



---

# Research skills support plan

2019-2023

# Library Vision

Partnering to enrich world-class scholarship and the creation of knowledge.

---

## Library Mission

To empower our communities and enhance their abilities to access and apply information and knowledge resources for research, learning and teaching.

The Library will achieve this within the context of research skills support for students by:

- Providing a baseline set of research skills across three levels. This will scaffold learners to become confident, connected, active life-long learners who have the skills, literacies, experiences, and dispositions necessary to excel in an analytically competent, multi-disciplinary, global workplace.
  - Collaborating with academic staff to develop students' research skills, embedded and evaluated within the curriculum, in a way that is sensitive to the needs of the discipline and to varied learning environments.
  - Supporting the Treaty of Waitangi obligations and proactively engaging with the University's Māori Strategic Framework.
  - Offering high quality services and learning resources that are inclusive, flexible, easy to use and which encourage independent learning.
  - Providing expertise to ensure that users are able to fully utilise the Library's collections, services and facilities.
  - Offering tailored information services to researchers and research groups, assisting them in keeping up-to-date with the literature, and supporting them in their utilisation of tools for collaboration and dissemination.
  - Using evidence-based technology-enhanced learning techniques to stimulate learning and research skills.
  - Embracing evidence-based innovation and the continuous review and improvement of our services and resources.
- 

## Research Skills Development Strategy

The Library provides research skills development support to all students and staff, on campus or off campus, at all levels of ability – Novice, Intermediate, Expert.

The following literacies have been identified as core to this support and underpin the Research Skills Framework [see separate document].

They are based on the 'Information and Digital Literacy Framework for education, employment and citizenship' developed by the University of Sheffield.

[www.librarydevelopment.group.shef.ac.uk/idl\\_framework/idl\\_framework.pdf](http://www.librarydevelopment.group.shef.ac.uk/idl_framework/idl_framework.pdf)

### Understanding

The literacy enabling individuals to find meaning and apply context. Encompasses academic reading from a broad range of media, both textual and visual.

### Discovering

The literacy enabling individuals to develop search strategies and utilise a broad range of generic and discipline specific resource discovery tools. Information discovery might be guided, inquiry based, or serendipitous.

### Questioning

The literacy enabling individuals to analyse, evaluate, interpret and think critically about information.

### Organising

The literacy enabling individuals to manage their research data.

### \*\*Creating

The literacy enabling individuals to blend ideas and produce new knowledge. Knowledge is created through a range of sources and embraces textual, visual and auditory approaches.

### Referencing

The literacy enabling individuals to acknowledge the work of others, building on their own analysis of existing

knowledge, attribute sources by creating citations and generating accurate bibliographies. These skills sit within a broad understanding of the legal and ethical context of information, and help learners to manage their information and avoid plagiarism.

### **\*\*Communicating**

The literacy that enables individuals to succinctly summarise and share their work and ideas. It has a dynamic relationship with knowledge creation but focuses on the dissemination, rather than creation, of ideas. Digital curation is an important element of this.

**\*\***While the Library supports the activities around Creating and Communicating, these literacies are out of scope for our direct research skills development support.

---

## Research Skills Development Support

- Online tutorials will continue to replace classes for all first-year papers.
- Emphasis is on the creation of interactive online modules for 100- and 200-level undergraduate support.
- Learning objects are designed so that they may be repurposed or edited to provide the same information to students in any Division or Department.
- Handouts are limited to programme outlines and essential worksheets.
- Research skills activities are aligned with academic programme goals and course objectives wherever possible.
- Consultations with all students will refer to Library business only. Students will be directed to other relevant support services for other support e.g. Ask Otago IT, Student Learning Development, OUSA Support Services.
- Where teaching spaces are required and Library rooms are unavailable, the responsibility lies with academic staff to locate and book a room.
- Preparation time should take no more time than delivery, except in the case of online modules.
- Evaluation is through both formal assessments of instructional programmes where appropriate, and through self-reflective practice. Subject Librarians report the results of their changes in practice to their managers on a monthly basis.

### Novice

*At this level, individuals have developed an understanding and application of basic research skills.*

#### Support

- Subject Librarians will provide support using online learning objects and/or modules delivered through the Learning Management System. There will be no face-to-face classes.
- Collaboration with academic staff should inform content.
- Subject Librarians will liaise with tutors/academic support staff where further information or clarity is required. Face-to-face appointments should not be necessary but where these do occur they must not take longer than 30 minutes per student.
- Frontline staff will provide basic support at point of need with referral to Subject Librarians if required. Business cards are available at each library.

