Spaces Task Force for development of a learning space within the Gippsland Library
- Staff spaces to facilitate collaboration
 - Hargrave-Andrew, Gippsland, Caulfield and Matheson Library staff area refurbishments to accommodate and co-locate learning skills staff with contact librarians



Planning and quality

- New learning skills service statement, summary of services and Key Performance Indicators (KPIs) added to Library Service Level Agreement
 - Includes a KPI related to student outcomes that seeks to measure and report on improvements achieved where learning skills programs are integrated in identified units
- First annual report against KPIs presented to General Library Committee in March 2009 (for 2008)
 - Overall positive results
 - Student outcomes KPI: 16 individual units reported on for 2008, with key outcomes including positive student feedback and improved learning outcomes for units where learning skills (and information research skills) have been incorporated

Planning and quality – cont.

- Library Strategic Planning
 - 2007-08 Learning Skills Strategic and Operational Plan completed to facilitate implementation of learning skills
 - From 2008 learning skills incorporated as a new Key Area in Library Strategic Plan
 - From 2010 learning skills, information services and lending services combined as one Key Area (Client Services) in Library Strategic Plan
- Learning skills incorporated into library's information research skills class/workshop reporting tool
- Standard evaluation forms in use
- Database for recording individual consultations developed

University collaboration

- Monash Student Association
 - Orientation week, Survival week programs
- Monash Postgraduate Association
 - MPA Workshop series, eg 'Triple E (Endeavour-Enrich-Excel)' program for HDR students
- Monash Research Graduate School
 - ExPERT series
- Health, Wellbeing and Development
 - Involvement in Pharmacy follow-up program to DELA testing
- CALT
 - Teaching into:
 - Foundations at Monash program
 - Sessional Teaching Essentials Program (STEP) (also faculty programs)
 - Re-developed Graduate Certificate in Higher Education
- University Committees
 - Education Committee
 - Learning and Teaching Committee (new)
 - Transition, Retention and Progression Task Force and Working Group
 - Admissions Pathway Subcommittee
 - Honours Task Force

Overseas campuses

- Ongoing opportunities for support, collaboration and partnership
 - South Africa
 - Mirroring Australian model
 - Recruited a learning skills adviser who reports to the campus librarian (commenced November 2008)
 - Malaysia
 - Review of learning support at Sunway campus
 - Review panel visit 5-9 May, final draft report submitted to Sunway Education Committee October
 - Now implementing Australian model, with learning skills adviser reporting to campus librarian (commenced July 2009)

Learning Skills services

- Programs for undergraduate, honours, postgraduate coursework and higher degree by research, and off-campus students
- Drop-in sessions in all branch libraries (and at city Law Chambers)
 - Approx. 57 hours per week in semester attended by undergrad, postgrad, HDR students
 - Seminar 2, 2007: Total 365 sessions, with 961 students
 - 2008: Total 1220 sessions, with 2057 students
- Printed and online materials
- One-to-one support for higher degree and identified ‘at risk’ students
 - 2008: Total 2222 sessions, with 2103 students (undergrad, postgrad, HDR)

Programs

- Learning skills programs are aligned with and build on Library information literacy initiatives
 - Learning skills advisers work collaboratively with librarians and in partnership with faculties to develop and deliver programs
- Learning skills programs are
 - Where possible:
 - Embedded within existing faculty units
 - Integrated, delivered in collaboration with faculty units
 - Discipline-specific, eg writing for law, report writing for marketing
 - Generic, eg listening and note-taking skills, exam preparation

Programs – cont.

Classes and Workshops

- Learning skills
 - Seminar 2, 2007: total 294 sessions for 3,913 students
 - 2008: total 976 sessions for 17,504 students (compared with total 1015 information research skills sessions for 16,322 participants)
 - Previous CALT model eg: Seminar 1 & 2 2006 665+ sessions for 13,573 students
- Combined information research and learning skills
 - 2008: In addition to above, total 180 combined sessions for 5044 students

Total: approx. 27,000* student participants across range of learning skills services (programs, drop-in, one-to-one appointments)

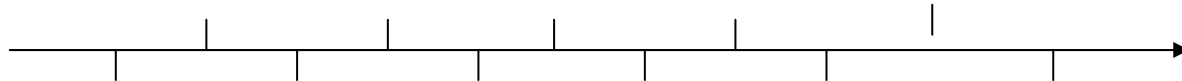
*Total numbers, not necessarily unique individuals

