Library Research Skills Teaching Staff (2020-2021)

Library, Research and Learning Resources

University of Nottingham
UK | CHINA | MALAYSIA

Key Messages

Booking Form	We have a Booking Form on the Library web site for requesting Library Research Skills Teaching sessions.
Options	This portfolio of options is just that! Faculties, Schools or Departments can select what they want from the menu to suit the needs of their students. For instance, two separate sessions can be combined.
Booking Deadline	The deadline for submitting requests is: one month earlier than the session time. The deadline allows time for the Research and Learning Services Team to design and plan learning activities for the sessions. Our online system allows a request to be submitted without you having first received confirmation of the location from timetabling and room bookings.
Room bookings	It is the responsibility of Faculties, Schools and Departments to book rooms for any of these sessions. Our online system allows a request to be submitted without you having received confirmation of location from timetabling/room bookings. Please note, however, we will need you to inform us that room confirmation has been received before we deliver our teaching.
Learning Outcomes	The learning outcomes have been written using University[1] and world-leading professional guidelines.[2]
Evaluation of Teaching	Participant comments will be collected and analysed to improve the quality of teaching.
Digital Learning	In addition to the face-to-face Library Research Skills Teaching offered, content is available online.
Bring Your Own Device (BYOD)	In sessions where BYOD is highlighted, we would be grateful if participants could bring laptops in order to ensure the learning is experiential. If participants do not have their own laptops, they can borrow them from Library Enquiries Desk.
Co-ordinated Requests	We also kindly ask that a Faculty, School or Department level approach is taken to facilitate the targeting of sessions for maximum impact and reach.
Clinics	We offer Clinics to support Teaching sessions. Research Librarians can be booked for Clinics following Library Research Skills Teaching sessions.
Consultations	We offer Consultations with Research Librarians independent of teaching sessions.

1. University of Nottingham, *Quality Manual*, https://www.nottingham.ac.uk/qualitymanual/quality-manual.aspx

2. ACRL, *Framework for Information Literacy for Higher Education*, http://www.ala.org/acrl/standards/ilframework
[Adopted by ACRL Board, 11 January 2016; Accessed 18 April 2018]

No.	1
Title	Introduction to Bibliographic Research Data Management (Endnote)
Who	Staff
When	Semester 1 and Semester 2
Format	Workshop (BYOD)
Room	Seminar Room
Duration	1 hour
Session Overview	**Aim** The aim of this session is to develop basic knowledge and understanding about bibliographic research data management using EndNote to cite the work of others. **Pedagogical Frame** Research is inquiry; searching is strategic exploration. Searching for information is often non-linear and iterative, requiring evaluation of information resources and mental flexibility to explore alternative sources. **Learner Dispositions** Researchers are creative and flexible and seek guidance from experts. **Knowledge Practices** ➢ Consider research as an op-ended exploration and engagement with information, which can be supported by bibliographic software; ➢ organise information in meaningful ways for research inquiry to support the synthesizing of ideas gathered from multiple sources; ➢ and, understand how information systems and sources are organised to extract, save and integrate bibliographic data in academic writing.
Learning Outcomes	By the end of the session, participants should be able to: ➢ demonstrate knowledge and understanding of how to use reference management software to manage research readings and bibliographic data; ➢ produce a basic bibliography during the session, with an Endnote Library and a linked Word document, including citations and references; ➢ and, identify relevant functions to support academic writing, such as changing referencing style, project groups, and research notes.
Case Study	Case studies will be developed in collaboration with participants and staff to improve the pedagogy of LRLR research technologies teaching.
Student Evaluation	Participant comments will be collected and analysed to improve the quality of LRLR research technologies teaching.