### Intermediate

*At this level, individuals have progressed beyond the basics and have the research skills to find, evaluate, interpret, manage, and use information for assessments using a variety of sources.*

#### Support

- Support for this group should be either embedded in the curriculum or delivered as an assignment-specific class so that the research support is aligned with the outcomes.
- Face-to-face appointments may be made but must not be for more than 60 minutes.
- Collaboration with academic staff is essential to identify the content that is most relevant to learning objectives.
- Frontline staff will provide basic support at point of need with referral to Subject Librarians if required. Business cards are available at each library.

### Expert

*At this level, individuals have progressed to independent research culminating in publishing outputs. They are media savvy and technologically able.*

## Support

- Support for this group is primarily face-to-face by appointment, and also through postgraduate sessions held throughout the year.
  - Face to face appointments with postgraduate students must not be more than 60 minutes per session, but further appointments of up to 45 minutes may be organised as necessary.
  - Classes may be run independently of academic staff, or with full collaboration, depending on the cohort.
- 

## Academic Research Support

*Support to academics is provided in the following areas:*

### Research measurement

- Journals – Journal Impact Factor (JCR) and its strengths and weaknesses; other journal ranking and impact metrics e.g. SJR, SNIP, CiteScore, Eigenfactor
- Authors – citation counts; finding/calculating an H-index; use and relevance of Altmetrics
- Articles – citation counts; use and relevance of Altmetrics
- Other research outputs – metrics for books and other publication formats.

### Data management

- Effective data management; how and when to write a data management plan; external data management/long term storage solutions (nationally and internationally).

### Networking and collaborating

- Relevance of Virtual Research Environments (VREs) within different disciplines; researcher networks e.g. Academia.edu, ResearchGate.

### Scholarly communication

- OUR Archive; traditional journal publishing options and Open Access.

### Researcher profiles and identity control

- Author identifiers e.g. ORCID, Researcher ID.

## Support

- Support may be initiated by Subject Librarians (for new, visiting academics or in support of a new research tool or in association with an event, such as PBRF) or by the academic, as the need arises. When initiated as a Research Support proposal (RSP) the Research Support Unit provides additional resourcing and support.
  - Support for academics is primarily one-to-one/face-to-face, but departmental sessions may also occur (especially in support of PBRF).
  - Face-to-face appointments will be made in consultation with the academic and meetings will typically be held outside the Library e.g. in the academic's office or department.
  - The Research Support Unit collaborates with Subject Librarians when targeted specialised support is required.
- 

## Generic Outreach Programmes

- The Library supports first-year students through the training of Residential Advisors from the Colleges, departmental tutors and the Locals programme.
- The Library collaborates with a range of support services to provide generic programmes to students including:
  - Distance Learning Office
  - Māori ki Te Whare Wānanga o Ōtakōu
  - Pacific at Otago
  - Student Learning Development
  - Te Huka Mātauraka
  - The Pacific Islands Centre
  - ITS

- Postgraduate workshops and information sessions held each semester and there is strong collaboration with the Graduate Research School.
- Undergraduate sessions are held each semester focussed on basic research skills.
- Māori students are supported by Library Kaiāwhina.

## Alignment to strategic documents

University of Otago: Te Whare Wānanga o Otāgo. Strategic direction to 2020.

**Imperative: Excellence in Research** – Established and emerging areas of research strength will provide a foundation for promoting research excellence, and these areas will be nurtured and supported.

We will attract and retain high-quality, research-active staff, and foster their development in a supportive environment. We will provide a similarly attractive, supportive environment for research students.

**Imperative: Excellence in Teaching** – We will continue to embrace the use of new technologies in teaching, and be innovative in deploying them both to enhance the on-campus learning experience, and to facilitate dispersed delivery in areas where it makes particular sense to do so. Similarly, we will continue to invest in high-quality facilities and support services that sustain teaching excellence.

University of Otago Teaching and Learning Plan 2013–2020: Graduate profile

**Information Literacy:** Ability to apply specific skills in acquiring, organising, analysing, evaluating and presenting information, in particular recognising the increasing prominence of digital-based activity.

**Research:** Ability to conduct research by recognising when information is needed, and locating, retrieving, evaluating and using it effectively.

**Lifelong Learning:** Commitment to the on-going acquisition of new knowledge and new skills, and an ability to apply these to an ever-changing environment.

Postgraduate Support Programme Review. General Report.

University of Otago Library: Strategic Directions to 2022.