Learning skills and information literacy: greater than the sum of their parts

- **Continuum of skills development (non-linear)**

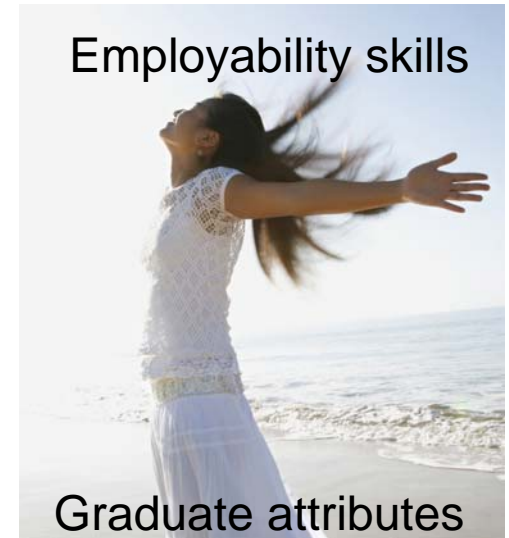
Transition

Graduation



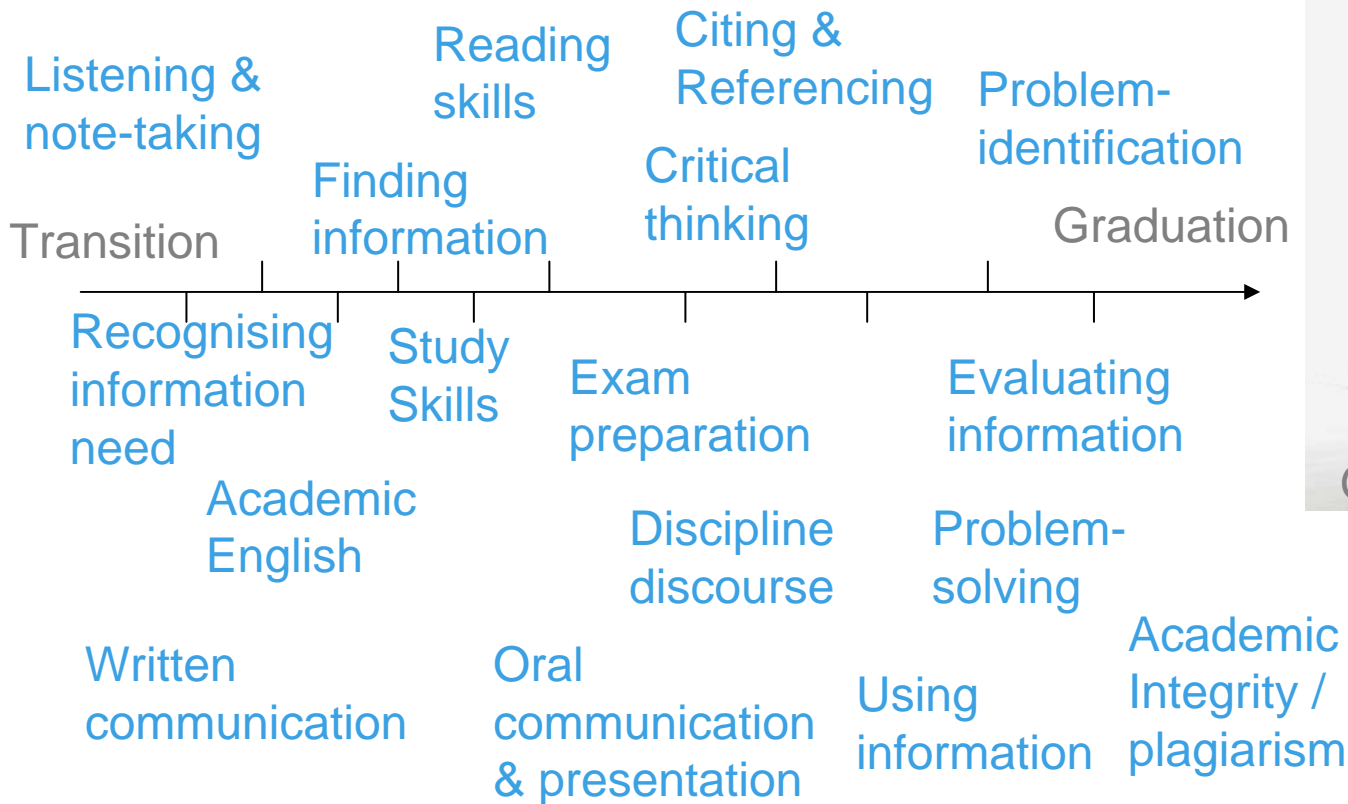
Lifelong learning

Employability skills



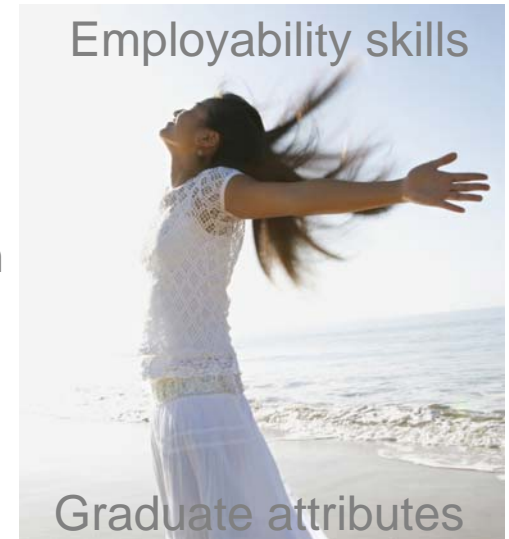
Graduate attributes
(responsible and effective global citizens; critical and creative scholars)