No.	2
Title	Advanced Bibliographic Research Data Management (Endnote)
Who	Staff
When	Semester 1 and Semester 2
Format	Workshop (BYOD)
Room	Seminar Room
Duration	1 hour
Session Overview	**Aim** The aim of this session is to develop advanced knowledge and understanding about bibliographic research data management using EndNote. **Pedagogical Frame** Research is inquiry; searching is strategic exploration. Searching for information is often non-linear and iterative, requiring evaluation of information resources and mental flexibility to explore alternative sources. **Learner Dispositions** Researchers are creative and flexible and seek guidance from experts. **Knowledge Practices** ➢ Contribute to scholarly conversations, using a digital research library to support published writing, online discussion and conference presentation; ➢ organize information and synthesise ideas, examining the gathered information for gaps or weaknesses to improve the quality of the library; ➢ and, critically evaluate contributions to scholarship through reflective note taking in the digital research library.
Learning Outcomes	By the end of the session, participants should be able to: ➢ demonstrate knowledge and understanding of advanced functions, such as generating footnote citations, editing both bibliographies and output styles; ➢ apply complex search strategies to a variety of information resources, including the Endnote Online Search Mode, and develop reflective research notes; ➢ and, identify relevant services to support collaboration with researchers within and beyond the University through sharing bibliographies.
Case Study	Case studies will be developed in collaboration with participants and staff to improve the pedagogy of LRLR research technologies teaching.
Student Evaluation	Participant comments will be collected and analysed to improve the quality of LRLR research technologies teaching.

No.	3
Title	Effective Literature Searching in Research
Who	Staff
When	Semester 1 and Semester 2
Format	Workshop(BYOD)
Room	Seminar Room
Duration	1 hour
Session Overview	**Aim** The aim of this session is to develop knowledge and understanding about literature searching in research inquiry and discovery. **Pedagogical Frame** Research is inquiry; searching is strategic exploration. Searching for information is often non-linear and iterative, requiring evaluation of information resources and mental flexibility to explore alternative sources. **Learner Dispositions** Researchers are creative and flexible and seek guidance from experts. **Knowledge Practices** ➢ Determine the scope of inquiry to meet information needs and develop effective search strategies using structured approaches; ➢ use divergent (eg. brainstorming) and convergent (eg. selecting the best source of information) thinking processes when searching; ➢ and, understand how information systems and sources are organised in order to access relevant information to research.
Learning Outcomes	By the end of the session, participants should be able to: ➢ demonstrate knowledge and understanding of how to conduct literature searching, including combing terms; ➢ apply complex search strategies to a variety of information resources, including bibliographic databases; ➢ and, identify relevant services that enable access to information beyond the University.
Case Study	Case studies will be developed in collaboration with participants and staff to improve the pedagogy of LRLR research technologies teaching.
Student Evaluation	Participant comments will be collected and analysed to improve the quality of LRLR research technologies teaching.

No.	4
Title	Global Open Scholarship in Research
Who	Staff
When	Semester 1 and Semester 2
Format	Lecture
Room	Seminar Room or Lecture Theatre
Duration	1 hour
Session Overview	**Aim** The aim of this session is to develop knowledge and understanding about open access and open scholarship, including national initiatives and emerging University policy. **Pedagogical Frame** Scholarship is conversation; information has value. Information resources used in research are governed by legal and economic interests in production and dissemination. Access to information is an issue. **Learner Dispositions** Researchers respect fair access to information and openness in scholarship. **Knowledge Practices** ➢ Articulate the distinguishing purposes of open access, open scholarship and copyright, and the connections to research strategies; ➢ understand potential contributions to open scholarship through informed choices about publication and openness; ➢ and, recognise issues of access or lack of access to information sources and research publications, including marginalised groups.
Learning Outcomes	By the end of the session, participants should be able to: ➢ demonstrate knowledge of the Global University Publications Licence, Publications Checklist, and Code of Research Conduct and Research Ethics; ➢ understand it University policy for all research publications to be made open access through the University; ➢ and, develop an understanding of national policy contexts in the United Kingdom and the People's Republic of China.
Case Study	Case studies will be developed in collaboration with participants and staff to improve the pedagogy of LRLR research technologies teaching.
Student Evaluation	Participant comments will be collected and analysed to improve the quality of LRLR research technologies teaching.

No.	5
Title	Copyright Challenges in Research Publications
Who	Staff
When	Semester 1 and Semester 2
Format	Workshop
Room	Seminar Room
Duration	1 hour
Session Overview	**Aim:** The aim of this session is to develop knowledge and understanding about copyright challenges in research publications. **Pedagogical Frame:** Information has value. Information resources used in research are governed by legal and economic interests in production and dissemination. **Learner Dispositions** Researchers respect the original ideas of others; they respect the expertise in knowledge creation and discovery. **Knowledge Practices** ➢ Give credit to the original ideas of others through proper attribution and citation; ➢ understand that intellectual property is a legal and social construct that varies by culture and country; ➢ and, articulate the purpose and distinguishing characteristics of copyright, fair use, fair dealing, and open access.
Learning Outcomes	By the end of the session, participants should be able to: ➢ demonstrate knowledge and understanding of copyright concepts and principles associated with research and scholarship; ➢ present information in research publications in ways that our fair, demonstrating respect for the original ideas of others; ➢ and, evaluate different approaches to publications which recognise the skills, time and effort needed to produce new knowledge and scholarship.
Case Study	Case studies will be developed in collaboration with participants and staff to improve the pedagogy of LRLR research technologies teaching.
Student Evaluation	Participant comments will be collected and analysed to improve the quality of LRLR research technologies teaching.

No.	6
Title	Copyright for Classroom Teaching
Who	Staff
When	Semester 1 and semester 2
Format	Lecture
Room	Lecture Room
Duration	1 hour
Session Overview	**Aim:** The aim of this session is to develop knowledge and understanding about copyright in classroom teaching. **Pedagogical Frame:** Information has value. Information resources used in classroom teaching are governed by legal and economic interests in production and dissemination. **Learner Dispositions** Leaners respect the original ideas of others; they respect the expertise in knowledge. **Knowledge Practices** ➢ give credit to the original ideas of others through proper attribution and citation; ➢ understand that intellectual property is a legal and social construct that varies by culture and country; ➢ and, articulate the purpose and distinguishing characteristics of copyright, fair use, fair dealing, and open access.
Learning Outcomes	By the end of the session, participants should be able to: ➢ demonstrate knowledge and understanding of copyright concepts and principles associated with classroom teaching; ➢ present information online in ways that our fair, demonstrating respect for the original ideas of others; ➢ and, evaluate different approaches to classroom teaching which recognise the skills, time and effort needed to produce new knowledge and scholarship.
Case Study	Case studies will be developed in collaboration with participants and staff to improve the pedagogy of LRLR research technologies teaching.
Student Evaluation	Participant comments will be collected and analysed to improve the quality of LRLR research technologies teaching.

No.	7
Title	Copyright for Online Teaching
Who	Staff
When	Semester 1 and semester 2
Format	Lecture
Room	Lecture Room
Duration	1 hour
Session Overview	**Aim:** The aim of this session is to develop knowledge and understanding about copyright in online teaching. **Pedagogical Frame:** Information has value. Information resources used in online teaching are governed by legal and economic interests in production and dissemination. **Learner Dispositions:** Leaners respect the original ideas of others; they respect the expertise in knowledge. **Knowledge Practices** ➢ give credit to the original ideas of others through proper attribution and citation; ➢ understand that intellectual property is a legal and social construct that varies by culture and country; ➢ and, articulate the purpose and distinguishing characteristics of copyright, fair use, fair dealing, and open access.
Learning Outcomes	By the end of the session, participants should be able to: ➢ demonstrate knowledge and understanding of copyright concepts and principles associated with online teaching; ➢ present information online in ways that our fair, demonstrating respect for the original ideas of others; ➢ and, evaluate different approaches online which recognise the skills, time and effort needed to produce new knowledge and scholarship.
Case Study	Case studies will be developed in collaboration with academic staff and participants to improve the pedagogy of LRLR research skills teaching.
Student Evaluation	Participant comments will be collected and analysed to improve the quality of LRLR research technologies teaching.