Continuum of skills development



Lifelong learning

Employability skills



Graduate attributes

Examples of faculty partnership programs

- Faculty of Business and Economics Foundation Year
 - Bachelor of Business, Caulfield campus
 - Curriculum redevelopment of six core first year units including assessment tasks and skills development (1100 plus students)
 - Implemented 2008
 - Library staff (learning skills advisers and librarians)
 - Teaching into Faculty curriculum
 - Providing adjunct programs tied to curriculum
 - Working with faculty on options for extending foundation year elements to Bachelor of Commerce (Clayton) and Bachelor of Commerce and Business (Berwick, Gippsland, Peninsula)



Faculty partnership programs – cont.

- Faculty of Law LAW1104 Research and Writing (RaW) unit
 - Compulsory first year unit (approx 500 students)
 - Combines legal research and writing skills
 - Library staff (learning skills advisers and librarians)
 - Teaching into Faculty curriculum (13 streams)
 - Providing adjunct programs tied to curriculum
 - Commenced semester 2, 2008, evaluated and revised for semester 2, 2009



Faculty partnership programs – cont.

- Faculty of Science BIO1011 Biological Sciences unit
 - Collaboration between unit coordinator, learning skills adviser and markers
 - Restructured essay assessment task into a draft/final essay model
 - Framework for continuous evaluation and improvement to assessment practice developed
 - Implemented 2008
 - Workshops to prepare students for assessment model, marking criteria and follow-up to essay feedback

Faculty partnership programs – cont.

- Faculty of Pharmacy and Pharmaceutical Sciences
Bachelor of Pharmacy
 - Review and redesign of undergraduate curriculum
 - Targets 4 specific areas: Information research skills, written and oral communication skills, critical thinking and leadership
 - First stage implemented 2009
 - 5 out of 8 first-year units had library involvement in 2008
 - Librarians and learning skills advisers taught classes in support of identified units, linked with specific assessment tasks
 - Under review and development for second stage in 2010



Other initiatives

- Faculty of Information Technology 'Keys to Success' program
 - FIT coursework masters students, Caulfield and Clayton campuses
 - Series of adjunct workshops in parallel with curriculum
- Honours and HDR 'writing circles' at Hargrave-Andrew, Law and Matheson libraries
- Berwick program for students referred from Academic Progress Committee
 - Saturday seminar skills development program
 - Pilot at Berwick, possibility of extension to other campuses
- Working with Faculty of Medicine, Nursing and Health Sciences, Gippsland in relation to skills development in the graduate entry MBBS curriculum



Learning Skills Review

- Early review, scheduled to commence end 2008, 18 months into service start up
- No high level concern, so conducted internally, comprising meetings with Faculty Deans and Associate Deans (Teaching), PVC (Research), CALT and representatives of student associations
- Aim was to determine whether Faculty and student needs are being met by the Library's learning skills programs, resources and services, and to provide an opportunity for stakeholder input into future directions
- Consideration was given to:
 - Program development
 - Staffing levels
 - Range of activities/services/resources
 - Areas for development and improvement

Learning Skills Review cont.

- Major findings/recommendations
 - Overwhelming majority of stakeholders very favourable re Library model
 - Systematic, coordinated approaches to student skill development preferred, including focus on in-curricula and cohort specific programs
 - Review identified specific partnership opportunities with individual faculties and other areas, as well as in relation to early intervention and APC processes, and pre-honours and honours students
 - Strong interest in availability of online learning packages and library-developed e-learning modules to facilitate student skill development
 - Go8 staffing comparisons suggest that whilst staffing resources are stretched, Monash has sufficient central staff resourcing for adequate service provision for its students
 - Review recommended that the university consider options for effective development of students' technology literacy, through collaboration between Information Technology Services, e-Education Centre and the Library



Our vision is to ...

- Meet university and faculty needs in developing students with multiple academic literacies and supporting the best possible student learning experience and performance in a cost effective way



Acknowledgment

- This presentation was prepared by Lisa Smith, Director Client Services, Humanities and Social Sciences

Conclusion

- Worked well because of changes in information literacy already achieved
- Collaboration between librarians and learning skills advisors exceeded our expectations, as did the results
- Led to redefinition of Library mission
 - “Monash University Library advances scholarship by enabling the effective discovery and use of information for education and research”



Discussion / questions