No.	8
Title	Research Metrics and Scholarly Profiles
Who	Staff
When	Semester 1 and Semester 2
Format	Lecture
Room	Seminar Room
Duration	1 hour
Session Overview	**Aim:** The aim of this session is to develop knowledge and understanding of publication metrics and researcher profiles in the networked world of scholarship. **Pedagogical Frame** Authority is constructed and contextual; scholarship is conversation. Research and researchers are evaluated. Information resources are used as measures of expertise and credibility. There is a need to go beyond basic indicators of quality. **Learner Dispositions** Leaners who are developing abilities in responsible research assessment. **Knowledge Practices** ➢ Define different types of authority in scholarship for research assessment, including the main sources of university and subject rankings; ➢ understand research tools and indicators to determine the expertise of researchers and publications; ➢ and, make decisions researcher profiles to determine how credibility, authority and expertise can be shared for collaboration in high quality scholarship.
Learning Outcomes	By the end of the session, the participants should be able to: ➢ understand information sources for publication metrics, including SciVal, Google Scholar, Scopus and Web of Science; ➢ learn how to critically evaluate evidence of research quality to develop coherent research strategies; ➢ and, develop knowledge about the Declaration On Research Assessment (DORA) and professional values in scholarship.
Case Study	Case studies will be developed in collaboration with participants and staff to improve the pedagogy of LRLR research technologies teaching.
Student Evaluation	Participant comments will be collected and analysed to improve the quality of LRLR research technologies teaching.

No.	9
Title	Introduction to Data Scholarship
Who	Staff
When	Semester 1 and semester 2
Format	Lecture
Room	Lecture Room
Duration	1 hour
Session Overview	**Aim:** The aim of this session is to develop knowledge and understanding of data scholarship and the related Library Research Skills Teaching. **Pedagogical Frame** Scholarship is conversation; research is inquiry. Scholars engage in sustained discourse with new insights and discoveries, which includes data collection, analysis and visualisation. **Learner Dispositions** Leaners who are developing abilities in textual data storage, analysis and visualisation. **Knowledge Practices** ➢ Discover which software is available in the Library to support data analysis and visualisation, and how this is available in new spaces for discovery; ➢ understand examples of data and visualisation in the scholarship of others, considering the contributions to disciplinary knowledge; ➢ and, make decisions about further learning which can be supported in the structured Library programmes for data scholarship.
Learning Outcomes	By the end of the session, the participants should be able to: ➢ understand which teaching sessions are provided by the Library to support data analysis and visualisation; ➢ learn how to visualise data to communicate research results using a range of available software and physical environments; ➢ and, appreciate what new software is available including Nvivo, ArcGIS and CiteSpace.
Case Study	Case studies will be developed in collaboration with participants and staff to improve the pedagogy of LRLR research technologies teaching.
Student Evaluation	Participant comments will be collected and analysed to improve the quality of LRLR research technologies teaching.

No.	10
Title	Introduction to NVivo
Who	Staff
When	Semester 1 and Semester 2
Format	Workshop (BYOD)
Room	Seminar Room
Duration	1 hour
Prerequisites	No prior knowledge of Nvivo is needed. A basic understanding of qualitative analysis would be helpful.
Session Overview	**Aim:** The aim of this session is to develop basic practical knowledge and understanding of qualitative data in scholarship for research databases using Nvivo. **Pedagogical Frame** Scholarship is conversation; research is inquiry. Scholars engage in sustained discourse with new insights and discoveries, which includes data collection, analysis and visualisation. **Learner Dispositions** Leaners who are developing abilities in textual data storage, analysis and visualisation. **Knowledge Practices** ➢ discover simple examples of data in the scholarship of others, considering the contributions to disciplinary knowledge; ➢ use software, such as Nvivo, to understand underlying concepts in data analysis and visualisation; ➢ and, synthesise ideas from multiple sources to organize research results in meaningful ways.
Learning Outcomes	By the end of the session, the participants should be able to: ➢ apply new knowledge and understanding related to the practical application of data analysis to research publications; ➢ understand how to visualise data to communicate research results using accurate and reliable methods; ➢ and, evaluate the advantage and disadvantages of Nvivo in data analysis for research discovery.
Case Study	Case studies will be developed in collaboration with participants and staff to improve the pedagogy of LRLR research technologies teaching.
Evaluation	Participant comments will be collected and analysed to improve the quality of LRLR research technologies teaching.

No.	11
Title	Building a Qualitative Database with NVivo
Who	Staff
When	Semester 2
Format	Workshop
Room	Seminar Room
Duration	2 hours
Prerequisites	Completed "Introduction to NVivo" or basic practical experience with NVivo.
Session Overview	**Aim:** The aim of this session is to develop practical knowledge and understanding of qualitative data in scholarship for research databases using Nvivo. **Pedagogical Frame** Scholarship is conversation; research is inquiry. Scholars engage in sustained discourse with new insights and discoveries, which includes data collection, analysis and visualisation. **Learner Dispositions** Leaners who are developing abilities in textual data storage, analysis and visualisation. **Knowledge Practices** ➢ discover examples of data in the scholarship of others, considering the contributions to disciplinary knowledge; ➢ use software, such as Nvivo, with various research methods, based on need, circumstances and the type of inquiry; ➢ and, synthesise ideas from multiple sources to organize research results in meaningful ways for high quality scholarship.
Learning Outcomes	By the end of the session, the participants should be able to: ➢ apply new knowledge and understanding related to the practical application of data analysis to research publications; ➢ understand how to visualise data, including coding to improve research design; ➢ and, apply knowledge to the critical evaluation of data and visualization in scholarship and publication.
Case Study	Case studies will be developed in collaboration with participants and staff to improve the pedagogy of LRLR research technologies teaching.
Evaluation	Participant comments will be collected and analysed to improve the quality of LRLR research technologies teaching.

No.	12
Title	Textual Analysis with NVivo
Who	Staff
When	Semester 2
Format	Workshop
Room	Seminar Room
Duration	2 hours
Prerequisites	Completed "Building Qualitative Databases with NVivo" or substantial textual analysis skills. Participants should bring their own research data for the workshop.
Session Overview	**Aim:** The aim of this session is to develop practical knowledge and understanding of qualitative textual analysis in scholarship for research publications. **Pedagogical Frame** Scholarship is conversation; research in inquiry. Scholars engage in sustained discourse with new insights and discoveries, which includes textual data collection, analysis and visualisation. **Learner Dispositions** Leaners who are developing abilities in textual data storage, analysis and visualisation. **Knowledge Practices** ➢ Discover examples of textual data in the scholarship of others, considering the contributions to disciplinary knowledge; ➢ use software, such as Nvivo, to collect and manage data, including creating data visualisations for research publication; ➢ and, perform advanced qualitative textual analysis, such as integrating multiple data sets in different forms.
Learning Outcomes	By the end of the session, the participants should be able to: ➢ apply new knowledge and understanding related to the practical application of textual analysis to research publications; ➢ understand how to visualise textual data, supporting a range of research methods, such as questionnaires and interviews; ➢ and, apply knowledge in specific research projects and communicate new discoveries through data visualisation in scholarship and publication.
Case Study	Case studies will be developed in collaboration with participants and staff to improve the pedagogy of LRLR research technologies teaching.
Evaluation	Participant comments will be collected and analysed to improve the quality of LRLR research technologies teaching.

No.	13
Title	Mapping Bibliometric Networks
Who	Staff
When	Semester 1 and Semester 2
Format	Workshop
Room	Seminar Room
Duration	1 hour
Session Overview	**Aim:** The aim of this session is to develop practical knowledge and understanding of bibliometric networks in scholarship for research publications. **Pedagogical Frame** Scholarship is conversation; research in inquiry. Scholars engage in sustained discourse with new insights and discoveries, which includes data collection, analysis and visualisation. **Learner Dispositions** Leaners who are developing abilities in data storage, analysis and visualisation. **Knowledge Practices** ➢ Discover examples of bibliometric networks in the scholarship of others, considering the contributions to disciplinary knowledge; ➢ use software, such as CiteSpace, VOSviewer and Gephi, to collect and manage data, including creating data visualisations on geographic maps; ➢ and, perform basic and advanced spatial analysis searches to extract data from information sources, including Scopus, Web of Science and Dimensions.
Learning Outcomes	By the end of the session, the participants should be able to: ➢ apply new knowledge and understanding related to the practical application of bibliometric analysis to research publications; ➢ understand how to visualize bibliometric networks, including collaboration, co-citation and co-occurrence and bibliographic coupling; ➢ and, apply knowledge in specific research projects and communicate new discoveries through data visualisations in scholarship and publications.
Case Study	Case studies will be developed in collaboration with participants and staff to improve the pedagogy of LRLR research technologies teaching.
Student Evaluation	Participant comments will be collected and analysed to improve the quality of LRLR research technologies teaching.

No.	14
Title	Mapping Geographic Data
Who	Staff
When	Semester 1 and semester 2
Format	Workshop
Room	Seminar Room
Duration	1 hour
Session Overview	**Aim:** The aim of this session is to develop practical knowledge and understanding about geographic information system (GIS) mapping in data analysis and visualisation. **Pedagogical Frame** Scholarship is conversation; research in inquiry. Scholars engage in sustained discourse with new insights and discoveries, which includes data collection, analysis and visualisation. **Learner Dispositions** Leaners who are developing abilities in data storage, analysis and visualisation. **Knowledge Practices** ➢ Discover examples of GIS in the scholarship of others, considering the contributions to disciplinary knowledge; ➢ use software, such as ArcGIS Desktop and Arcmap, to manage GIS data, including creating data visualisations on geographic maps; ➢ and, introduce traditional and advanced spatial analysis to solve real world problems in research projects.
Learning Outcomes	By the end of the session, the participants should be able to: ➢ appreciate concepts in geographical information systems data and the practical application in scholarship; ➢ understand how to visualise geographical data in ArcGIS, including vector data and raster data; ➢ and, apply new knowledge and understanding related to the practical application of concepts in GIS to research publications.
Case Study	Case studies will be developed in collaboration with participants and staff to improve the pedagogy of LRLR research technologies teaching.
Student Evaluation	Participant comments will be collected and analysed to improve the quality of LRLR research technologies teaching.

No.	15
Title	Reading Lists for Digital Learning
Who	Staff
When	Semester 1 and semester 2
Format	Workshop
Room	Computer Room
Duration	1 hour
Session Overview	**Aim** The aim of the session is to develop practical knowledge and understanding about reading lists for digital learning so that academic staff can maintain lists. **Pedagogical Frame** Authority is Constructed and Contextualised. Information resources reflect their creator's expertise and credibility, and are evaluated based on information needs and the contexts in which they will be used. **Learner Dispositions** Leaners develop awareness of the importance of assessing content. **Knowledge Practices** ➢ Use the University's online reading list system as indicators of authority for students to determine the credibility of information sources; ➢ develop academic discipline specific lists to develop student understanding of acknowledge authorities, scholars and publications; ➢ and, understand how to package reading content for students using links, bookmarks and publishing.
Learning Outcomes	By the end of the session, participants should be able to: ➢ apply new knowledge and understanding related to the Digital Reading List System to create an online reading lists to support student learning; ➢ communicate course reading in a structured and coherent list that is accessible to students through a digital environment; ➢ and, apply knowledge to edit and maintain reading lists for digital learning as modules change.
Case Study	Case studies will be developed in collaboration with participants and staff to improve the pedagogy of LRLR research technologies teaching.
Student Evaluation	Participant comments will be collected and analysed to improve the quality of LRLR research technologies teaching.

No.	16
Title	Teaching and Learning Recognition for Professional Services
Who	Staff
When	Semester 1 and semester 2
Format	Lecture
Room	Lecture Room
Duration	1 hour
Session Overview	**Aim** The aim of this session is to develop knowledge and understanding of the Nottingham Recognition Scheme. **Pedagogical Frame** Information Creation is a Process. Professional services staff can submit a formal submission to recognise impact in teaching and learning practices. **Learner Dispositions** Leaners see themselves as contributors to teaching and learning who have impact. **Knowledge Practices** ➢ Articulate professional processes and projects in case study examples, demonstrating knowledge across key areas; ➢ transfer knowledge of professional values, capabilities and practices in teaching and learning; ➢ and, develop through their own personal submission an understanding of their impact on teaching and student learning.
Learning Outcomes	By the end of the session, participants should be able: ➢ apply new knowledge and understanding of the Nottingham Recognition Scheme to develop a submission for recognition; ➢ use a template to prepare a professional case with examples of design, implementation and evaluation; ➢ and, understand that many professional services have roles in supporting impact in teaching and learning in higher education.
Case Study	Case studies will be developed in collaboration with participants and staff to improve the pedagogy of LRLR research technologies teaching.
Student Evaluation	Participant comments will be collected and analysed to improve the quality of LRLR research technologies teaching.